

Guide for Developing and Reviewing SHELL Functional Annexes

Prepared in collaboration by

New York State Education Department
New York State Police
New York State Center for School Safety

August 2022

Updates: S.H.E.L.L. Emergency Response Card updated December 2022



NY STATE EMERGENCY RESPONSE **S.H.E.L.L.**

SCHOOL NAME:

911 ADDRESS:



SHELTER-IN-PLACE

SHELTER STUDENTS AND STAFF INSIDE THE BUILDING BECAUSE IT IS SAFER INSIDE THE BUILDING THAN OUTSIDE.

ACTIONS:

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Move away from windows, if situation warrants.
- If instructed, move out of classroom to designated safe area. Stay together at all times.
- Take Attendance.
- Listen for updates.



HOLD-IN-PLACE

RESTRICT MOVEMENT OF STUDENTS AND STAFF WITHIN THE BUILDING WHILE DEALING WITH SHORT TERM EMERGENCIES.

ACTIONS:

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Listen for updates.



EVACUATE

EVACUATE STUDENTS AND STAFF FROM THE BUILDING.

ACTIONS:

- Listen for instructions about the situation and your actions.
- Lead students to designated assembly or announced assembly area. Use secondary route, if necessary.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off site location.
- Listen for updates.



LOCKOUT

STUDENTS AND STAFF REMAIN INSIDE LOCKED **SCHOOL BUILDINGS** DURING INCIDENTS THAT POSE AN IMMINENT CONCERN **OUTSIDE** OF THE SCHOOL.

ACTIONS:

- Listen for instructions regarding the situation and your actions.
- Lock all exterior doors and windows.
- Leave blinds/lights as they are.
- Take Attendance.
- After initial instructions, listen for updates.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.



LOCKDOWN

SECURE STUDENTS AND STAFF INSIDE LOCKED **CLASSROOMS** DURING INCIDENTS THAT POSE AN **IMMEDIATE THREAT OF VIOLENCE** IN OR AROUND THE SCHOOL.

ACTIONS:

- When you hear LOCKDOWN, LOCKDOWN, LOCKDOWN announced, move quickly to execute the following actions.
- If safe, gather students from hallways and common areas near your classroom.
- Lock your door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Leave windows, blinds/lights as they are.
- Keep everyone quiet. Silence cell phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Do not respond to P.A. announcements or fire alarm.
- Stay hidden until physically released by law enforcement personnel.

Card updated December 2022

For translations of the Emergency Response Card, visit the NYS Center for School Safety website <https://www.nyscfss.org/translations>

Which Emergency Response terms must be used?

By developing and practicing a set of response procedures, school staff and students will be able to quickly and safely respond to a variety of situations. To ensure consistency, your team must only use the following terms during an emergency response:

Shelter in Place

Hold in Place

Evacuate

Lockout

Lockdown

Throughout this document, the term **S-H-E-L-L** refers to these 5 emergency response terms. Do not use code names, colors, or any terms that would be confusing to first responders.

What are Functional Annexes?

Functional Annexes are written documents that focus on standardized, specific actions, and the courses of action developed to carry them out. Annexes consist of **standardized, specific actions** school staff and students take in response to a variety of threats, hazards, incidents, or emergencies.

Your Safety Teams and Emergency Response Teams should develop **Functional Annexes** that are *specific* and *detailed* for the actions that need to happen. **Functional Annexes** must be included in your **Building-Level Emergency Response Plan**.

Purpose of Functional Annexes:

- Provide specific information and direction
- Focus on **what** the function is and **who** is responsible for carrying it out
- Emphasize responsibilities, tasks, and operational actions that pertain to the function being covered
- Explain how the school manages each function **before**, **during**, and **after** an incident

What information should be included in our Functional Annex?

Functional Annexes are written documents that focus on standardized, specific actions, and the courses of action developed to carry them out. To develop effective and meaningful Functional Annexes, the following information should be included:

Goals Objectives Courses of Action

Goals are *broad, general statements*

Objectives are *measurable actions*

Courses of Action *accomplish our objectives*

Key questions to determine Courses of Action (*to accomplish objectives*):

- **WHAT** is the action?
- **WHO** is responsible?
- **WHEN** does it take place?
- What happens **BEFORE** and **AFTER**?
- What **RESOURCES** are needed?
- **HOW** will this affect specific populations?

Functional Annexes, should include **Goals, Objectives,** and **Courses of Action** for three key incident timeframes:

Before an Incident

During an Incident

After an Incident

What is required?

There are regulatory requirements for your **Building-Level Emergency Response Plan**.

As per **Commissioners Regulation 155.17(2)**: A building-level emergency response plan shall be developed by the building-level emergency response team, shall be kept confidential, including but not limited to the floor plans, blueprints, schematics or other maps of the immediate surrounding area, and shall not be disclosed except to authorized department or school staff, and law enforcement officers, and shall include the following elements:

- (i) policies and procedures for the response to emergency situations, such as those requiring **evacuation, sheltering, and lock-down**, which shall include, at a minimum, the description of plans of action for evacuation, sheltering, lock-down, evacuation routes and shelter sites, and procedures for addressing medical needs, transportation and emergency notification to persons in parental relation to a student;
- (iv) establishment of internal and external communication systems in emergencies;
- (vi) coordination of the building-level emergency response plan with the statewide plan for disaster mental health services to assure that the school has access to Federal, State and local mental health resources in the event of a violent incident;
- (viii) policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property.

This **Guide for Developing and Reviewing SHELL Functional Annexes** is designed to support your team in developing Functional Annexes to be included in your Building-Level Emergency Response Plans. Please remember that your individualized plan should reflect your school community, your school building, and your school grounds. Examples in this document are provided to promote critical and collaborative thinking rather than to provide text for your plan. Please use the examples to develop and practice a set of response procedures so that school staff and students will be able to quickly and safely respond to a variety of situations.

What supporting documents should we use to develop our *Functional Annexes*?

Effective Functional Annexes are a *crucial part* of your Building-Level Emergency Response Plan (ERP). Education Law 2801-a and Commissioner's Regulation 155.17 also require that each school's ERP include **floor plans, blueprints, schematics** or other **maps of the school interior, school grounds, and road maps** of the immediate surrounding area. When developing and revising SHELL Functional Annexes, please use floor plans and maps as supporting documents to ensure the **accuracy and effectiveness** of your planned response before, during, and after an incident.

Schools can work with emergency responders to develop floor plans that are **clear, easy to use, and readily understandable to anyone responding to an emergency**.

Floor Plans	Maps
<i>Include the following information on your floor plans:</i>	<i>Include the following information on your maps:</i>
The school's name and address.	The school's name and address.
A key to define any symbols used.	A key to define any symbols used.
A compass indicating North.	A compass indicating North.
Provide meaningful description of any exterior spaces that are represented. For example, JV softball field, staff parking lot, student drop off, visitor parking, bus drop off, etc.	Google maps and other similar applications provide an easy way for school administrators to obtain satellite images of school grounds and surrounding areas.
Each floor should be on a separate page.	Include labels that identify key points included in the image.
Label the building entrances/exits (including service entrances).	Label the building entrances/exits (including service entrances).
Windows and interior doors should be graphically shown.	Label all buildings (concession stand, school, maintenance shed, bus garage, etc.).
Label rooms with room numbers.	Include satellite images of athletic fields, travel routes to the fields, and clearly label fields and playgrounds.
Common areas and administrative offices labeled by use (e.g., cafeteria, library, gymnasium, auditorium, boys' locker room, girls' bathroom, etc.).	Assembly, evacuation and/or reunification area(s) labeled.
Location of water, gas and electrical shutoffs clearly noted.	Include travel routes to these areas.
Roof access point(s) clearly noted.	Roads, streets, and traffic patterns clearly marked.
Clearly note the location of Automated External Defibrillator(s) (AEDs), areas of refuge/assistance, fire extinguishers, alarm panel, emergency key box (i.e., "Knox® Box"), and cameras clearly noted.	Trees or other obstacles not obscuring the grounds on satellite images.
Other areas in your building that first responders can designated as potential emergency response areas (e.g., Incident Command Center)	Parking areas and traffic patterns on school property clearly identified and marked with labels and arrows (i.e., staff and visitor parking, one-way traffic, student pickup, delivery routes, emergency access, etc.)
	Other areas on your grounds that first responders have designated as potential emergency response areas (e.g., helicopter landing sites, reunification site, etc.).

TIPS:

Check to ensure that images include an accurate overhead view of the building, and that images are not "flipped" or "mirrored".

Floor plans and area maps will be used by emergency responders who may not be familiar with your building and grounds.

The use of architectural blueprints, along with universal symbols and clear labels will ensure **responders can move quickly** to any part of the building, can determine alternative egress, and move students efficiently to safety during an emergency.

If necessary, provide additional aerial map(s) with street names and surrounding buildings, waterways, etc. clearly labeled.

Clearly labeled floor plans and maps will help responders navigate building & grounds, locate emergency supplies.

How is this *Guide for Developing and Reviewing SHELL Functional Annexes* organized?

To assist your team in developing effective **Functional Annexes** as part of your **Building-Level Emergency Response Plan**, the following information is presented for consideration when developing your **Goals, Objectives**, and **Courses of Action** for each of the **SHELL** Emergency Response:

- Purpose
- Description
- Examples when the response is used
- Additional information
- Courses of Action **BEFORE** the response
- The Incident Command System (ICS) in your school
- Addressing Access and Functional Needs
- Initiating the response
- Instructions **DURING** the response
- Courses of Action **DURING** the response
- Lifting (ending) the response
- Courses of Action **AFTER** the response
- Consecutive or Concurrent Annexes to consider

Use this *Guide for Developing and Reviewing SHELL Functional Annexes* to review and improve your Building-Level Emergency Response Plans. To aid in the process, please use this document to gather **Notes and Considerations for Our Team**.

