



AURORA PUBLIC SCHOOLS PROJECT SAFE



SCHOOLS OF AURORA FOCUS ON EMERGENCY PLANS

A training manual to assist
district staff in responding to emergent
or threatening situations.

Aurora, Colorado
February 2008

Acknowledgements

This manual/DVD represents many professionals in the Aurora Public School District, parents, and our community partners. We would like to acknowledge the work and dedication invested in the design and development of this valuable training tool for the staff in our district.

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Rural Metro Ambulance PIO
Aurora Police Department
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Aurora Mental Health
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Community College of Aurora
Parent: Tony McPeek
Parent: Donna Luckett
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TABLE OF CONTENTS

ACKNOWLEDGEMENTS 1

TABLE OF CONTENTS..... 2

INTRODUCTION..... 3

READINESS AND EMERGENCY MANAGEMENT COMMITTEE 4

SCENARIO #1-School Shooting..... 5

SCENARIO #2- Fire Evacuation and Reunification..... 16

SCENARIO #3- Aggressive Non-Custodial Parent 24

SCENARIO #4- Stranger in the Building..... 29

SCENARIO #5- Parent/Teacher Conference..... 33

TEST 35

EVALUATION FORM 38

ACKNOWLEDGEMENT OF ACTORS 39

APPENDIX A – APS Security Levels..... 45

APPENDIX B 46

APPENDIX C AND C-1 47

SPONSORS..... 49

RESOURCES 50

INTRODUCTION

“Educators and school personnel are the first responders in the school, on field trips, and at school-related events. They are the first to detect a school-related threat, first to respond to a school-related incident, last to leave the site of an incident, and they are the ones left to cope with the aftereffects of an incident”. (State of Colorado Sixty-sixth General Assembly)

The vast majority of the staff in our district will complete their careers without ever experiencing incidents shown in this training DVD and manual. Nevertheless, recent incidents similar to these in other school districts have shaken the image of schools as reliably safe and secure environments.

Televised and printed images in newspapers of frightened and injured students have imprinted themselves in our minds. Each school-based attack has a tremendous and lasting effect on the school in which it occurred, the surrounding community, and the nation as a whole.

This DVD and training manual are tools that we as concerned staff and community members of the Aurora Public School District, can use as we provide a safe and secure learning environment for our students.

The information in this DVD and manual are not all inclusive of every type of situation that may arise at a school. There is no guarantee that if you choose a certain course of action in a real life situation, that the incident will be resolved as portrayed in the DVD. However, having knowledge of options to choose from will make it easier to make a decision should it be warranted.

This DVD/training manual was designed as an interactive training tool. You will be directed at various points throughout the DVD to go to a page in this training manual to learn more specific information about safety procedures you could use in a given situation. The manual will then direct you back to the DVD.

Funding for this DVD and training manual were provided by the Readiness and Emergency Management (REMS) grant that was awarded to the Aurora Public School District by the United States Department of Education.

THE INCIDENTS DEPICTED IN THIS TRAINING MANUAL AND THE SCENARIOS IN THE DVD ARE FICTICIOUS. ANY SIMILARITY TO A REAL INCIDENT IS COINCIDENTAL.

**READINESS AND EMERGENCY MANAGEMENT
GRANT COMMITTEE**

Armando Argiz, Buckley Air Force Base Office of Emergency Management
Deanne Criswell, Aurora Fire Department, Office of Emergency Management
Linda Dallman, Aurora Public Schools, Director of Nutrition services
Marylee Gibson, Aurora Public Schools, Risk Management Safety Specialist
Christine Hoppe, Aurora Public Schools Director of Risk Management and Security
Debi Hunter, Aurora Public Schools Crisis Support Team
Donna Lockett, Aurora Public Schools Parent
Steven Lockett, Aurora Public Schools Student
Bert McMurtry, Earthrise Studios
Toni McPeek, Aurora Public Schools Parent
Julie Meskimen, Aurora Public Schools Risk Management Claims Specialist
Mike Mickelson, Aurora Public Schools Security Officer
Ernie Ortiz, LT. Aurora Police Department SWAT
Rosa Perez, Aurora Public Schools Parent
Miles Pimentel, Aurora Public Schools Grants Department Coordinator
Carolyn Renaud, Aurora Police Department School Resource Officer
Rob Schmedeke, Aurora Public Schools, Director of Transportation
Cheri Skelding, Aurora Mental Health
Steve Slama, Aurora Public Schools Security Officer
Roy Smith, Aurora Public schools Diversity Education
Julie Uhernik, Tri-County Health Department
Tudy Wicks, Aurora Public Schools, Security Supervisor

SCENARIO #1 School Shooting

¹Beginning in 1999, the United States Secret Service and the United States Department of Education conducted an extensive study on targeted violence in schools, formally called the “Safe Schools Initiative.” Researchers identified 37 incidents of targeted school violence involving 41 attackers that occurred in the United States from 1974 through June 2000. The earliest case which occurred in 1974 was an incident where a student brought guns and homemade bombs to school; set off the fire alarm; and shot at emergency and custodial personnel who responded to the alarm. “Target violence” for the purpose of this study, is defined as an incident where a current or recent former student attacked someone at his or her school with lethal means (e.g., a gun or knife); and, where the student attacker purposefully chose his or her school as the location of the attack. (Incidents that were solely related to gang or drug trade activity or to a violent interaction between individuals that just happened to occur at the school were not included.)

There were 10 key findings in the “Safe Schools Initiative.” The key findings that relate to this part of the scenario are as follows:

- **INCIDENTS OF TARGETED VIOLENCE AT SCHOOL RARELY ARE SUDDEN, IMPULSIVE ACTS.**

Students who engaged in school-based attacks typically did not “just snap.” and then engage in impulsive or random acts of “targeted school violence.” The attacks examined typically began with an idea, progressed to the development of a plan, moved on to securing the means to carry out the plan and culminated in an attack. However, the time span between the attacker’s decision to mount an attack and the actual incident may be short.

