

POST TRAINING ACTION GUIDE

CONGRATULATIONS

You've successfully completing the SEC Online Critical Incident Response course! We hope you found the information to be helpful in improving your ability to successfully respond to a spectrum of emergency situations. However, we understand that your facility has unique physical and technical design features, and emergency policies will vary from organization to organization. These design features can both enhance your ability to execute the protocols outlined in the training or, in some cases, impede your ability.

This action guide will help you become even more prepared to successfully execute your emergency response protocols in your own unique environment. To make the best use of the on-line training and the action guide, SEC recommends you perform the following three actions.

1. SURVEY

As was mentioned in the training, by improving your situational awareness prior to experiencing an emergency situation, you strengthen your ability to make efficient and effective choices in relation to that emergency. Spend some time looking at your facility and surrounding grounds with a new set of eyes. The training guide provides includes a number of detailed questions about both the strengths and weaknesses of your facility as they relate to emergency response.

2. EXAMINE

Once you complete the survey, review the response protocols provided in the on-line training and examine whether there are any findings from your survey that would inhibit, enhance, or prevent you from executing those protocols. For example, in a Lockdown scenario, we recommend that staff and students gather in a room within the facility with doors that can be quickly locked, barricaded, or tethered. If during the survey, you found that your office or classroom door cannot be efficiently locked tethered or barricaded, please make a note of that.

3. CLOSE

Finally, once you identify any potential gaps in your emergency response capabilities, review the provided security recommendations to assist you in closing those gaps. The goal of the training guide is to provide you with easily actionable, low- or no-cost solutions that will assist you in creating an even safer and secure environment for yourselves, your fellow staff members, and your students.

SURVEY AREAS

DOORS

As you learned in the on-line training course, doors are an important factor in all the emergency response protocols that were described. Doors can be used to help protect you inside a facility as well as allow for access out of the facility. Spend some time examining your facility's doors. Put a special focus on the ones in your office, classroom, or regularly used common spaces such as gymnasiums, cafeterias, and media centers. Please answer the following questions:

1. Do the doors open in or out?
2. Can the doors be secured? If so how?
3. Are the doors made of substantial material or can they be easily degraded?
4. Do they have glass panels? If so, can they be covered efficiently?
5. Are they numbered or lettered?
6. Are there additional lockable spaces in proximity to your office classroom or workspace?

WINDOWS

As you learned in the on-line training course, doors are an important factor in all the emergency response protocols that were described. Doors can be used to help protect you inside a facility as well as allow for access out of the facility. Spend some time examining your facility's doors. Put a special focus on the ones in your office, classroom, or regularly used common spaces such as gymnasiums, cafeterias, and media centers. Please answer the following questions:

1. Do you have exterior or interior windows in your classroom or office?
2. Can any of the windows be used for egress purposes?
3. Can exterior or interior windows be covered efficiently?
4. Are you aware of the existence of any privacy or security film adhered to any windows?

FURNITURE/MATERIALS

Although it may not be their original intended purpose, many everyday objects can be used to help individuals navigate emergency situations. Identifying and strategically placing these objects prior to an emergency occurring is critical. Putting a special focus on your office or classroom, please answer the following questions?

1. Is there furniture in your room that can be used to barricade a door?
2. Is their furniture that can be used for cover or concealment purposes?
3. Is there material that can be used to tether an outward opening door?
4. Are there materials, such as fire extinguishers, scissors or paper weights, that could be used for defense.
5. Is there material that could be used to seal up vents and door cracks?
6. Are there spaces in your room that can be responded to in order to conceal staff and students?

EXAMINE PROTOCOLS

LOCKOUT

As you learned in the on-line training, a Lockout should be put into effect if there is something dangerous or concerning occurring in the general vicinity of your school. Now that you have surveyed your facility, examine your Lockout response capabilities in relation to the unique qualities and characteristics of your school by answering the following questions:

1. Can a Lockout alert be made in a manner that it is heard throughout the entire facility, outside activity areas, and broader school grounds?
2. Can an external Lockout notification be made to staff, students and families in an efficient manner?
3. Can exterior windows and doors be secured quickly?
4. Can components of your access control system, such as card or fob readers, be deactivated?
5. Do you have signage that can be posted at the front entrance notifying visitors that your school is in a Lockout status?

LOCKDOWN

Lockdown protocols should be initiated when something dangerous or concerning is occurring in close proximity to your school, or if you have your school is threatened by something dangerous heading in your direction. Examine your Lockdown response capabilities in relation to the unique qualities and characteristics of your school by answering the following questions:

1. Can a Lockdown alert be made in a manner that it is heard throughout the entire facility and school grounds?
2. Can an external Lockdown notification be made to staff, students and families in an efficient manner?
3. Can your office, classroom or workspace doors be secured quickly?
4. Can your office, classroom or workspace windows be covered efficiently?
5. Have you identified the portion of your office, classroom or workspace that provides the greatest level of cover or concealment?
6. Do you have signage that can be posted at the front entrance notifying visitors that your school is in a Lockdown status?