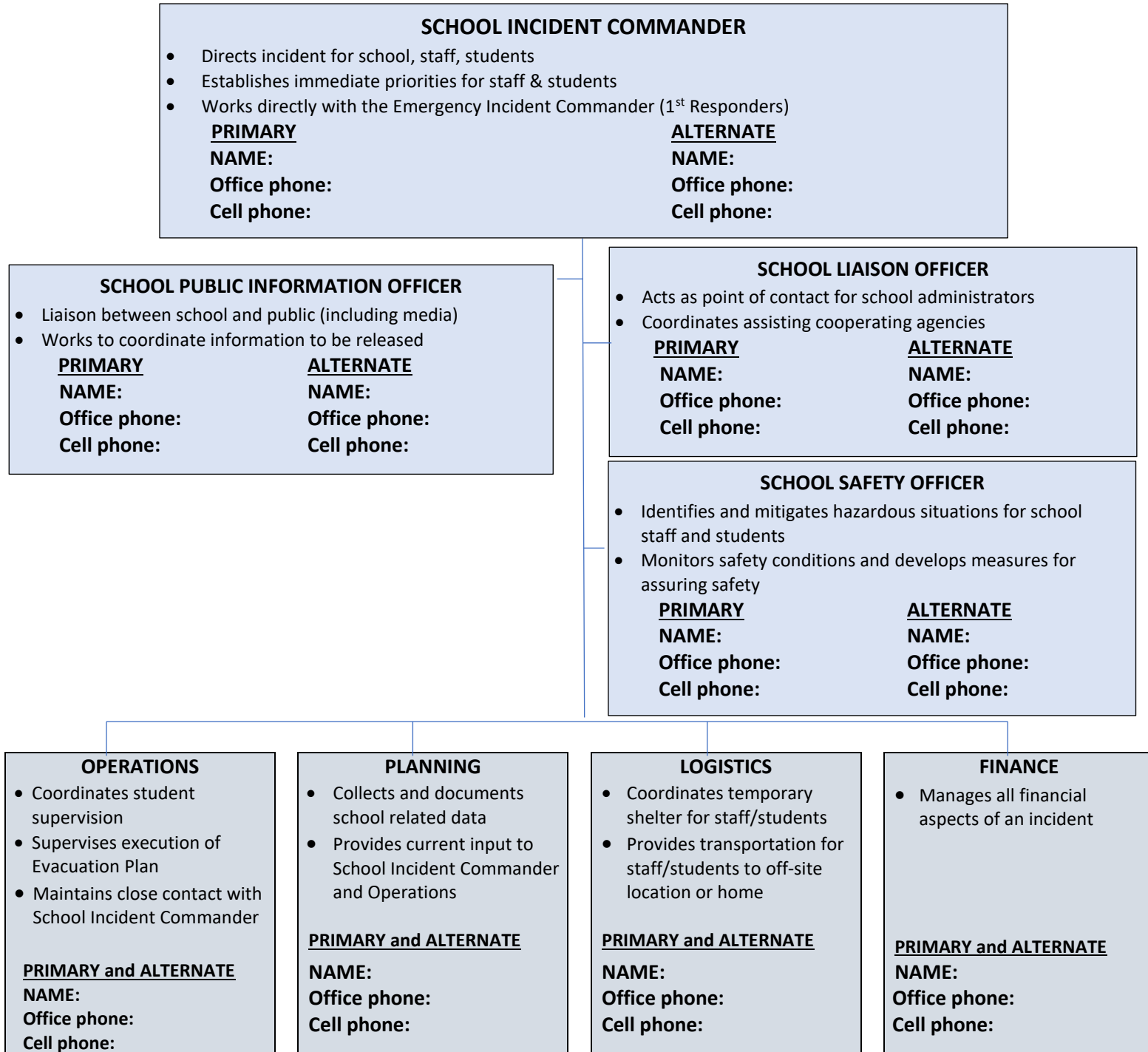
Additional resources and information as well as translated versions of the Emergency Response Card are available on the [New York State Education Department website](#) and the [New York State Center for School Safety website](#).

Please note: this information was developed in August 2022. Your team should verify the information is the most up to date and that no regulatory changes have been made since August 2022.

Incident Command System (ICS) for Schools

Incident Command System (ICS) is a component of the National Incident Management System (NIMS). ICS helps enhance emergency communications and allows multiple agencies to work together effectively during difficult and dangerous circumstances. ICS provides a standardized approach to incident management, regardless of cause, size, location, or complexity. By using ICS during an incident, schools can more effectively work with the responders in their communities.

New York State Schools are required to define a chain of command in a manner consistent with ICS (CR 155.17(c)(2)(v)).



SHELTER-IN-PLACE

SHELTER-IN-PLACE

NOTES AND CONSIDERATIONS FOR OUR TEAM

<i>Purpose</i>	Used to shelter students and staff inside the building.	
<i>Description</i>	A Shelter-In-Place Annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building than outside.	
<i>Examples when the response is used</i>	Weather event Response to mechanical issue When dismissal isn't practical Other	
<i>Additional information</i>	A Shelter-In-Place can last several hours. Depending on the threat or hazard, students and staff may be required to move within the building. Considerations: determine rooms that can be sealed (such as in the event of a chemical or biological hazard), rooms without windows, or a weather shelter (to be used during an event such as a tornado).	
<i>Courses of Action BEFORE the response</i>	<p>Example Goal BEFORE the response (<i>broad, general statement</i>):</p> <ul style="list-style-type: none"> Have the capacity to Shelter-In-Place immediately. <p>Example Objectives (<i>measurable actions</i>):</p> <ul style="list-style-type: none"> Determine Incident Command System (ICS). Determine how response is initiated. Determine how instructions will be communicated. Determine and practice actions that will occur during the Shelter-In-Place. <ul style="list-style-type: none"> Determine and obtain supplies needed to seal a room. Determine and obtain supplies needed to provide for the needs of students and staff (e.g., food, water, hygiene, sleeping). Determine where the supplies are stored and who will access the supplies. Determine who knows how to turn off the water, boilers, electricity, ventilation. Determine safe locations within the building for severe weather events. Clearly mark all floor plans with the utility and ventilation shutoffs. Determine how the response will be lifted (ended). 	

	<p>Key questions to determine Courses of Action <i>(to accomplish objectives)</i>:</p> <ul style="list-style-type: none"> • WHAT is the action? • WHO is responsible? • WHEN does it take place? • What happens BEFORE and AFTER? • What RESOURCES are needed? • HOW will this affect specific populations? 	
<p><i>The Incident Command System (ICS) in your school</i></p>	<p>Incident Command System (ICS) is a component of the National Incident Management System (NIMS). ICS helps enhance emergency communications and allows multiple agencies to work together effectively during difficult and dangerous circumstances. ICS provides a standardized approach to incident management, regardless of cause, size, location, or complexity. By using ICS during an incident, schools can more effectively work with the responders in their communities.</p> <p>New York State Schools are required to define a chain of command in a manner consistent with ICS (CR 155.17(c)(2)(v)).</p> <p>SCHOOL INCIDENT COMMANDER (and alternate)</p> <ul style="list-style-type: none"> • Directs incident for school, staff, students • Establishes immediate priorities for staff & students • Works directly with the Emergency Incident Commander (1st Responders) <p>SCHOOL PUBLIC INFORMATION OFFICER (and alternate)</p> <ul style="list-style-type: none"> • Liaison between school and public (including media) • Works to coordinate information to be released <p>SCHOOL LIAISON OFFICER (and alternate)</p> <ul style="list-style-type: none"> • Acts as point of contact for school administrators • Coordinates assisting cooperating agencies <p>SCHOOL SAFETY OFFICER (and alternate)</p> <ul style="list-style-type: none"> • Identifies and mitigates hazardous situations for school staff and students • Monitors safety conditions and develops measures for assuring safety <p>Other ICS roles: Operations, Planning, Logistics, and Finance</p>	

<p><i>Addressing Access and Functional Needs</i></p>	<p>Consider the access and functional needs for students, staff, any contracted staff, visitors and any temporary needs of students and staff.</p> <p>Students, staff, and others with disabilities and other access and functional needs may face unique challenges when responding to an emergency that may include awareness of alert systems, clear understanding of the emergency, mobility and/or transportation needs, and communication.</p> <p>These could also include:</p> <ul style="list-style-type: none"> • difficulty with hearing or seeing warnings or alarms • challenges with mobility (e.g., wheelchair) • difficulty with understanding the details of the emergency • difficulty with knowing how to respond to an emergency alone • consider medication, medical equipment, and supplies, • wayfinding • personal assistance services • additional special assistance during traumatic events. <p>Also consider mobile records, Go-Kits, food and water, feeding equipment, toileting needs, and service animals.</p> <p>Consider staff training, use of visual aids, sign language, large print signage, audible alarms, visual alarms.</p> <p>Important sources of information are from the IEPs, 504 plans, your staff, students, and their families.</p>	
<p><i>Initiating the response</i></p>	<p>Shelter-In-Place is announced via the intercom or Public Address (P.A.) system. Provide Instructions on how to proceed.</p> <p>Sample:</p> <ul style="list-style-type: none"> • YOUR ATTENTION PLEASE. • THERE IS A SITUATION REQUIRING YOU TO SHELTER-IN-PLACE. • PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS: <i>{Provide instructions specific for the incident}.</i> 	

<p><i>Instructions</i> DURING the response</p>	<p>Additional Considerations:</p> <ul style="list-style-type: none"> • Use clear and concise language. • Provide direction based on the situation. • Determine if it is necessary to move away from windows and doors. • Provide instructions for moving to the interior of the room, interior hallway, or another room. • Instructions for students who are between classes, outside of a classroom, or outside of the building. 	
<p><i>Courses of Action</i> DURING the response</p>	<p>Example Goal DURING the response (<i>broad, general statement</i>):</p> <ul style="list-style-type: none"> • Protect students and staff. <p>Example Objectives (<i>measurable actions</i>):</p> <ul style="list-style-type: none"> • Initiating the response. • Instructions during the response. <ul style="list-style-type: none"> ○ Listen for instructions about the situation and your actions. ○ Students in hallways should return to assigned classroom, if possible. ○ Classroom teachers, take attendance. ○ All assist students as needed. ○ Move away from windows, if warranted by the situation. ○ If instructed, move out of classroom to designated safe area. Stay together at all times. ○ How to move students when the primary route is unusable. ○ How to locate and move students who are not with a teacher or staff member. ○ Seal off rooms. • Procedures to turn off utilities and ventilation systems. • Restroom use. • Safe locations within the building for severe weather events. <p>Key questions to determine Courses of Action (<i>to accomplish objectives</i>):</p> <ul style="list-style-type: none"> • WHAT is the action? • WHO is responsible? • WHEN does it take place? • What happens BEFORE and AFTER? • What RESOURCES are needed? • HOW will this affect specific populations? 	