- **MOST ATTACKERS FELT BULLIED, PERSECUTED, OR WERE INJURED BY OTHERS PRIOR TO THE ATTACK.**

Almost three-quarters of the attackers in recent school shootings felt persecuted, bullied, threatened, attacked or injured by others prior to the incident.

Bullying can happen in the home as is reflected in this scenario. Unfortunately as the scenario progresses, we will see that the bullying in the home affected what happened at the school. In an educational setting where there is a climate of “safety,” adults and students respect each other. This climate is defined and fostered by students having a positive connection to at least one adult in authority. In such a climate, students develop the capacity to talk and openly share their concerns without fear of shame and reprisal. They try to help friends and fellow students who are in distress, bringing serious concerns to the attention of adults. Young people can find an adult to trust with this information, so that it does not remain “secret” until it is too late. Example: A young

man, who brought a rifle to school, killing two students, and wounding several others, told the Secret Service from his prison cell: "I was really hurting. "I didn't have anybody to talk to. They just didn't care."

Teachers, campus monitors, custodians and clerical staff are all in the position to observe bullying behavior in our schools. What we may see as "kids being kids" may have far more long term consequences if action isn't taken. If a child is being bullied, many times they will joke around and act like they are okay but deep inside they are embarrassed and humiliated. If a student is being bullied and sees that an adult in the building has observed the bullying and does nothing about it, the student may turn to other means to stop the bullying as is indicated in several school shootings in the past.

Below for your reference is the Aurora Public Schools policy APS Code JBC, Prevention of Bullying.

³AURORA PUBLIC SCHOOLS APS Code: JBC
Adopted November 2001
Revised April 2005
Revised June 2007

PREVENTION OF BULLYING

The Board of Education recognizes the negative impact that bullying has on student health, welfare and safety and on the learning environment at school. Bullying prevention efforts will be utilized in Aurora Public Schools through school-wide, classroom, and/or individual measures.

All programs and efforts will communicate that bullying is not acceptable behavior and will not be tolerated. Bullying by students is prohibited on all district property, at district or school-related activities, in district vehicles, and off school property when such conduct has a connection to school or any district curricular or noncurricular activity.

Bullying may imply an imbalance of power or strength in which one student is victimized by others. Students who are exposed to the negative actions generally have difficulty defending themselves and in specific situations may be helpless against the student or students who harass. Friendly or playful teasing may be considered bullying when such repeated behaviors continue despite clear signs of distress and opposition on the part of the victim.

DEFINITION

"Bullying" means any written, verbal or pictorial expression, physical act or gesture, or a pattern thereof by a student that is intended to cause distress upon one or more students and is sufficiently severe that it has the effect of:

1. creating an intimidating, hostile, or significantly offensive environment for the learning or performance of school-sanctioned activities of any student; or

2. unreasonably interfering with or disrupting the educational performance or participation in any other school-sanctioned activity of any student.

EXAMPLES OF BULLYING

Examples of acts that may constitute bullying include:

- derogatory written or pictorial communications in any media (e.g., letters, notes, voice mail, text messages, pager messages, newspaper articles, invitations, posters, photos, cartoons);
- derogatory verbal comments (e.g., name-calling, taunting, hostile teasing, spreading rumors, epithets, jokes, or slurs);
- threats of force or violence against a person's body, possessions or residence (e.g., obtaining food or money by threats of force); or
- physical conduct (e.g., provocative gestures, overly rough horseplay, restricting freedom of action or movement, violence, defacing or destruction of property).

CYBERBULLYING

Cyberbullying involves the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others.

Cyberbullying will not be tolerated and will constitute the same levels of disciplinary action as other types of bullying.

RESPONSES TO BULLYING

All administrators, teachers, classified staff and students share the responsibility to ensure that bullying does not occur at any district school, on district property, at district or school-related activities, in any district vehicle, and/or off school property when such conduct has a connection to school or any district curricular or noncurricular activity or event. Toward that end:

- All students who believe they have been victims of bullying in any such circumstance shall immediately report it to an administrator or teacher at their school.
- All students who witness student bullying in any such circumstance shall immediately report it to an administrator or teacher at their school.
- All building administrators and teachers who have any incident of bullying reported to them shall promptly forward the report(s) to the principal or principals designee for appropriate action.
- All principals, administrators, teachers and classified staff who witness student bullying in any such circumstance shall immediately take appropriate action to stop the bullying, as prescribed by the district and building principal, and shall promptly report the bullying to the principal or principals designee for appropriate action.

- Each building principal or principals designee shall ensure that all reports involving student bullying in any such circumstance are promptly and thoroughly investigated, and that appropriate action is taken.
- Each building principal or principal's designee shall contact law enforcement officials, as appropriate.

DISCIPLINARY ACTION FOR BULLYING

In determining the appropriate action to be taken in response to incidents of student bullying, the building principal or principals designee shall consider existing policies and regulations that address the type of conduct that may be involved in bullying. Such policies and regulations include, but are not limited to, JBB, JBB-R (Racial and Sexual Harassment), JICC, JICC-R (Student Conduct on Buses), JICF, JICF-R (Secret Societies/Gang Activity), JICI (Weapons in School), JK.1, JK.1-R (District Conduct and Discipline Code), JKD.1 and JKD.1-R (Disciplinary Classroom Removal by Teacher (Suspension from Class)). Any necessary discipline shall be imposed pursuant to existing policies.

In deciding on appropriate discipline, the circumstances surrounding the behavior, the severity of the conduct, and whether the conduct represents a pattern should be considered. Administrators shall also be mindful of the principles set forth in the District Philosophy Statement on Student Discipline (Policy ADH), including the concept that the discipline process should be instructive and corrective and that its focus should be on helping the student to change or control inappropriate behavior, rather than on punishment. In making determinations under this policy, due consideration will be given to the rights to freedom of expression of public school students under federal and state law.