EVACUATION

Schools need to be evacuated when there is a threat to the structural integrity of the facility. Fires, gas leaks, water leaks, and bomb threats are some of the most common reasons schools have needed to be evacuated. Examine your Evacuation response capabilities by answering the following questions:

1. Have you identified your primary and secondary egress routes?
2. Are you aware of your schools on-site gathering area?
3. Does your school have a procedure of sweeping the facility to make sure everyone has evacuated?
4. Can accountability issues be reported to school leadership efficiently?
5. Are you aware of your primary relocation site?
6. Is your relocation site accessible during your entire school year and do their hours of operation match your school's hours?
7. Have you walked to your relocation site to identify any issues, such as construction project, that may impede your ability to efficiently travel there with students?
8. Are you aware of and can you carry out your role in reunifying students with their parents or guardians?

EXAMINE PROTOCOLS CONT

SHELTER IN PLACE

Shelter in Place protocols are typically put into effect for two reasons: severe weather or hazardous air. It's important to remember that your response protocols may be very different for each threat. Examine your response capabilities for Shelter in Place-Severe/Weather and Shelter in Place/Hazardous Air by answering the following questions:

1. Have you identified the appropriate response locations for both severe weather and hazardous air scenarios?
2. Do you have access to sustainability materials, such as snacks, water, portable toilets and sanitary wipes, that could be used during a long duration Shelter in Place?
3. Do you have access to materials that could be used to seal up vents, such as plastic sheeting and duct tape, that could be used during a hazardous air scenario?
4. Is there a sufficient number of staff that know how to function the school's utilities, such as water, power, and the HVAC system?



CLOSE THE GAPS

ALERTING

Alerts play a critically important role in emergency response protocols. Individuals will not initiate their responses until they are made aware that an emergency is occurring. Review the following recommendations:

1. Introduce low-cost noise making devices, such as air horns or Coast Guard whistles, to enhance your ability to alert or be alerted.
2. Understand the importance of utilizing your own voice to alert staff and students of an emergency situation.
3. If your office, classroom or workspace telephone has intercom capability, ensure that it has been activated and you know how to utilize it.
4. Introduce a mass messaging capability to enhance your ability to notify families and staff of emergency situations.
5. Request that local law enforcement notify you of dangerous activity occurring in proximity to your school.
6. Eliminate the use of coded language when alerting.

SECURING

Many of the protocols you have been provided emphasize the importance of having spaces where you can respond to help protect you and the students from both human and non-human threats. Review the following recommendations:

1. Adjust office, classroom or workspace furniture to facilitate the barricading of inward opening doors.
2. Place materials, such as electric cords or jump ropes, in strategic locations to facilitate the tethering of outward opening doors.
3. Add privacy or sliding latches to doors without locks.
4. Keep difficult to lock doors, such as doors that have crash bars, in a locked but propped status.
5. If your office, classroom workspace doors do not have a lock, identify the nearest lockable space that you can respond to in a Lockdown or Violent Intruder scenario.
6. Identify the most appropriate space to respond to during a Shelter in Place-Severe Weather and Shelter in Place-Hazardous Air scenarios.
7. Learn how to deactivate access control entry systems.

As you learned in the on-line training, the ability to effectively conceal or cover yourself during Lockdown or Violent Intruder scenarios is critically important to effectively navigate these emergencies. Review the following recommendations:

1. Identify the best portions of your office, classroom or workspace that provides the greatest ability to cover or conceal students, staff and yourself. Remember that this space may change based on if the threat is inside or outside the facility.
2. Reposition furniture to enhance your ability to cover or conceal staff, students and yourself.
3. Position material, such as temporary hooks or Velcro strips, that would allow for pre-cut material, such as fabric or paper, to be affixed to cover windows or glass door panels in an efficient manner.
4. If classroom doors are locked when occupied, ensure that any covering material has small cut outs that allow for the identification of individuals knocking on the door.

COVERING AND CONCEALING:

CLOSE THE GAPS CONT

REVIEWING

Although the protocols described in the on-line training can be applied at any school, your emergency plan will have elements that are unique to your facility. SEC recommends you review your emergency plan and the following recommendations to see if they assist you in closing any identified gaps:

1. Identify the following response locations for your school:
 - A. On-site gathering location
 - B. Shelter in Place- Severe Weather
 - C. Shelter in Place- Hazardous Air
 - D. Securable spaces for Lockdown and Violent Intruder scenarios
 - E. Primary and secondary relocation sites
2. Identify the storage location of emergency supplies and review their contents
3. Introduce a schedule to replace or refresh emergency supplies
4. Create signage that can be posted at the front entrance to notify visitors of changes in access status.
5. Identify or introduce common items into your office, classroom or workspace that can assist you in defending against a Violent Intruder scenario such as fire extinguishers, hammers, cutlery and hard throwable objects.
6. Identify or introduce items that can assist you in evacuating students from the school like safety vests, toddler walking guide ropes, flashlights and window breaking tools.
7. Pre-stage items in in your Shelter in Place-Hazardous Air response location such as plastic sheeting, duct tape and towels.