SHELTER-IN-PLACE

NOTES AND CONSIDERATIONS FOR OUR TEAM

<i>Lifting (ending) the response</i>	Shelter-In-Place is lifted (ended) via the intercom or Public Address (P.A.) system. Notify all concerned parties when the Shelter-In-Place is lifted (ended).	
<i>Courses of Action AFTER the response</i>	<p>Example Goal AFTER the response (<i>broad, general statement</i>):</p> <ul style="list-style-type: none"> • Restore a safe and healthy learning environment. <p>Example Objectives (<i>measurable actions</i>):</p> <ul style="list-style-type: none"> • Clean up the physical environment. • Tend to emotional needs. • Restock supplies. • Evaluate and refine plans. <p>Key questions to determine Courses of Action (<i>to accomplish objectives</i>):</p> <ul style="list-style-type: none"> • WHAT is the action? • WHO is responsible? • WHEN does it take place? • What happens BEFORE and AFTER? • What RESOURCES are needed? • HOW will this affect specific populations? 	
<i>Consecutive or Concurrent Annexes to consider</i>	<p>Communication</p> <p>Security</p> <p>Accounting for All Persons</p> <p>Public Health, Medical and Mental Health</p> <p>Recovery (academic, physical, fiscal, psychological & emotional)</p>	

Annex Worksheet: Shelter-in-Place Annex

Before			
GOAL			
OBJECTIVE(s)			
COURSES OF ACTION			
Who is Responsible	Action	Due Date	Follow Up Required
During			
GOAL			
OBJECTIVE(s)			
COURSES OF ACTION			
Who is Responsible	Action		
After			
GOAL			
OBJECTIVE(s)			
COURSES OF ACTION			
Who is Responsible	Action		


Tabletop Exercise: Shelter-in-Place


The purpose of a Tabletop Exercise is to provide an opportunity for your team to review and discuss their responses to a simulated incident and to identify the information, actions, and notifications that are needed. A Tabletop Exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletop Exercises can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, mitigation of, protection from, response to, and recovery from a defined incident. Generally, Tabletop Exercises are aimed at facilitating conceptual understanding, identifying strengths and areas for improvement, and/or achieving changes in perceptions.

Facilitator	
Date	
<i>Assess the need</i> What part of your Emergency Response Plan are you testing?	Shelter-in-Place Annex Building-Level Emergency Response Plan Incident Command System Floorplans and Area Maps
<i>Define the scope</i> Participants: Who are the key people?	
<i>Write a statement of purpose</i> What is the reason for the activity?	<p>SHELTER-IN-PLACE is used to shelter students and staff inside the building.</p> <p>The Shelter-In-Place Annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building than outside.</p> <p>To: Our team will review and revise our Shelter-in-Place annex, our Building-Level Emergency Response Plan, our ICS, and our Floor Plans and Area Maps.</p> <p>To: {consider additional reasons to conduct this activity}</p>
<i>Define the objectives</i> What are your objectives for this activity?	<p>To: Encourage discussion among the team, and to develop recognition of coordination and planning requirements.</p> <p>To: {consider additional objectives for this activity}</p>
<i>Compose a narrative/scenario</i> What is the narrative for the simulated situation? What story will set the stage and encourage participants to think about the problem?	<p>Adapted from REMS EXAMPLE FOR SCENARIO-BASED PLANNING https://rems.ed.gov/District_Scenario-BasedPlanning.aspx</p> <p>Setting: It is 10:05 Wednesday morning, and school is in session. The temperature is 40 degrees Fahrenheit outside, the sky is overcast, and there is a light breeze from the west.</p>

	<p>Incident: A tanker truck carrying hazardous materials crashes into another vehicle on the road a few blocks from the school. The truck is leaking a yellowish gas that is hovering close to the ground.</p> <p>A motorist comes upon the crash and calls 9-1-1.</p> <p>First responders are immediately dispatched to the incident.</p> <p>The media has begun reporting on the tanker truck crash. Family members call the school office to check on the status of their children. This is the first the school has heard of the incident.</p> <p>The school office notifies the building Principal necessitating an Emergency Response.</p> <p>The principal assumes the role of Incident Commander (as <i>previously determined</i>) and calls police dispatch to get first-hand information. Dispatch verifies the crash, states that they are still gathering information, and they do not tell the school how to respond.</p> <p>The Incident Commander assembles the building emergency response team and activates the ICS.</p> <p>ICS: (Assign the necessary and relevant roles and alternates for the roles, or use previously assigned roles as per your Emergency Response Plan)</p> <ul style="list-style-type: none"> ▪ School Public Information Officer ▪ School Liaison Officer ▪ School Safety Officer ▪ Operations ▪ Operations: Nurse ▪ Operations: Facility ▪ Operations: Site Security ▪ Planning ▪ Logistics ▪ Finance <p>Due to the proximity of the crash, the school decides to take precautionary measures and implements a Shelter-in-Place to seal off the school from the possible contaminant.</p> <p>The school principal uses the intercom system to instruct staff to immediately implement a shelter-in-place procedure and seal their rooms.</p>
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Write major and detailed events  Before	What is going on?	
	What has already occurred?	
	What is the weather?	

	Who is involved?	
	Who is affected?	
	Who has been called and/or responded?	
	What have they already done?	
	What additional problems does this situation cause?	
	What are the initial actions?	
	What additional problems do you want to consider?	<p>Additional considerations:</p> <ul style="list-style-type: none"> • How is the response initiated? • Students are outside on a field with their teacher, who is seemingly unaware of the incident. From a distance, it looks like some students might be coughing. • In the office, phones are ringing nonstop. • Fire Department Hazmat coordinator advises they are working to identify the chemical spill, the school should follow its protocols, and segregate and monitor any potentially exposed students and staff. • The road will be shut down for hours for cleanup altering bus routes. • It is almost lunchtime. • Consider student medical needs. • Consider access and functional needs (i.e., difficulty hearing/seeing alarms, challenges with mobility, wayfinding, toileting and feeding needs, etc.) • How is the response lifted (ended)? <p>Using Your Floor Plans and Area Maps:</p> <ul style="list-style-type: none"> • Does everyone involved know how routes to/from the school will be impacted? • Communication with the teacher outside must occur. Is there is a safe route back into the school building? How should any student medical needs be addressed? • Parents, visitors, and bus drivers arriving at the school will need direction. • Which windows need to be sealed? Who will do this, and where are the supplies? • Will any utilities need to be shut-off? <p><i>{Consider additional building specific problems that could occur}</i></p>
	What are possible new or cascading problems?	
	What should you do now?	
	What information do you need?	
	Who else needs to know?	

List the expected actions	What would be the correct response to the issue/situation?	
After action review 	What was the plan?	
	What happened and why?	
	What were our strengths?	
	What did we learn?	
	How do we improve?	<i>{Consider response improvements.}</i> Also consider improvements to: <ul style="list-style-type: none"> • Shelter-in-Place Annex • Building-Level Emergency Response Plan • Incident Command System • Floorplans and Area Maps

Follow up actions		
Who is Responsible	Action	Due Date

HOLD-IN-PLACE

HOLD-IN-PLACE

NOTES AND CONSIDERATIONS FOR OUR TEAM

<i>Purpose</i>	Used to limit the movement of students and staff during a short-term incident or emergency.
<i>Description</i>	<p>A Hold-In-Place Annex describes courses of action when students and staff are required to remain in place for an expected short duration incident, such as a fight, medical emergency, or maintenance issue.</p> <p>The Hold-In-Place response is intended to keep students and staff out of the affected area until the situation can be rectified.</p>
<i>Examples when the response is used</i>	<p>Fight</p> <p>Medical emergency</p> <p>Maintenance issue</p> <p>Other</p>
<i>Additional information</i>	<p>A Hold-In-Place is flexible and is used to control mass movement.</p> <p>Allows for individual movement within a classroom.</p> <p>Instruction can continue.</p> <p>School staff can allow students to use the restroom (if it is safe to do so).</p> <p>There is no need to remain silent.</p> <p>Communication is unhindered.</p> <p>Can be used as an upgrade from Lockout.</p> <p>Can be used as a downgrade from Lockdown.</p>
<i>Courses of Action BEFORE the response</i>	<p>Example Goal BEFORE the response (<i>broad, general statement</i>):</p> <ul style="list-style-type: none"> • Have the capacity to Hold-in-Place immediately. <p>Example Objectives (<i>measurable actions</i>):</p> <ul style="list-style-type: none"> • Determine Incident Command System (ICS). • Determine how response is initiated. • Determine how instructions will be communicated. • Determine and practice actions that will occur during the Hold-in-Place. • Communication methods to reach students outside of the building, students in hallways, bathrooms, or common areas. • Determine how the response will be lifted (ended).