Disciplinary consequences for student bullying may include suspension, expulsion and/or classroom suspension. In addition, the building principal shall consider other actions, which may be appropriate in response to student bullying, including but not limited to:

BULLYING PREVENTION EFFORTS

Bullying prevention efforts are most effective when implemented school wide and are designed to send a message that bullying will not be tolerated in schools. Well-designed bullying prevention efforts can reduce, eliminate and prevent bully/victim problems, as well as significantly improve the overall school climate. Effective bullying prevention also requires a commitment on the part of all adults to reduce or eliminate bullying.

Effective prevention programs rely on a number of components to reduce and prevent bullying problems. Components may be implemented at the school level, the classroom level, or at the individual level. The use of particular components may vary according to maturity level of students, grade level, learning environment goal(s) for the school, etc.

Taking action at school, classroom and individual levels is vital to counteract any bully/victim problems. In this way, students will be exposed to consistent messages from different persons/sources and in different contexts regarding the district and school's views of and attitudes toward bullying.

Monitoring data related to bullying is crucial to the bullying prevention efforts. Data may be collected and evaluated through surveys, questionnaires, analyzing discipline statistics, and data for the learning environment goal(s) in the annual school improvement plan.

RETURN TO DVD

Key findings of the "SAFE SCHOOL INITIATIVE" for this part of the scenario include:

- **MOST ATTACKERS HAD NO HISTORY OF PRIOR VIOLENT OR CRIMINAL BEHAVIOR**

Sixty-three percent of the attackers had never been in trouble or rarely were in trouble at school. Only 27 % of the attackers had ever been suspended and 10 % had been expelled prior to the violent or criminal behavior.

- **THERE IS NO ACCURATE OR USEFUL "PROFILE" OF STUDENTS WHO ENGAGED IN TARGETED SCHOOL VIOLENCE.**

The attackers ranged in age from 11 to 21 with most being between the ages of 13 and 18. 76 % of the attackers were white, 12 % African American, 5 % Hispanic, 2 % Native Alaskan, 2 % Native American and 1 % Asian.

Sixty-three percent came from two-parent families, living either with both biological parents 44 % or with one biological parent and one stepparent 19 %. Nineteen percent lived with one biological parent. Two percent split time between two biological parents. Only 5 % lived with a foster parent or legal guardian.

Forty percent of the group were doing well in school at the time of the attack, generally receiving A's and B's; some were even taking Advance Placement courses at the time of the incident or had been on the honor roll repeatedly. Only 5% of the attackers were known to be failing in school.

- **HOWEVER, MOST ATTACKERS ENGAGED IN SOME BEHAVIOR, PRIOR TO THE INCIDENT, THAT CAUSED OTHERS CONCERN OR INDICATED A NEED FOR HELP.**

Tim's mother appears concerned by Tim's behavior but does not question it. Instead she shakes her head and goes back inside. Shouldn't she question why her son had tears in his eyes? If a school staff member sees a student in the hallway visibly upset, is it their responsibility to speak with the student and offer assistance?

- **PRIOR TO MOST ATTACKS, OTHER PEOPLE KNEW ABOUT THE ATTACKER'S IDEA AND/OR PLAN TO ATTACK.**

Tim's behavior in his conversation with Sam raised red flags for Sam, enough that he chose not to go to the cafeteria but he did not report it to anyone. Could the scenario have changed if Sam had reported directly to administration his concerns? He doesn't even try to prevent his other friend from going to the cafeteria.

As staff members, faculty and administrators of a school building, we must all work to instill the sense of trust in students so there is at least one adult in the building that students feel they can talk to even if they are not sure if what they are feeling is of concern.

- **MOST ATTACKERS DID NOT THREATEN THEIR TARGETS DIRECTLY PRIOR TO ADVANCING THE ATTACK.**

Perpetrators of incidents of targeted school violence chose a range of targets for their attacks, including students, faculty and staff, and the school itself.

- In over half of the incidents (54%), the attacker had selected at least one school administrator, faculty member or staff member as a target.
- Students were chosen as targets in fewer than half the incidents, 41%.

In Tim's case, he did not even know the football players he targeted. They became a target as a result of the bullying by his father and brother.

In documented cases, the attacker was looking for an intended target but the target was not found so others become the target instead.

RETURN TO DVD

Many situations that may occur at a school will require quick decisive action on the part of school administration and building staff. In this scenario, the Campus Monitor should have spoken gotten on his radio immediately and called for a lockdown due to a shooter in the building. All staff in the building should be trained in what qualifies for an emergency lockdown. Delaying to get permission from administration could put others in the building in danger and have drastic results. Schools have policies that state that only building administration are allowed to call for emergency lockdown. In many scenarios, this may not be the wisest decision.

RETURN TO DVD

Aurora Public Schools has written policies regarding lockdowns and what actions should be taken by staff. Lockdown drills are practiced at least twice a year. When you hear over the PA system of a lockdown, you should treat it as if it is real, so that in a

real situation, staff and students will react as they have been trained. If proper procedures are not followed during drills, this is the way staff and students will react in a crisis. Example: Most schools when conducting lockdown drills will have staff members walk around to check doors to make sure they were locked. In a real crisis, these staff members will not be able to do this since they would put themselves in potential danger. This is why each staff member needs to ensure they follow the correct procedures each time whether it is a drill or not.