	<p>Key questions to determine Courses of Action <i>(to accomplish objectives)</i>:</p> <ul style="list-style-type: none"> • WHAT is the action? • WHO is responsible? • WHEN does it take place? • What happens BEFORE and AFTER? • What RESOURCES are needed? • HOW will this affect specific populations? 	
<p><i>The Incident Command System (ICS) in your school</i></p>	<p>Incident Command System (ICS) is a component of the National Incident Management System (NIMS). ICS helps enhance emergency communications and allows multiple agencies to work together effectively during difficult and dangerous circumstances. ICS provides a standardized approach to incident management, regardless of cause, size, location, or complexity. By using ICS during an incident, schools can more effectively work with the responders in their communities.</p> <p>New York State Schools are required to define a chain of command in a manner consistent with ICS (CR 155.17(c)(2)(v)).</p> <p>SCHOOL INCIDENT COMMANDER (and alternate)</p> <ul style="list-style-type: none"> • Directs incident for school, staff, students • Establishes immediate priorities for staff & students • Works directly with the Emergency Incident Commander (1st Responders) <p>SCHOOL PUBLIC INFORMATION OFFICER (and alternate)</p> <ul style="list-style-type: none"> • Liaison between school and public (including media) • Works to coordinate information to be released <p>SCHOOL LIAISON OFFICER (and alternate)</p> <ul style="list-style-type: none"> • Acts as point of contact for school administrators • Coordinates assisting cooperating agencies <p>SCHOOL SAFETY OFFICER (and alternate)</p> <ul style="list-style-type: none"> • Identifies and mitigates hazardous situations for school staff and students • Monitors safety conditions and develops measures for assuring safety <p>Other ICS roles: Operations, Planning, Logistics, and Finance</p>	

<p><i>Addressing Access and Functional Needs</i></p>	<p>Consider the access and functional needs for students, staff, any contracted staff, visitors and any temporary needs of students and staff.</p> <p>Students, staff, and others with disabilities and other access and functional needs may face unique challenges when responding to an emergency that may include awareness of alert systems, clear understanding of the emergency, mobility and/or transportation needs, and communication.</p> <p>These could also include:</p> <ul style="list-style-type: none"> • difficulty with hearing or seeing warnings or alarms • difficulty with understanding the details of the emergency <p>Consider staff training, use of visual aids, sign language, large print signage, audible alarms, visual alarms.</p> <p>Important sources of information are from the IEPs, 504 plans, your staff, students, and their families.</p>	
<p><i>Initiating the response</i></p>	<p>Hold-In-Place is announced via the intercom or Public Address (P.A.) system.</p> <p>Provide Instructions on how to proceed.</p> <p>Sample:</p> <ul style="list-style-type: none"> • YOUR ATTENTION PLEASE. • THERE IS A SITUATION REQUIRING YOU TO HOLD-IN-PLACE. • PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS: {Provide instructions specific for the incident}. 	
<p><i>Instructions DURING the response</i></p>	<p>Additional Considerations:</p> <ul style="list-style-type: none"> • Use clear and concise language. • Provide direction based on the situation. • Include instructions for students who are between classes, outside of a classroom, or outside of the building. • Provide situational instructions such as when a route to a classroom is blocked. 	

<p><i>Courses of Action DURING the response</i></p>	<p>Example Goal DURING the response (<i>broad, general statement</i>):</p> <ul style="list-style-type: none"> • Protect students and staff. <p>Example Objectives (<i>measurable actions</i>):</p> <ul style="list-style-type: none"> • Initiating the response. • Instructions during the response. <ul style="list-style-type: none"> ○ Listen for instructions about the situation and your actions. ○ Students in hallways should return to assigned classroom, if possible. ○ Classroom teachers, take attendance. ○ All other staff assist students, as needed. ○ Listen for updates. • Actions for students outside of the building, students in hallways, bathrooms, or other common areas. • Actions for students if the Hold-In-Place is announced between class periods. • How to locate and move students who are not with a teacher or staff member. • Actions staff can take to maintain order and account for all students. • Restroom use. <p>Key questions to determine Courses of Action (<i>to accomplish objectives</i>):</p> <ul style="list-style-type: none"> • WHAT is the action? • WHO is responsible? • WHEN does it take place? • What happens BEFORE and AFTER? • What RESOURCES are needed? • HOW will this affect specific populations? 	
<p><i>Lifting (ending) the response</i></p>	<p>Hold-In-Place is lifted (ended) via the intercom or Public Address (P.A.) system. Notify all concerned parties when the Hold-In-Place is lifted (ended).</p>	
<p><i>Courses of Action AFTER the response</i></p>	<p>Example Goal AFTER the response (<i>broad, general statement</i>):</p> <ul style="list-style-type: none"> • Restore a safe and healthy learning environment. <p>Example Objectives (<i>measurable actions</i>):</p> <ul style="list-style-type: none"> • Clean up the physical environment. • Tend to emotional needs. • Restock supplies, if applicable 	

	<ul style="list-style-type: none"> Evaluate and refine plans. <p>Key questions to determine Courses of Action <i>(to accomplish objectives)</i>:</p> <ul style="list-style-type: none"> WHAT is the action? WHO is responsible? WHEN does it take place? What happens BEFORE and AFTER? What RESOURCES are needed? HOW will this affect specific populations? 	
<p><i>Consecutive or Concurrent Annexes to consider</i></p>	<p>Communication</p> <p>Accounting for All Persons</p> <p>Recovery (academic, physical, fiscal, psychological & emotional)</p>	

Annex Worksheet: Hold-in-Place Annex



Before			
GOAL			
OBJECTIVE(s)			
COURSES OF ACTION			
Who is Responsible	Action	Due Date	Follow Up Required
During			
GOAL			
OBJECTIVE(s)			
COURSES OF ACTION			
Who is Responsible	Action		
After			
GOAL			
OBJECTIVE(s)			
COURSES OF ACTION			
Who is Responsible	Action		


Tabletop Exercise: Hold-in-Place

The purpose of a Tabletop Exercise is to provide an opportunity for your team to review and discuss their responses to a simulated incident and to identify the information, actions, and notifications that are needed. A Tabletop Exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletop Exercises can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, mitigation of, protection from, response to, and recovery from a defined incident. Generally, Tabletop Exercises are aimed at facilitating conceptual understanding, identifying strengths and areas for improvement, and/or achieving changes in perceptions.

Facilitator	
Date	
<i>Assess the need</i> What part of your Emergency Response Plan are you testing?	Hold-in-Place Annex Building-Level Emergency Response Plan Incident Command System Floor Plans and Area Maps
<i>Define the scope</i> Participants: Who are the key people?	
<i>Write a statement of purpose</i> What is the reason for the activity?	HOLD-IN-PLACE is used to limit the movement of students and staff during a short-term incident or emergency. A Hold-In-Place Annex describes courses of action when students and staff are required to remain in place for an expected short duration incident, such as a fight, medical emergency, or maintenance issue. The Hold-In-Place response is intended to keep students and staff out of the affected area until the situation can be rectified. To: Our team will review and revise our Hold-in-Place annex, our Building-Level Emergency Response Plan, our ICS, and our Floor Plans and Area Maps. To: {consider additional reasons to conduct this activity}
<i>Define the objectives</i> What are your objectives for this activity?	To: Encourage discussion among the team, and to develop recognition of coordination and planning requirements. To: {consider additional objectives for this activity}
<i>Compose a narrative/scenario</i> What is the narrative for the simulated situation?	Setting: It is 1:05 Wednesday afternoon, and school is in session. The temperature is 20 degrees Fahrenheit outside.

What story will set the stage and encourage participants to think about the problem?	<p>Incident: A water pipe bursts, and water is leaking into the hallway near the nurse's office and cafeteria.</p> <p>A member of the staff notices a wet hallway and calls the main office. The main office dispatches the maintenance team.</p> <p>The maintenance team turns off the water, but the hallway is still wet and possibly slippery.</p> <p>Action: The principal assumes the role of Incident Commander (as previously determined) and implements a Hold-in-Place to keep students and staff out of the affected hallway.</p> <p>The principal uses the intercom system to instruct staff to immediately implement a Hold-in-Place procedure.</p> <p>The Incident Commander assembles the building emergency response team and activates the ICS.</p> <p>ICS: (Assign the necessary and relevant roles and alternates for the roles, or use previously assigned roles as per your Emergency Response Plan)</p> <ul style="list-style-type: none"> ▪ School Public Information Officer ▪ School Liaison Officer ▪ School Safety Officer ▪ Operations ▪ Operations: Nurse ▪ Operations: Facility ▪ Operations: Site Security ▪ Planning ▪ Logistics ▪ Finance
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Write major and detailed events  Before	What is going on?	
	What has already occurred?	
	What is the weather?	
	Who is involved?	
	Who is affected?	
	Who has been called and/or responded?	
	What have they already done?	
 During	What additional problems does this situation cause?	
	What are the initial actions?	
	What additional problems do you want to consider?	Additional considerations: <ul style="list-style-type: none"> • How is the response initiated?

		<ul style="list-style-type: none"> It is lunchtime. Access to and from the cafeteria is impacted. Access to the nurse's office is impacted. Students have medical needs. Consider access and functional needs (i.e., difficulty hearing/seeing alarms, challenges with mobility, wayfinding, toileting and feeding needs, etc.) How is the response lifted (ended)? <p>Using Your Floor Plans and Area Maps:</p> <ul style="list-style-type: none"> Is your Floor Plan accurate and helpful? Consider: water shut-off information, hallway routes, accurate room numbering. Is the Area Map accurate and helpful if first responders are called to assist? <p><i>{Consider additional building specific problems that could occur}</i></p>
	What are possible new or cascading problems?	
	What should you do now?	
	What information do you need?	
	Who else needs to know?	
List the expected actions	What would be the correct response to the issue/situation?	
After action review 	What was the plan?	
	What happened and why?	
	What were our strengths?	
	What did we learn?	
	How do we improve?	<p>Consider response improvements.</p> <p>Also consider improvements to:</p> <ul style="list-style-type: none"> Hold-in-Place Annex Building-Level Emergency Response Plan Incident Command System Floorplans and Area Maps

Follow up actions		
Who is Responsible	Action	Due Date

EVACUATION

EVACUATION

NOTES AND CONSIDERATIONS FOR OUR TEAM

<i>Purpose</i>	Used to evacuate students and staff from the building.
<i>Description</i>	An Evacuation Annex describes courses of action used to evacuate students and staff when it is unsafe to remain in the building or on the school grounds and no other response is practical. Evacuation should take place if it is determined that it is safer outside than inside the building and if students and staff can safely reach the evacuation location without danger.
<i>Examples when the response is used</i>	<ul style="list-style-type: none"> Fire Explosion Gas leak Hazardous material and/or chemical spill Intruder Fire drill Early dismissal drill Other
<i>Additional information</i>	<p>Students and staff safely depart the building to pre-arranged locations.</p> <p>Identifying alternate evacuation locations is recommended in case an evacuation area is deemed unsafe.</p> <p>Evacuation may require leaving the school grounds.</p>
<i>Courses of Action BEFORE the response</i>	<p>Example Goal BEFORE the response (<i>broad, general statement</i>):</p> <ul style="list-style-type: none"> Have the capacity to Evacuate immediately. <p>Example Objectives (<i>measurable actions</i>):</p> <ul style="list-style-type: none"> Determine Incident Command System (ICS). Determine how response is initiated. Determine how instructions will be communicated. Determine and practice actions that will occur during the Evacuation. Communication methods to reach students outside of the building, students in hallways, bathrooms, or common areas.

- Determine **on-site** evacuation assembly areas that provide adequate distance from building, are away from hazards such as roads or streams, and will not interfere with emergency response.
- Determine at least two **off-site** evacuation sites that are off your school grounds.
 - Check evacuation sites and routes.
 - Off-site evacuation locations are established prior to an emergency.
 - Off-site locations should provide shelter from the elements and should be in location that will not interfere with emergency response when re-unifying students with parents/guardians.
 - Establish procedures for initiating and updating MOUs for off-site evacuation sites.
- Actions to safely move students and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations.
 - Evacuating when the primary route is unusable.
 - Evacuating students who are not with a teacher or staff member.
- Specify where evacuating *from* and where evacuating *to* on-site.
- Establish procedures for routinely checking evacuation sites and routes.
- Clearly mark floor plans and maps with relevant information.
- Determine how the response will be lifted (ended).

Key questions to determine Courses of Action (*to accomplish objectives*):

- **WHAT** is the action?
- **WHO** is responsible?
- **WHEN** does it take place?
- What happens **BEFORE** and **AFTER**?
- What **RESOURCES** are needed?
- **HOW** will this affect specific populations?

The Incident Command System (ICS) in your school

Incident Command System (ICS) is a component of the National Incident Management System (NIMS). ICS helps enhance emergency communications and allows multiple agencies to work together effectively during difficult and dangerous circumstances. ICS provides a standardized approach to incident management, regardless of cause, size, location, or complexity. By using ICS during an incident, schools can more effectively work with the responders in their communities.

New York State Schools are required to define a chain of command in a manner consistent with ICS (CR 155.17(c)(2)(v)).

SCHOOL INCIDENT COMMANDER (and alternate)

- Directs incident for school, staff, students
- Establishes immediate priorities for staff & students
- Works directly with the Emergency Incident Commander (1st Responders)

SCHOOL PUBLIC INFORMATION OFFICER (and alternate)

- Liaison between school and public (including media)
- Works to coordinate information to be released

SCHOOL LIAISON OFFICER (and alternate)

- Acts as point of contact for school administrators
- Coordinates assisting cooperating agencies

SCHOOL SAFETY OFFICER (and alternate)

- Identifies and mitigates hazardous situations for school staff and students
- Monitors safety conditions and develops measures for assuring safety

Other ICS roles: Operations, Planning, Logistics, and Finance

*Addressing Access
and Functional
Needs*

Consider the access and functional needs for students, staff, any contracted staff, visitors and any temporary needs of students and staff.

Students, staff, and others with disabilities and other access and functional needs may face unique challenges when responding to an emergency that may include awareness of alert systems, clear understanding of the emergency, mobility and/or transportation needs, and communication.

These could also include:

- difficulty with hearing or seeing warnings or alarms
- challenges with mobility (e.g., wheelchair evacuation)
- difficulty with understanding the details of the emergency
- difficulty with knowing how to respond to an emergency alone

Individuals with disabilities and access and functional needs may require medication, medical equipment, and supplies, wayfinding, evacuation assistance, personal assistance services, and additional special assistance during traumatic events.

Planning for **Evacuation**:

- Can the individual navigate an exit route unassisted?
- Will the individual know the exit route, even when not able to see it?
- What are the alternative exit routes, devices, or assistance procedures?
- Do any of your students respond to emergencies in a concerning way?

Considerations related to lending assistance:

- Provide staff training on the appropriate procedures to lend assistance.
- Plan for guide dogs to be evacuated with their owners.
- Consider special transportation needs.
- Communication needs - access to/understanding of assistive technology.

Also consider mobile records, Go-Kits, food and water, feeding equipment, toileting needs, and service animals.

Consider staff training, use of visual aids, sign language, large print signage, audible alarms, visual alarms.

Important sources of information are from the IEPs, 504 plans, your staff, students, and their families.

<p><i>Initiating the response</i></p>	<p>Evacuation is announced by pulling the fire alarm, and/or via the intercom or Public Address (P.A.) system Provide Instructions on how to proceed.</p> <p>Sample:</p> <ul style="list-style-type: none"> • YOUR ATTENTION PLEASE. • THERE IS A SITUATION REQUIRING US TO EVACUATE THE BUILDING. • PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS: <ul style="list-style-type: none"> ○ PLEASE REMAIN SILENT. ○ TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. ○ TEACHERS ARE TO TAKE THEIR CLASS ROSTER. ○ TEACHERS SHOULD TAKE ATTENDANCE WHEN IT IS SAFE TO DO SO. ○ DO NOT STOP FOR BELONGINGS. ○ {Provide additional instructions specific for the incident}. <p>Call emergency responders (911, police, fire, EMS, etc.) Notify appropriate district staff that an evacuation of the school has occurred. Communicate changes in evacuation routes if the primary routes are unusable. Designate staff to assist in evacuation procedures. Activate additional appropriate response Annexes (Accounting for All Persons, Family Reunification, Public Health, Medical and Mental Health, etc.).</p>	
<p><i>Instructions DURING the response</i></p>	<p>Additional Considerations:</p> <ul style="list-style-type: none"> • Use clear and concise language. • Provide direction based on the situation. • Instructions on assembly areas for students who are between classes, outside of a classroom, or outside of the building. • Staff and students evacuate by the closest and safest exit. • Do not stop for belongings. • Take class rosters, phone lists, first aid kits, other emergency supplies. • Take visitor logs and student sign-out sheet to the evacuation assembly area. • Check bathrooms, hallways, and common areas for students, staff, or visitors. • Account for all students. • Immediately report any missing or injured students to the School Incident Commander. 	

<p>Courses of Action DURING the response</p>	<p>Example Goal DURING the response (<i>broad, general statement</i>):</p> <ul style="list-style-type: none"> • Protect students and staff. <p>Example Objectives (<i>measurable actions</i>):</p> <ul style="list-style-type: none"> • Initiating the response. • Instructions during the response. • Listen for instructions about the situation and your actions. • Lead students to designated assembly or announced assembly area. Use secondary route, if necessary. • Account for all students. <ul style="list-style-type: none"> ○ Bring attendance list and class roster. ○ Take attendance when safe to do so. ○ If evacuating off-site, take attendance before moving from and upon arrival at off-site location. ○ Check bathrooms, hallways, and common areas for students, staff, or visitors. • Close the classroom door after exiting. • Listen for updates. • Students and staff safely depart the building to pre-arranged locations. <p>Key questions to determine Courses of Action (<i>to accomplish objectives</i>):</p> <ul style="list-style-type: none"> • WHAT is the action? • WHO is responsible? • WHEN does it take place? • What happens BEFORE and AFTER? • What RESOURCES are needed? • HOW will this affect specific populations? 	
<p>Lifting (ending) the response</p>	<p>No students or staff shall return to school buildings or grounds until advised to do so by the Incident Commander or appropriate officials.</p> <p>The Incident Commander will make the decision when it is safe to return to the building.</p> <p>In the event that emergency response services (police, fire, EMS, etc.) are called, the Incident Commander may transfer incident command to the appropriate authority, who will then make the decision to all students and staff to return to the building or grounds.</p> <p>Notify all concerned parties when an Evacuation is lifted (ended).</p>	

<p><i>Courses of Action AFTER the response</i></p>	<p>Example Goal AFTER the response (<i>broad, general statement</i>):</p> <ul style="list-style-type: none"> • Restore a safe and healthy learning environment. <p>Example Objectives (<i>measurable actions</i>):</p> <ul style="list-style-type: none"> • Clean up the physical environment. • Tend to emotional needs. • Restock supplies, if applicable. • Evaluate and refine plans. <p>Key questions to determine Courses of Action (<i>to accomplish objectives</i>):</p> <ul style="list-style-type: none"> • WHAT is the action? • WHO is responsible? • WHEN does it take place? • What happens BEFORE and AFTER? • What RESOURCES are needed? • HOW will this affect specific populations? 	
<p><i>Consecutive or Concurrent Annexes to consider</i></p>	<p>Communication Security Accounting for All Persons Public Health, Medical and Mental Health Family Reunification Recovery (academic, physical, fiscal, psychological & emotional) Continuity of Operations</p>	

Annex Worksheet: Evacuation Annex

Before			
GOAL			
OBJECTIVE(s)			
COURSES OF ACTION			
Who is Responsible	Action	Due Date	Follow Up Required
During			
GOAL			
OBJECTIVE(s)			
COURSES OF ACTION			
Who is Responsible	Action		
After			
GOAL			
OBJECTIVE(s)			
COURSES OF ACTION			
Who is Responsible	Action		


Tabletop Exercise: Evacuation

The purpose of a Tabletop Exercise is to provide an opportunity for your team to review and discuss their responses to a simulated incident and to identify the information, actions, and notifications that are needed. A Tabletop Exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletop Exercises can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, mitigation of, protection from, response to, and recovery from a defined incident. Generally, Tabletop Exercises are aimed at facilitating conceptual understanding, identifying strengths and areas for improvement, and/or achieving changes in perceptions.