In an event like the scenario on the DVD, if you hear over the PA that there is a shooter in your building, your quick action will prevent you and others in the building from becoming victims. Example: Attention all staff, there is a man shooting a gun in the building, go to a **RED** level three lockdown immediately. (**Refer to APS Threat Levels Based on Threat Assessment page 13**). All interior and exterior doors should be shut and locked, blinds are shut, door windows are covered, lights are out and all in the room are in a duck and cover position and no talking. Do not open the door to anyone who knocks on it. The police will have a key to enter if they need to. Also, do not peek out blinds or around paper covering a door window. The whole purpose of this lockdown is to make someone think the room is empty. The shooter may move through hallways, engaging targets of opportunity. Where he can breach a room, he may do so and engage what targets present themselves before moving on. If a shooter is looking for people to shoot, and you are locked into your classroom/office, lights out, quiet, you lower the risk. If the shooter hears talking and giggling inside the room this could cause them to attempt entry into the room. Keep in mind, at this point, the shooter has already shot people, their frame of mind is not reasonable; do not provide them the opportunity for more victims.

Students will want to use their cell phones to call parents. Decisions on allowing this may be made on a case by case basis. However, it is recommended that until the police have given the all clear, cell phones should be off so as not to cause noise.

In a crisis as depicted in this scenario, the school will eventually be evacuated to their reunification site. More about the reunification process and sites will be discussed in the next scenario. However, you may also at this time refer to Appendix B at the back of the manual for information on reunification sites and Appendix C for the reunification process.

RETURN TO DVD

APS SECURITY LEVELS BASED ON THREAT ASSESSMENT

GREEN: LOW RISK LEVEL, LEVEL ONE LOCKDOWN

LOW RISK (Normal day to day operations)

- IRT on standby status
- All exterior doors will be locked and closed
- All interior doors will be locked and either open or closed to the hallways
- Interior doors which are not classrooms are locked and closed

YELLOW: POTENTIAL RISK, LEVEL ONE LOCKDOWN

POTENTIAL RISK (A potential threat exists in neighborhood around the school)

- IRT on ready status to respond to emergency situation
- All exterior doors will be locked and closed
- High traffic doors must be monitored by staff members to allow building access to students, staff and appropriate visitors to the building
- All interior doors will be locked
- Bells continue to ring, students attend classes, classroom activities continue
- Teachers on planning time, report to the commons

ORANGE: HIGH RISK, LEVEL TWO LOCKDOWN

HIGH RISK (An actual threat is in the neighborhoods around the school)

- IRT in EOC as needed to respond to emergency situation
- All interior doors will be locked and closed
- Exterior window coverings are in the closed position
- Parking lots and site driveways/entry ways are barricaded or closed
- Follow COOP plan in preparing to work at alternative locations if needed
- Restrict building access to essential staff only
- Interior classroom and office windows covered
- Classroom activities continue/students must remain in classroom
- Passing bells are turned off
- Teachers on planning time, report to the commons

RED: SEVERE RISK, LEVEL THREE

SEVERE RISK (Threat in the building)

- IRT in EOC to respond to emergency situation
- All interior and exterior doors will be locked and closed
- Exterior and interior window coverings are in the closed position
- Interior classroom and office windows covered
- Teachers stop teaching; interior lights are off
- Students and staff are in the “duck and cover” position- INVISIBLE
- Follow COOP plan in preparing to work at alternative locations if needed

Picture yourself in this teacher's position. You are teaching in your classroom and someone runs in and points a gun at you and your class. He then tells you he killed others in your building. This scenario shows that Tim is responding to questions the teacher is asking, which is good considering the circumstances. The situation could have been different to where if the teacher said anything, the gunman would tell her to be quiet and not say anything. If you keep talking and he shoots were you wrong? If you don't say anything and he shoots, were you wrong? The point being made here is that each crisis situation is going to be different and decisions on what to do will be based on the circumstances at the time. However, preparing yourself mentally for "what if's," will give you ideas to pull from if you are in a situation. If you have the attitude that, "this will never happen here," then you are not being responsible to yourself, your students or other staff members in the building.

Key finding in the Safe School Initiative:

- **DESPITE PROMPT LAW ENFORCEMENT RESPONSES, MOST SHOOTING INCIDENTS WERE STOPPED BY MEANS OTHER THEN LAW ENFORCEMENT INTERVENTION**

Most school-based attacks were stopped through intervention by school administrators, educators and students or by the attacker stopping on his own. In about one-third of the incidents, the attacker was apprehended or surrendered to administrators, faculty or school staff (27 %), or to students (5 %). In just over one-fifth of the incidents, the attacker stopped on his own or left the school (22 %). In a few incidents, the attacker killed himself during the course of the incident (13 %).

Just over one-quarter of the incidents were stopped by law enforcement intervention (27 %). Law enforcement personnel discharged weapons in only three of the incidents of targeted violence studied.

Close to half of the incidents were known to last 15 minutes or less from the beginning of the shooting to the time the attacker was apprehended, surrendered or stopped shooting. One-quarter of the incidents were over within five minutes of their inception. The short duration of most incidents of targeted school violence argues for the importance of developing preventative measures in addition to any emergency planning for a school or school district.

Until law enforcement or fire personnel arrive on scene, the school principal or designee is the Incident Commander for the scene. The Incident Commander's responsibility is overall management of the incident. Provide leadership for the incident response, delegate authority to others and provide information to internal and external stakeholders. When law enforcement or fire personnel have arrived, Incident Command is turned over to them.

³The President of the United States requested the Secretary of Homeland Security to develop a national system to be used by all first responders to manage domestic

incidents in our country. The Secretary of Homeland Security developed the National Incident Management Systems or NIMS as it is commonly referred to. Homeland Security Presidential Directive 5 (HSPD – 5), Management of Domestic Incidents, requires all federal departments and agencies to adopt and implement the NIMS, and requires state and local jurisdictions to implement the NIMS to receive federal preparedness funding. The National Incident Management System (NIMS) is a comprehensive system that improves local emergency response operations through the use of the Incident Command System (ICS) and the application of standardized emergency procedures and preparedness measures. It provides a consistent approach and a “common language” for federal, state, and local governments to work effectively and efficiently to prepare for, prevent, respond to, and recover from domestic incidents, regardless of cause, size, or complexity.