Facilitator	
Date	
<i>Assess the need</i> What part of your Emergency Response Plan are you testing?	Evacuation Annex Building-Level Emergency Response Plan Incident Command System Floor Plans and Area Maps
<i>Define the scope</i> Participants: Who are the key people?	
<i>Write a statement of purpose</i> What is the reason for the activity?	<p>EVACUATION is used to evacuate students and staff from the building.</p> <p>The Evacuation Annex describes courses of action used to evacuate students and staff when it is unsafe to remain in the building or on the school grounds and no other response is practical.</p> <p>Evacuation should take place if it is determined that it is safer outside than inside the building and if students and staff can safely reach the evacuation location without danger.</p> <p>To: Our team will review and revise our Evacuation annex, our Building-Level Emergency Response Plan and ICS.</p> <p>To: {consider additional reasons to conduct this activity}</p>
<i>Define the objectives</i> What are your objectives for this activity?	<p>To: Encourage discussion among the team, and to develop recognition of coordination and planning requirements.</p> <p>To: {consider additional objectives for this activity}</p>
<i>Compose a narrative/scenario</i> What is the narrative for the simulated situation?	<p>Setting: It is 11:05 Wednesday morning, and school is in session. The temperature is 20 degrees Fahrenheit outside.</p>

What story will set the stage and encourage participants to think about the problem?	<p>Incident: A water main to the school bursts, and water to the school is shut off. Students and staff are unable to wash hands, flush toilets, and the cafeteria is unable to continue meal preparation and clean up.</p> <p>Action: The principal assumes the role of Incident Commander (as previously determined) and determines that an Evacuation is necessary.</p> <p>The Incident Commander assembles the building emergency response team and activates the ICS.</p> <p>ICS: (assign the necessary and relevant roles and alternates for the roles, or use previously assigned roles as per your Emergency Response Plan)</p> <ul style="list-style-type: none"> ▪ School Public Information Officer ▪ School Liaison Officer ▪ School Safety Officer ▪ Operations ▪ Operations: Nurse ▪ Operations: Facility ▪ Operations: Site Security ▪ Planning ▪ Logistics ▪ Finance
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<div>Write major and detailed events</div> <div>Before</div>	What is going on?	
	What has already occurred?	
	What is the weather?	
	Who is involved?	
	Who is affected?	
	Who has been called and/or responded?	
	What have they already done?	
<div>During</div>	What additional problems does this situation cause?	
	What are the initial actions?	
	What additional problems do you want to consider?	<div>Additional considerations:</div> <ul style="list-style-type: none">• How is the response initiated?• It is lunchtime.• Students have medical needs.• A road outside the school is inaccessible because of the broken water main.• A group of students and staff are out of the building on a field trip.• Several busses are unavailable due to the field trip.

		<ul style="list-style-type: none"> Consider access and functional needs (i.e., difficulty hearing/seeing alarms, challenges with mobility, wayfinding, toileting and feeding needs, etc.) How is the response lifted (ended)? <p>Using Your Floor Plans and Area Maps:</p> <ul style="list-style-type: none"> Does everyone involved know how routes to/from the school will be impacted? Communication with the teachers on the field trip must occur. Is there is a safe route back to the school? How should any student medical and toileting needs be addressed? Parents, visitors, and bus drivers arriving at the school will need direction. Should any utilities be shut-off? <p><i>{Consider additional building specific problems that could occur}</i></p>
	What are possible new or cascading problems?	
	What should you do now?	
	What information do you need?	
	Who else needs to know?	
List the expected actions	What would be the correct response to the issue/situation?	
After action review 	What was the plan?	
	What happened and why?	
	What were our strengths?	
	What did we learn?	
	How do we improve?	<p>Consider response improvements.</p> <p>Also consider improvements to:</p> <ul style="list-style-type: none"> Evacuation Annex Building-Level Emergency Response Plan Incident Command System Floorplans and Area Maps

Follow up actions		
Who is Responsible	Action	Due Date

Post-Drill Review Form: Evacuation Drill

Facilitator			
Date of review			
Participants			
Type of drill			
Drill Location		Time to complete drill	
Date and time		Start & end time	
 Before	What was supposed to happen <i>before</i> the drill?		
	What actually happened?		
	Why were there differences?		
	What did we learn?		
	How do we improve?		
 During	What was supposed to happen <i>during</i> the drill?		
	What actually happened?		
	Why were there differences?		
	What did we learn?		
	How do we improve?		
 After	What was supposed to happen <i>after</i> the drill?		
	What actually happened?		
	Why were there differences?		
	What did we learn?		
	How do we improve?		
	Did we document the drill?		
Follow up actions			
Who is Responsible	Action		Due Date

LOCKOUT

LOCKOUT

NOTES AND CONSIDERATIONS FOR OUR TEAM

Purpose	Used to secure buildings and grounds during incidents that pose an imminent threat outside of the school.
Description	<p>A Lockout Annex describes courses of action to secure school buildings and grounds during an incident that poses an imminent concern outside of the school.</p> <p>Lockout is used to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.</p>
Examples when the response is used	Police activity occurs near the school.
Additional information	<p>All outdoor activities shall cease and be immediately moved indoors.</p> <p>All exterior doors are locked as soon as all students and staff are in the building.</p> <p>Normal activity will continue within the building (unless otherwise directed).</p> <p>It is not necessary to turn off lights or close blinds (unless otherwise directed).</p> <p>Do not respond to the fire alarm unless actual signs are fire are observed, or an announcement is made.</p> <p>Report any suspicious activity observed indoors or outdoors immediately to the main office.</p> <p>Lockout is lifted (ended) when notification is made by administration.</p>
Courses of Action BEFORE the response	<p>Example Goal BEFORE the response (<i>broad, general statement</i>):</p> <ul style="list-style-type: none"> Have the capacity to Lockout immediately. <p>Example Objectives (<i>measurable actions</i>):</p> <ul style="list-style-type: none"> Determine Incident Command System (ICS). Determine how response is initiated. Determine how instructions will be communicated. <ul style="list-style-type: none"> Communication methods to reach students outside of the building, students in hallways, bathrooms, or common areas. Determine and practice actions that will occur during the Lockout. <ul style="list-style-type: none"> Actions to curtail outdoor activities and quickly move students and staff indoors. Process for ensuring all students and staff are inside before locking doors. Determine who will close, lock, and monitor the doors. Procedures to ensure the continuation of normal school activities. How staff or students should report any suspicious activity.

- Clearly mark floor plans and maps with relevant information.
- Determine how the response will be lifted (ended).

Key questions to determine Courses of Action (*to accomplish objectives*):

- **WHAT** is the action?
- **WHO** is responsible?
- **WHEN** does it take place?
- What happens **BEFORE** and **AFTER**?
- What **RESOURCES** are needed?
- **HOW** will this affect specific populations?

Incident Command System (ICS) is a component of the National Incident Management System (NIMS). ICS helps enhance emergency communications and allows multiple agencies to work together effectively during difficult and dangerous circumstances. ICS provides a standardized approach to incident management, regardless of cause, size, location, or complexity. By using ICS during an incident, schools can more effectively work with the responders in their communities.

New York State Schools are required to define a chain of command in a manner consistent with ICS (CR 155.17(c)(2)(v)).

SCHOOL INCIDENT COMMANDER (and alternate)

- Directs incident for school, staff, students
- Establishes immediate priorities for staff & students
- Works directly with the Emergency Incident Commander (1st Responders)

SCHOOL PUBLIC INFORMATION OFFICER (and alternate)

- Liaison between school and public (including media)
- Works to coordinate information to be released

SCHOOL LIAISON OFFICER (and alternate)

- Acts as point of contact for school administrators
- Coordinates assisting cooperating agencies

SCHOOL SAFETY OFFICER (and alternate)

- Identifies and mitigates hazardous situations for school staff and students
- Monitors safety conditions and develops measures for assuring safety

Other ICS roles: Operations, Planning, Logistics, and Finance

*The Incident
Command System
(ICS) in your school*

<p>Addressing Access and Functional Needs</p>	<p>Consider the access and functional needs for students, staff, any contracted staff, visitors and any temporary needs of students and staff.</p> <p>Students, staff, and others with disabilities and other access and functional needs may face unique challenges when responding to an emergency that may include awareness of alert systems, clear understanding of the emergency, and communication.</p> <p>These could also include:</p> <ul style="list-style-type: none"> • difficulty with hearing or seeing warnings or alarms • difficulty with understanding the details of the emergency • difficulty with knowing how to respond to an emergency alone <p>Consider staff training, use of visual aids, sign language, large print signage, audible alarms, visual alarms.</p> <p>Important sources of information are from the IEPs, 504 plans, your staff, students, and their families.</p>	
<p>Initiating the response</p>	<p>Lockout is announced via the intercom or Public Address (P.A.) system.</p> <p>Provide Instructions on how to proceed.</p> <p>Sample:</p> <ul style="list-style-type: none"> • YOUR ATTENTION PLEASE. • THERE IS A SITUATION REQUIRING THE SCHOOL TO LOCKOUT. • ALL OUTDOOR ACTIVITIES ARE CANCELLED. • PLEASE CONTINUE REGULARLY SCHEDULED INDOOR ACTIVITIES. <p><i>{Provide any additional instructions specific for the incident}.</i></p>	
<p>Instructions DURING the response</p>	<p>Additional Considerations:</p> <ul style="list-style-type: none"> • Use clear and concise language. • Provide direction based on the situation. • Normal activity will continue within the building <i>unless otherwise directed</i>. • It is not necessary to turn off lights or close blinds <i>unless otherwise directed</i>. • Do not respond to the fire alarm unless actual signs are fire are observed, or an announcement is made. 	
<p>Courses of Action DURING the response</p>	<p>Example Goal DURING the response (<i>broad, general statement</i>):</p> <ul style="list-style-type: none"> • Protect students and staff. 	

	<p>Example Objectives (<i>measurable actions</i>):</p> <ul style="list-style-type: none"> • Initiating the response. • Instructions during the response. • Listen for instructions regarding the situation and your actions. • Lock all exterior windows. • Leave blinds/lights as they are. • Take attendance. • After initial instructions, listen for updates. • Classroom instruction continues as normal. • All outdoor activities are terminated. All outdoor activities shall be immediately moved indoors. • All exterior doors are locked as soon as all students and staff are in the building. • Lockout is lifted (ended) when notification is made by administration. 	
<i>Lifting (ending) the response</i>	<p>Lockout is lifted (ended) when notification is made by administration.</p> <p>Notify all concerned parties when a Lockout is lifted (ended).</p>	
<i>Courses of Action AFTER the response</i>	<p>Example Goal AFTER the response (<i>broad, general statement</i>):</p> <ul style="list-style-type: none"> • Restore a safe and healthy learning environment. <p>Example Objectives (<i>measurable actions</i>):</p> <ul style="list-style-type: none"> • Clean up the physical environment. • Tend to emotional needs. • Restock supplies, if applicable • Evaluate and refine plans. <p>Key questions to determine Courses of Action (<i>to accomplish objectives</i>):</p> <ul style="list-style-type: none"> • WHAT is the action? • WHO is responsible? • WHEN does it take place? • What happens BEFORE and AFTER? • What RESOURCES are needed? • HOW will this affect specific populations? 	

LOCKOUT

NOTES AND CONSIDERATIONS FOR OUR TEAM

*Consecutive or
Concurrent Annexes
to consider*

Communication
Security
Accounting for All Persons
Recovery (academic, physical, fiscal, psychological & emotional)

Annex Worksheet: Lockout Annex

Before			
GOAL			
OBJECTIVE(s)			
COURSES OF ACTION			
Who is Responsible	Action	Due Date	Follow Up Required
During			
GOAL			
OBJECTIVE(s)			
COURSES OF ACTION			
Who is Responsible	Action		
After			
GOAL			
OBJECTIVE(s)			
COURSES OF ACTION			
Who is Responsible	Action		


Tabletop Exercise: Lockout

The purpose of a Tabletop Exercise is to provide an opportunity for your team to review and discuss their responses to a simulated incident and to identify the information, actions, and notifications that are needed. A Tabletop Exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletop Exercises can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, mitigation of, protection from, response to, and recovery from a defined incident. Generally, Tabletop Exercises are aimed at facilitating conceptual understanding, identifying strengths and areas for improvement, and/or achieving changes in perceptions.

Facilitator	
Date	
<i>Assess the need</i> What part of your Emergency Response Plan are you testing?	Lockout Annex Building-Level Emergency Response Plan Incident Command System Floor Plans and Area Maps
<i>Define the scope</i> Participants: Who are the key people?	
<i>Write a statement of purpose</i> What is the reason for the activity?	LOCKOUT is used to secure buildings and grounds during incidents that pose an imminent threat outside of the school. A Lockout Annex describes courses of action to secure school buildings and grounds during an incident that poses an imminent concern outside of the school. Lockout is used to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger. To: Our team will review and revise our Lockout Annex, our Building-Level Emergency Response Plan, our ICS, and our Floor Plans and Area Maps. To: {consider additional reasons to conduct this activity}
<i>Define the objectives</i> What are your objectives for this activity?	To encourage discussion among the team, and to develop recognition of coordination and planning requirements. To: {consider additional objectives for this activity}
<i>Compose a narrative/scenario</i> What is the narrative for the simulated situation? What story will set the stage and encourage participants to think about the problem?	Setting: It is 11:05 Wednesday morning, and school is in session. The temperature is 60 degrees Fahrenheit outside.

	<p>Incident: A bank near the school is robbed. The police have not found the suspect.</p> <p>Action: The principal assumes the role of Incident Commander (<i>as previously determined</i>) and determines that a Lockout is necessary.</p> <p>The Incident Commander assembles the building emergency response team and activates the ICS.</p> <p>ICS: (<i>assign the necessary and relevant roles and alternates for the roles, or use previously assigned roles as per your Emergency Response Plan</i>)</p> <ul style="list-style-type: none"> ▪ School Public Information Officer ▪ School Liaison Officer ▪ School Safety Officer ▪ Operations ▪ Operations: Nurse ▪ Operations: Facility ▪ Operations: Site Security ▪ Planning ▪ Logistics ▪ Finance
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<p>Write major and detailed events</p> <p>Before</p>	What is going on?	
	What has already occurred?	
	What is the weather?	
	Who is involved?	
	Who is affected?	
	Who has been called and/or responded?	
	What have they already done?	
<p>During</p>	What additional problems does this situation cause?	
	What are the initial actions?	
	What additional problems do you want to consider?	<p>Additional considerations:</p> <ul style="list-style-type: none"> • How is the response initiated? • It is lunchtime. • Students have medical needs. • A road outside the school is inaccessible because of the police activity. • Students are outside for recess and physical education class. • Students are returning on a bus from a field trip. • Consider access and functional needs (i.e., difficulty hearing/seeing alarms, challenges with mobility, wayfinding, toileting and feeding needs, etc.)

		<ul style="list-style-type: none"> How is the response lifted (ended)? Using Your Floor Plans and Area Maps: <ul style="list-style-type: none"> Does everyone involved know how routes to/from the school will be impacted? The teachers overseeing recess and the Physical Education teacher need direction. Parents and visitors need direction. The field trip bus drivers need direction.
	What are possible new or cascading problems?	
	What should you do now?	
	What information do you need?	
	Who else needs to know?	
<i>List the expected actions</i>	What would be the correct response to the issue/situation?	
<i>After action review</i> 	What was the plan?	
	What happened and why?	
	What were our strengths?	
	What did we learn?	
	How do we improve?	Consider response improvements. Also consider improvements to: <ul style="list-style-type: none"> Lockout Annex Building-Level Emergency Response Plan Incident Command System Floorplans and Area Maps

Follow up actions		
Who is Responsible	Action	Due Date

LOCKDOWN

LOCKDOWN

NOTES AND CONSIDERATIONS FOR OUR TEAM

Purpose	Used to secure school buildings and grounds during incidents in or around the school that pose a severe and/or immediate threat of violence or incidents that have the potential to escalate.
Description	A Lockdown Annex is used to quickly ensure all students, school staff, and visitors are secured in rooms away from immediate danger. Lockdown is an initial physical response to provide a time barrier during an event.
Examples when the response is used	Active shooter/intruder event. Fight involving a weapon. Custodial issue involving unlawful access to a child for abduction or violence. Aggressive, threatening behavior by a visitor. Aggressive acts.
Additional information	Lockdown is not a stand-alone defense strategy. Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of self-protection.
Courses of Action BEFORE the response	<p>Example Goal BEFORE the response (<i>broad, general statement</i>):</p> <ul style="list-style-type: none"> • Have the capacity to Lockdown immediately. <p>Example Objectives (<i>measurable actions</i>):</p> <ul style="list-style-type: none"> • Determine Incident Command System (ICS). • Provide training for the school community to respond to a lockdown effectively. • Communication during the Lockdown. <ul style="list-style-type: none"> ○ How the Lockdown is initiated. Codes should not be used. Announcements should be clear and concise and provide the location of the threat, if known. Additional measures could include sounds, lights, and electronic communications such as text messages. ○ Determine how instructions will be communicated. ○ Communication methods to reach students outside of the building, students in hallways, bathrooms, or common areas. ○ How to silently communicate essential information with staff and administrators. Consider sharing staff cell phone contacts and establishing an emergency group to quickly allow for silent communication in a Lockdown or other emergency.

- Determine and practice actions that will occur during the Lockdown.
 - How to lock down students, staff, and visitors, including those who are not with staff or in a classroom (e.g., in the hall, bathroom, breakroom).
 - How to react if an intruder gains access to a room in Lockdown.
 - How particular classroom and building characteristics (i.e., windows, doors) impact possible Lockdown courses of action.
 - Lockdown rally point locations are identified where staff and students should go in the event they are outside when the school goes into Lockdown. Locations should be chosen that will take them away from the building affected by the Lockdown.
 - Procedures should be in place to re-direct buses in the event of a Lockdown.
- Clearly mark floor plans and maps with relevant information.
- Plan for how the Lockdown is lifted (ended).
 - Consider: Lifting (ending) room by room; physically opening doors; making contact with staff; advising staff of next steps.
 - How students and staff will know when the building is safe. A Lockdown should only end when the classroom is physically released by law enforcement.

Key questions to determine Courses of Action (*to accomplish objectives*):

- **WHAT** is the action?
- **WHO** is responsible?
- **WHEN** does it take place?
- What happens **BEFORE** and **AFTER**?
- What **RESOURCES** are needed?
- **HOW** will this affect specific populations?

*The Incident
Command System
(ICS) in your school*

Incident Command System (ICS) is a component of the National Incident Management System (NIMS). ICS helps enhance emergency communications and allows multiple agencies to work together effectively during difficult and dangerous circumstances. ICS provides a standardized approach to incident management, regardless of cause, size, location, or complexity. By using ICS during an incident, schools can more effectively work with the responders in their communities.

New York State Schools are required to define a chain of command in a manner consistent with ICS (CR 155.17(c)(2)(v)).

SCHOOL INCIDENT COMMANDER (and alternate)

- Directs incident for school, staff, students
- Establishes immediate priorities for staff & students
- Works directly with the Emergency Incident Commander (1st Responders)

SCHOOL PUBLIC INFORMATION OFFICER (and alternate)

- Liaison between school and public (including media)
- Works to coordinate information to be released

SCHOOL LIAISON OFFICER (and alternate)

- Acts as point of contact for school administrators
- Coordinates assisting cooperating agencies

SCHOOL SAFETY OFFICER (and alternate)

- Identifies and mitigates hazardous situations for school staff and students
- Monitors safety conditions and develops measures for assuring safety

Other ICS roles: Operations, Planning, Logistics, and Finance

*Addressing Access
and Functional
Needs*

Consider the access and functional needs for students, staff, any contracted staff, visitors and any temporary needs of students and staff.

Students, staff, and others with disabilities and other access and functional needs may face unique challenges when responding to an emergency that may include awareness of alert systems, clear understanding of the emergency, mobility and/or transportation needs, and communication.

These could also include:

- difficulty with hearing or seeing warnings or alarms
- challenges with mobility (e.g., wheelchair evacuation; being unable to hide in a Lockdown situation)
- difficulty with understanding the details of the emergency

- difficulty with knowing how to respond to an emergency alone

Individuals with disabilities and access and functional needs may require medication, medical equipment, and supplies, wayfinding, personal assistance services, and additional special assistance during traumatic events.