Basically this means that all persons responding to an emergency at a school site in Aurora, to include the APS Incident Response Team, are trained on the NIMS system. It allows schools and local agencies to jointly manage incidents, all using the same language for procedures implemented, and to work towards a timely and effective resolution.

All APS staff is encouraged to participate in NIMS training. Currently there is a bill (Senate Bill 08-181) before the Senate which will require all school districts to be compliant with the National Incident Management System (NIMS). If you are interested learning more about NIMS or receiving free training in the NIMS program please go to the following Web site: www.nimsonline.com.

RETURN TO DVD

The Aurora Police Department has trained their officers specifically in the area of responding to School Shooting situations. As soon as their dispatcher receives the call that there is a person shooting inside a school, you can be assured there will be many police officers responding to the scene to assist. **Officers will enter the building and take whatever action is needed to remove the threat and prevent injury.** There are many sounds you may hear as you are in your lockdown position in your classroom/office. You may hear shots being fired by the gunmen, you may hear screams or cries of pain from victims who are not getting help yet, you may hear doors being broken down by the police. Granted these will be hard to listen to, but your whole focus should be on trusting the police department and keeping yourself and students or co-workers as calm as possible and quiet. It may seem to take a long time that you have to remain in your lockdown position. Depending on where the shooter is located and the size of your school, it may take a while for the police to safely check each area of the building to verify if there is only one shooter in the building and it is safe to take you out of lockdown status. **You also need to know that if the police enter your classroom/office, they will have their guns pointed at you, they may search you and your students and they may make you exit the classroom with your hands above your head as if you were the suspect. Don't be scared or offended by this,**

this is done to continue to ensure your safety and the safety of your students and co-workers.

RETURN TO DVD

SCENARIO # 2
Fire with Evacuation and Reunification

The following is a letter sent to the Aurora Public Schools regarding staff having candles in their classrooms, offices or work areas:



Fire Department

15151 E. Alameda Parkway, #4100
Aurora, Colorado 80012
303-326-8999
Fax: 303-326-8986

To: Aurora Public Schools
From: Lt. Beumer, Assistant Fire Marshal
Date: January 06, 2005
Subject: Open flames in schools

I appreciate all the effort that everyone has expended to help keep our students and staff safe, but unfortunately, there has been some fire loss and damage to schools within the Denver metro area recently. Investigation of the fires has revealed that the source of the fires has been from candles or oil lamp type devices. Please let me emphasize that open flames are prohibited in any educational facility. There are very few exceptions that allow open flames and they are primarily in educational lab settings. For the safety of all concerned please remove all candles from your schools and associated facilities.

SECTION 308
OPEN FLAMES

308.3 Open flame.

A person shall not utilize or allow to be utilized, an open flame in connection with a public meeting or gathering for purposes of deliberation, worship, entertainment, amusement, instruction, education, recreation, awaiting transportation or similar purpose in assembly or educational occupancies without first obtaining a permit in accordance with Section 105.6.

Thank you,
Lt. Steve Beumer 
Assistant Fire Marshal
Aurora Fire Department

All school staff should know where fire extinguishers are located and have a basic knowledge of how to operate them. You should also be familiar with the location of the nearest fire alarm pull station.

All Aurora Public Schools are required to conduct two fire drills in the first two weeks of school, followed by eight additional drills over the course of the school year. One must be a hazardous chemical drill. The Aurora Fire Department also conducts surprise drills on the schools throughout the year.

Anytime a fire drill is conducted, the school is required to call APS security dispatch and report the drill prior to conducting it. All fire alarms for the district are monitored by APS security dispatch and if they receive a fire alarm that they have not been notified is a drill, they will automatically call the fire department to respond.

All staff in the building are required to evacuate whether it is a drill or not. Staff should ensure they lead by example, when the fire alarm goes off, staff and students should leave the building calmly but quickly. Delaying or playing around could cause the potential for injuries, smoke inhalation or entrapment inside the building. Staff should ensure during all evacuations that they move themselves and students a safe distance from the building. **The standard recommendation is at least (300 feet) from the building.**

Teachers should remember to take class lists, grade books, Emergency Procedures Guidebook or the "Go-Kit" if provided by your school. (Go-Kits are portable and should contain a stockpile of essential emergency supplies. Go-Kits often come in the form of a backpack or buckets that can be easily carried out of the school. Examples of items to be included in a classroom Go-Kit are:

- List of all students in classroom
- List of students with special needs and description of needs (i.e., medical issues, prescription medicines, dietary needs), marked confidential
- List of classroom staff/volunteers
- School emergency procedures to include reunification site location and procedures
- Key contact information for administration
- Whistle
- Hat or brightly colored vest for visibility
- Battery operated flashlight and batteries
- Emergency communication device (radio, cell phone)
- First aid kit with instructions
- Pens and paper
- Age-appropriate student activities (such as playing cards)

Examples of items to be included in an "Administration" Go-Kit:

- List of all students
- List of students with special needs and description of needs (i.e., medical issues, prescription medicines, dietary needs), marked confidential
- List of building staff and their contact numbers and assigned room/office

- Emergency Procedures to include reunification site location and procedures
- Whistle
- Hat or vest for visibility
- First-aid kit with instructions
- Battery-operated flashlight with batteries
- Utility turn-off procedures
- Emergency communication device
- First-aid kit with instructions

It is imperative that staff conduct a thorough head count of students and staff. In a real fire, an accurate head count will determine if the fire department will be entering for fire suppression or entering on a rescue mission. The procedures the fire department uses in each of these incidents may differ, and as a result, can be more dangerous for the fire department personnel as they perform their duties.