Other considerations during **Lockdown** include:

- Access to bathrooms and toileting needs
- Availability of medications
- Accessibility of food and necessary feeding equipment
- Accommodations for service animals
- Appropriate activities for keeping students occupied are on-hand
- Staff-to-student ratio is appropriate for extended stay in classroom
- Coping mechanisms to support student anxiety or emotional needs during the emergency situation
- Social communication needs - if whispering or no talking during a Lockdown, this needs to be communicated to students in advance, with a rationale explained, with opportunities for practice

Also consider mobile records, Go-Kits, food and water, feeding equipment, toileting needs, and service animals.

Consider staff training, use of visual aids, sign language, large print signage, audible alarms, visual alarms.

Important sources of information are from the IEPs, 504 plans, your staff, students, and their families.

*Initiating the
response*

Lockdown is announced via the intercom or Public Address (P.A.) system.

Lockdown must be immediate and deliberate.

The announcement of a Lockdown shall be as follows:

LOCKDOWN! LOCKDOWN! LOCKDOWN!

Any faculty or staff can initiate a Lockdown when an immediate threat to life safety is recognized (such as an armed intruder).

Contact 911.

Instructions
DURING the
response

Lockdown is announced via the intercom or Public Address (P.A.) system

Sample:

- **LOCKDOWN! LOCKDOWN! LOCKDOWN!**
- STOP WHAT YOU ARE DOING.
 - REMAIN SILENT.
 - MOVE IMMEDIATELY INTO THE NEAREST CLASSROOM.
 - LOCK THE DOOR.
 - {Provide the location of the threat, if known}.
- Provide Instructions on how to proceed.

Courses of Action
DURING the
response

Example Goal **DURING** the response (*broad, general statement*):

- Protect students and staff.

Example Objectives (*measurable actions*):

- Initiating the response.
- Instructions during the response.
- When you hear Lockdown announced, you should move quickly to execute the following actions:
 - If safe, gather students from hallways, common areas, and restrooms adjacent/near your classroom.
 - Lock your door. Barricade the doors with furniture if necessary.
 - Move students to a safe area in the classroom out of sight of the door.
 - Leave windows, blinds/lights as they are.
 - Remain silent.
 - Silence cell phones.
 - Limit cell phone use only to relay pertinent information to 911.
 - Take attendance, if possible. Include additions and missing students last known location.
 - Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively.
 - Do not allow anyone, under any circumstances, to leave your secured area.
 - Do not communicate through doors or answer the room phone.

	<ul style="list-style-type: none"> ○ Do not respond to P.A. announcements or fire alarm unless actual signs of fire are observed. ○ Document and attend to any injuries to the best of your ability. • Students/staff participating in any outdoor activity should seek a safe location away from the building. Call 911 to report your situation, location, and number of students. • Stay hidden until physically released by law enforcement personnel. <p>Key questions to determine Courses of Action <i>(to accomplish objectives)</i>:</p> <ul style="list-style-type: none"> • WHAT is the action? • WHO is responsible? • WHEN does it take place? • What happens BEFORE and AFTER? • What RESOURCES are needed? • HOW will this affect specific populations? 	
<i>Lifting (ending) the response</i>	<p>A Lockdown should <u>only end when</u> the classroom is physically released by law enforcement. Notify all concerned parties when a Lockdown is lifted (ended).</p>	
<i>Courses of Action AFTER the response</i>	<p>Example Goal AFTER the response <i>(broad, general statement)</i>:</p> <ul style="list-style-type: none"> • Restore a safe and healthy learning environment. <p>Example Objectives <i>(measurable actions)</i>:</p> <ul style="list-style-type: none"> • Clean up the physical environment. • Tend to emotional needs. • Restock supplies, if applicable. • Evaluate and refine plans. <p>Key questions to determine Courses of Action <i>(to accomplish objectives)</i>:</p> <ul style="list-style-type: none"> • WHAT is the action? • WHO is responsible? • WHEN does it take place? • What happens BEFORE and AFTER? • What RESOURCES are needed? • HOW will this affect specific populations? 	

*Consecutive or
Concurrent Annexes
to consider*

Communication
Security
Accounting for All Persons
Public Health, Medical and Mental Health
Family Reunification
Recovery (academic, physical, fiscal, psychological & emotional)
Continuity of Operations

Annex Worksheet: Lockdown Annex

Before			
GOAL			
OBJECTIVE(s)			
COURSES OF ACTION			
Who is Responsible	Action	Due Date	Follow Up Required
During			
GOAL			
OBJECTIVE(s)			
COURSES OF ACTION			
Who is Responsible	Action		
After			
GOAL			
OBJECTIVE(s)			
COURSES OF ACTION			
Who is Responsible	Action		


Tabletop Exercise: Lockdown

The purpose of a Tabletop Exercise is to provide an opportunity for your team to review and discuss their responses to a simulated incident and to identify the information, actions, and notifications that are needed. A Tabletop Exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletop Exercises can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, mitigation of, protection from, response to, and recovery from a defined incident. Generally, Tabletop Exercises are aimed at facilitating conceptual understanding, identifying strengths and areas for improvement, and/or achieving changes in perceptions.

Facilitator	
Date	
<i>Assess the need</i> What part of your Emergency Response Plan are you testing?	Lockdown Annex Building-Level Emergency Response Plan Incident Command System Floorplans and Area Maps
<i>Define the scope</i> Participants: Who are the key people?	
<i>Write a statement of purpose</i> What is the reason for the activity?	LOCKDOWN is used to secure school buildings and grounds during incidents in or around the school that pose a severe and/or immediate threat of violence or incidents that have the potential to escalate. Lockdown Annex is used to quickly ensure all students, school staff, and visitors are secured in rooms away from immediate danger. Lockdown is an initial physical response to provide a time barrier during an event. To: Our team will review and revise our Lockdown Annex, our Building-Level Emergency Response Plan, ICS, Floor plans and Area Maps. To: {consider additional reasons to conduct this activity}
<i>Define the objectives</i> What are your objectives for this activity?	To: Encourage discussion among the team, and to develop recognition of coordination and planning requirements. To: {consider additional objectives for this activity}
<i>Compose a narrative/scenario</i>	Setting: It is 1:45 Wednesday afternoon, and school is in session. The temperature is 60 degrees Fahrenheit outside.

<p>What is the narrative for the simulated situation?</p> <p>What story will set the stage and encourage participants to think about the problem?</p>	<p>Incident: A non-custodial parent arrives at the school. The parent has texted their child and told the child to meet in the student parking lot. The SRO approaches the parent, and the parent responds aggressively and indicates they have a weapon. The student comes outside of the building and sees the SRO and parent interacting.</p> <p>Action: The principal assumes the role of Incident Commander (as previously determined) and determines that a Lockdown is necessary.</p> <p>The Incident Commander assembles the building emergency response team and activates the ICS.</p> <p>ICS: (Assign the necessary and relevant roles and alternates for the roles, or use previously assigned roles as per your Emergency Response Plan)</p> <ul style="list-style-type: none"> ▪ School Public Information Officer ▪ School Liaison Officer ▪ School Safety Officer ▪ Operations ▪ Operations: Nurse ▪ Operations: Facility ▪ Operations: Site Security ▪ Planning ▪ Logistics ▪ Finance
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<p>Write major and detailed events</p> <p>Before</p>	What is going on?	
	What has already occurred?	
	What is the weather?	
	Who is involved?	
	Who is affected?	
	Who has been called and/or responded? What have they already done?	
<p>During</p>	What additional problems does this situation cause?	
	What are the initial actions?	
	What additional problems do you want to consider?	<p>Additional considerations:</p> <ul style="list-style-type: none"> • How is the response initiated? • It is almost time for dismissal. • A class of students are coming back into the school from an outside physical education class held near the student parking lot. • Buses are arriving for dismissal. • Parents are arriving for pick-up.

		<ul style="list-style-type: none"> Many students drive to school and their dismissal process is to exit the student parking lot before the busses leave. There are after-school activities and athletic events scheduled. Visitors use the student parking lot. One student in the physical education class needs medical attention. A student begins recording and live streaming the incident. Consider access and functional needs (i.e., difficulty hearing/seeing alarms, challenges with mobility, wayfinding, toileting and feeding needs, etc.) How is the response lifted (ended)? <p>Using Your Floor Plans and Area Maps:</p> <ul style="list-style-type: none"> Does everyone involved know which is the student parking lot, including first responders? The Emergency Responders need to be informed about the location of incident, location of students in the physical education class, arrival routes for those coming to the building (parents, buses, visitors). The Physical Education teacher needs direction. Is there is a safe route back into the school building? How should the situation involving the student who needs medical attention be addressed? Parents arriving for pick-up need to be directed to an alternate location. Bus drivers need to be directed to an alternate location. Visitors need to be directed to an alternate location. <p><i>{Consider additional building specific problems that could occur}</i></p>
	What are possible new or cascading problems?	
	What should you do now?	
	What information do you need?	
	Who else needs to know?	
List the expected actions	What would be the correct response to the issue/situation?	<div></div> <div></div> <div></div> <div></div>
	What was the plan?	
	What happened and why?	
	What were our strengths?	

	What did we learn?	
	How do we improve?	<p>Consider response improvements.</p> <p>Also consider improvements to:</p> <ul style="list-style-type: none"> • Lockdown Annex • Building-Level Emergency Response Plan • Incident Command System • Floorplans and Area Maps

Follow up actions		
Who is Responsible	Action	Due Date

Post-Drill Review Form: Lockdown Drill

Facilitator			
Date of review			
Participants			
Type of drill			
Drill Location		Time to complete drill	
Date and time		Start & end time	
 Before	What was supposed to happen <i>before</i> the drill?		
	What actually happened?		
	Why were there differences?		
	What did we learn?		
	How do we improve?		
 During	What was supposed to happen <i>during</i> the drill?		
	What actually happened?		
	Why were there differences?		
	What did we learn?		
	How do we improve?		
 After	What was supposed to happen <i>after</i> the drill?		
	What actually happened?		
	Why were there differences?		
	What did we learn?		
	How do we improve?		
	Did we document the drill?		
Follow up actions			
Who is Responsible	Action		Due Date