RETURN TO DVD

Aurora Public Schools sites are required to have evacuation and reunification plans. “Reunification plans” are procedures taken to safely reunite students and their parents during a crisis. A “reunification site” is a school where students are transported to and parents are directed to respond to, in order to pick up their child. Plans are to be reviewed yearly and updated if needed. All staff members should be notified of changes or updates. A security review of every site in the district is conducted yearly. The principal and often assistant principals, deans and custodians sit in on the review which is conducted by members of the APS Incident Response Team. Emergency procedures and the physical safety and security of the building are discussed. A walk through of both inside and outside is conducted and then suggestions are given to consider for improvement.

In the event an incident leads to complete evacuation from the school site, Aurora Public Schools’ sites have Emergency Plans that outline the steps to take to accomplish this. Usually, the decision to completely evacuate to a different location will be made by the fire department or the police department. Coordination of this complete evacuation will be conducted by members of the APS Incident Response Team. They will coordinate getting the reunification site ready, transportation to pick up students and alerting parents. Staff at the designated reunification site will be setting up computer stations to receive the students and parents for the reunification process. It is recommended that staff at reunification sites have bi-lingual staff members on hand to assist in communicating to parents. Staff should take their students to a designated area in the reunification site (usually the gym or theatre). Staff should keep their students all together and not release them to anyone unless directed to do so by the staff working the computer stations at the reunification site. Staff should remind students that only authorized persons on the student’s contact card who provide valid identification, will be authorized to pick them up. This is to deter students from calling friends to come pick them up, therefore causing more traffic in the area. Students are to be directed to sit quietly during this process.

On the next page of the manual, you will see the reunification sites for all Aurora Public Schools. In most situations where you are being evacuated from your site, the locations listed on the next page are the reunification site for your building unless otherwise notified.

In the event that police, fire or the Incident Response Team determines you will not be transported to your listed reunification site, you will be notified prior to transport and parents will be notified via the district Web site, Connect Ed and the media. (Turn to next page).

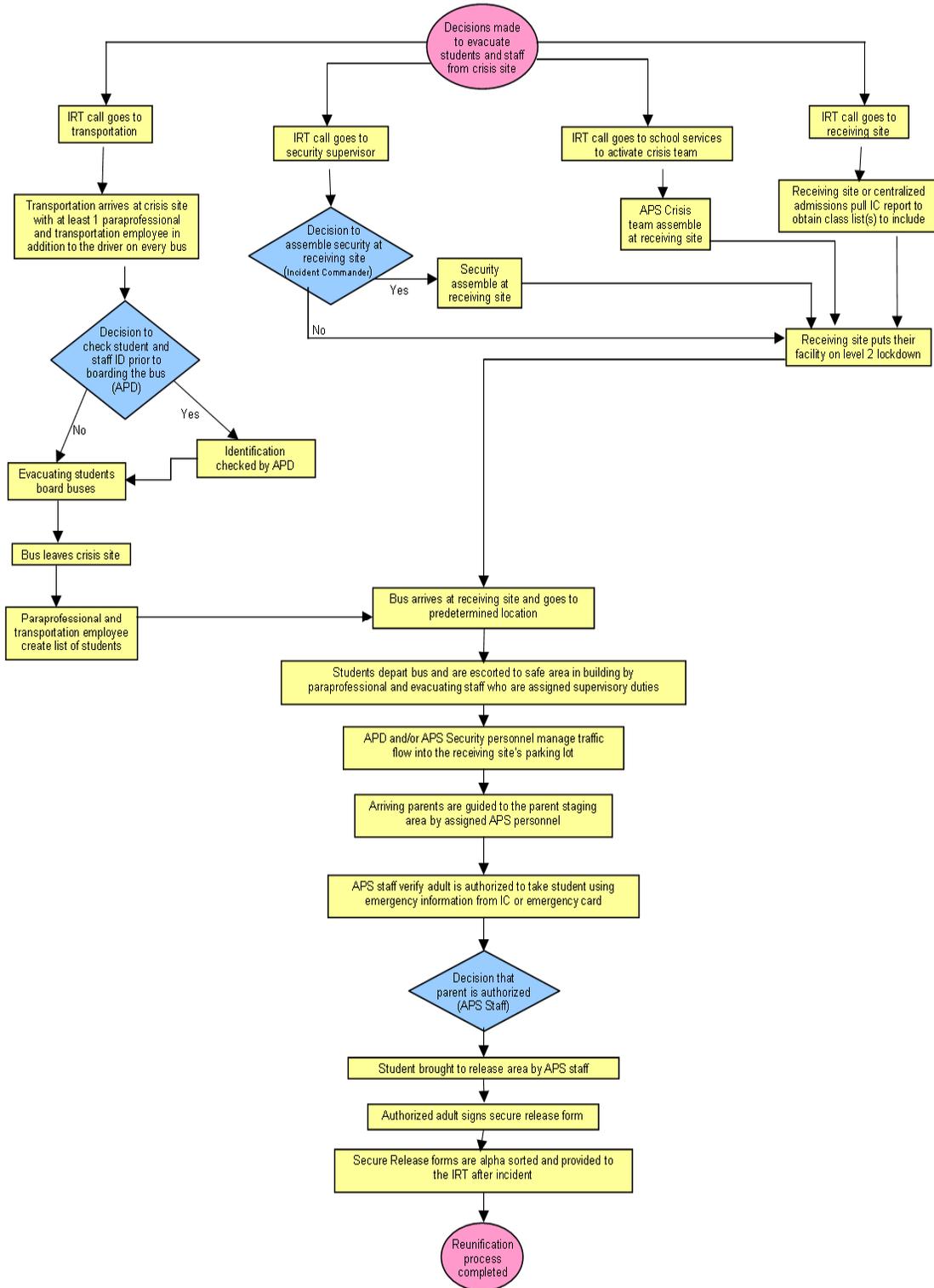
Student Alternate Pick Up Locations

If public safety officials require that a school building be evacuated, students and staff members will be safely transported by bus to a designated parent-student reunification site. Parents will be informed of the alternative pick up location via the school notification system and local media. At the alternate pick up location, students will be released to their parents upon presentation of proper identification. School sites are listed in the table below.

Elementary Schools	Middle Schools	Alternate pick Up Location
Boston Crawford Fletcher Fulton Kenton Jamaica CDC Lansing Lyn Knoll Montview Sixth Avenue Vaughn	South West	Aurora Central High School 11700 E 11th Ave
Century Iowa Jewell Tollgate Virginia Court Wheeling	Aurora Frontier K-8 Aurora Hills Murphy Creek K-8	Gateway High School 1300 S Sable Blvd
Altura Clyde Miller Elkhart Laredo Paris Park Lane Peoria Sable	East North	Hinkley High School 1250 Chambers Rd
Arkansas Aurora Quest Crossroads Dalton Dartmouth Side Creek Vassar Yale	Columbia Mrachek	Rangeview High School 17599 E Iliff Ave

High Schools	Alternate Pick Up Location
Aurora Central High School	Hinkley High School
Hinkley High School	Central High School
Gateway High School	Rangeview High School
Rangeview High School	Gateway High School
Pickens Technical College	Hinkley High School
Wm Smith High School	Pickens Technical College or Hinkley High School

Evacuation and Reunification Procedure



⁵In the event an Aurora Public Schools site has to be shut down due to fire, tornado or violent incident etc., the Aurora Public Schools Superintendents office will implement the Continuity of Operations Plan (COOP).

This Continuity of Operations Plan establishes policy and guidance to ensure that the delivery of educational services for the students of Aurora Public Schools is continued in the event that an emergency situation threatens or incapacitates the operations of the school district. It will also establish the relocation of select personnel and resources as needed. Specifically, the plan is designed to:

- Ensure that Aurora Public Schools is prepared to respond to emergencies, recover from them and mitigate against their impacts.
- Ensure that Aurora Public schools is prepared to provide the essential service of education to our students in an environment that is threatened, diminished or incapacitated.
- Provide a means of information coordination with the community to ensure uninterrupted communications within the internal and external clients established in the community.
- Provide timely direction, control and coordination to APS leadership and critical clients before, during and after an event or upon notification of a credible threat.
- Facilitate the return to normal operating conditions as soon as practical, based on circumstances and the threat environment.
- Ensure that the Aurora Public Schools COOP Plan is fully capable of addressing all types of emergencies and that the education of students will continue for as long as possible with minimal or no disruption during all types of emergencies.

As soon as possible (within 23 hours) following an emergency relocation, the IRT/Superintendent will initiate operations to salvage, restore and recover the impacted facility, pending approval of applicable local, state, and federal law enforcement and emergency services. Appropriate insurance authorities will require contact before these operations begin. Reconstitution procedures will commence when the appropriate official has determined that the emergency situation has ended and is unlikely to occur. Once this determination has been made, one or a combination of the following options may be implemented, depending on the situation:

- Continue to perform mission essential functions at the alternate facility for up to 30 days.
- Begin an orderly return to the impacted facility and reconstitute full normal operations.

- Begin to establish reconstitution of normal operations at a different facility location.
- Depending on the situation and duration, Web-based education may also be an alternate option to ensure the continuity of education for Aurora Public Schools students.
- If normal operations in your building are disrupted, you will be notified by your Principal or designee of alternative work locations or work hours.

RETURN TO DVD

SCENARIO # 3 Aggressive Non- Custodial Parent

Restraining orders against non-custodial parents are serious issues and the school should treat them as such. Restraining orders are granted because the courts feel the person poses an immediate threat of violence against the protected person(s). A certified copy of all restraining or protection orders should be provided to the school and this information needs to be entered into Infinite Campus. It is important that this information remain current in your system. It is also recommended that the child's individual teacher be made aware of restraining orders.

Non-custodial parents may try to argue with staff and imply that the restraining order is no longer valid or that they were unaware of it. School staff should advise the parent that until an updated court record is provided, the school will continue to honor the records on file. School staff should call the police immediately and not continue to argue with the parent.

RETURN TO DVD

Schools should never hesitate to call the police before a situation can escalate. When the receptionist called the police she was vague about what assistance was needed. Example: "Can you send an officer right away? "We have a parent who is not cooperating with us." In volatile situations, time is of the essence. Immediately telling the dispatcher that there is a **non-custodial parent with a restraining order in the main office of the school who won't leave**, would have alerted the call taker of the seriousness and he/she would have been dispatching cars immediately as he/she continued to get information from the receptionist.

When you call the police, it is usually a person called a "call taker" who answers the phone. They will say, "Aurora 911 where is your emergency?" The reason they say this is because if you don't have the opportunity to give them anything else, your location is the most important and they can get police enroute. As you are speaking they are typing information into a computer. If they determine based on what you are saying that it is an urgent response matter, they forward the information to a dispatcher who calls the police cars over the radio and sends them immediately.

RETURN TO DVD

In this scenario, you have a non-custodial parent with a restraining order who has forced his way into the principal's office. Would this have warranted a lockdown to protect the staff and students in the rest of the building until law enforcement could respond and resolve the situation? Do schools need to wait for actual violence to occur or is the threat observed here enough for a lockdown?

School staff should not worry about the suspect hearing them go into lockdown. The first priority is the safety of the students and staff in the building. If this man were to

leave the main office and go through the building, the lockdown prevented him from getting access to any rooms where students and staff are.

The principal quickly determined the importance of lowering the number of people in his office and was able to get them removed without alerting the father of his intentions. The father is contained in one room with only one potential hostage. This information is valuable to the police department as they determine tactics they will use. This is also a good example of the principal maintaining control of the situation quickly.

RETURN TO DVD

In July 2004, President Bush signed Executive Order 13347, Individuals With Disabilities in Emergency Preparedness, which adds to existing legislation that provides for students with disabilities, and requires public entities to include people with disabilities in their emergency preparedness.

Aurora Public Schools children with special needs have been trained in fire drill, lockdown and evacuation procedures. Teachers of children with special needs and their paraeducators have been trained on what supplies and information concerning each student needs to be taken from the school in the event of an evacuation. However, this information also needs to be incorporated into the school's Emergency Plans in the event the teacher of children with special needs is incapacitated and someone else may have to take over directing and assisting the children with special needs.

Depending on the disability, children with special needs may require more care and supervision during a lockdown or evacuation. Many children with special needs thrive well in structured environments and when this environment is disrupted they may not respond well. As indicated earlier, there may be loud noises, sirens and yelling. In a lockdown, the lights are out and all are told to remain quiet. If all of a sudden a group of SWAT officers enter a classroom and point guns at the students, this could cause panic and non-compliance with the officers. This is especially true in the case of children with autism. The teacher needs to quickly let the officers know the situation and explain what steps need to be taken for the children to respond to the officer's requests.

Depending on the circumstances, First Responders may feel it is better to leave the children with special needs and staff in their classroom rather than evacuating them with the rest of the building while the situation is being resolved.

Staff in other classrooms or offices in the building may hear the screaming coming from the children with special needs classroom and be tempted to leave their own lockdown location to go assist. Staff should not leave their lockdown location until authorized to do so by law enforcement or an announcement over the PA system by school administration.

RETURN TO DVD

Stalling by the principal, as seen in this part of the scenario is a valuable tool of the Non-Violent Crisis Intervention model. In any crisis development situation there are four distinct and identifiable behavior levels. The purpose of defining each level is to attempt to meet each level with the appropriate staff response to defuse or de-escalate the crisis development.

One of the first behaviors you will observe in the crisis development sequence is the anxiety level. Example: A person is sitting in a waiting area for a 2:00 pm appointment. The person glances at the clock and it is now 2:15. The person puts down the magazine he was reading and begins to pace slowly back and forth looking outside the window. Now the clock reads 2:20. The person goes back to his seat and picks up the magazine again but begins going through the magazine a bit more vigorously. He's not really reading, but is using the magazine to expand some of his built up energy. Another glance at the clock shows 2:25. Now he tosses the magazine aside and gets up again, this time to pace more rapidly and mutter to himself. This is a classic example of anxiety.

In this scenario, Mr. Simms is already at a high anxiety level before he even entered the building. He may have thought he could walk into the school, ask for his son and all would be fine. When the receptionist said she was going to look up where his son was, Mr. Simms' anxiety level increases. By the time he reads the screen that tells him he cannot have access to his son his anxiety level has reached a peak.

During the anxiety crisis development level, it is generally most effective to use a supportive staff response. The supportive approach requires the staff to be empathic and actively listen to what is bothering the individual. The staff member should avoid being judgmental and avoid dismissing the person due to personal opinions about the situation. The individual who is in an elevated anxiety level does not need to be judged; he simply needs to be listened to. At this point, many potentially explosive situations can be defused.

When the receptionist saw the warning on the computer, her behavior began making Mr. Simms more stressed. This in turn escalated his anxiety level, not to mention his frustration when he looked at the screen himself. The receptionist upon seeing the warning on the computer could have said, "I am sorry Mr. Simms, the records say I am not allowed to release your son to you. Until our records are updated, we have to follow what has been entered into the computer."

If the staff member does not intervene with a supportive approach, there may be the possibility of the individual escalating to the second level, the defensive stage. The defensive level signifies the beginning stage of loss of rationality. At this point the person begins to give you clues, verbally and nonverbally, indicating he is beginning to lose control.

You will find the individual challenging you and your authority. Often, at the peak of his defensiveness, he no longer responds to the rational meaning of your words. This is a critical time during the crisis development. At this stage, staff can make or break the intervention. Irrationality breeds irrationality. If the person senses you are not in control, it will serve as further fuel for the fire.

The best staff response during the defensive level is a directive approach which means setting limits for the individual. Make sure your limits are clear, simple and enforceable to the person. For example, when the secretary told Mr. Simms the records show she can not allow him access to his child, he became upset and told her to bring his son to him or he would go find him himself. At this point the secretary could have told him she was going to call the police if he did not leave the building. This would be simple, clear, enforceable and in a non-threatening manner.

You can almost guarantee that a lot of individuals will test the limits you impose. Your goal is to make the person realize that the consequences of his behavior are up to him. Limit setting is a skill which requires practice and a calm, professional approach. Verbal abuse by anyone can be frightening, not to mention insulting. It is critical that you maintain your professionalism. A verbal loss of control may be the reaction which escalates a person into a total loss of control.

RETURN TO DVD

When law enforcement arrives at a school that is in lockdown, getting into the building can be a task. If there is not someone outside with key access, officers will have to determine if they can safely have someone on the inside bring them a key. If not, they will have to use other methods to gain entry. Officers may have dispatch ask the person on the phone where the custodian is in lockdown in the building. The custodian is one of the most important contacts for law enforcement during an incident. The custodian has keys to every door in the building and knows the complete layout of the school to include water and power shut off areas. If officers determine that it is safe, they will direct the custodian to meet them at a certain area outside the building. Officers will request the person on the phone to describe what the custodian looks like and what he/she is wearing. When the custodian exits the building, officers will know he/she is not a threat. It is critical that custodians have their school radio on them at all times while in the building so they can be reached in the event of a crisis.

RETURN TO DVD

The tension reduction level in crisis intervention proved effective in this scenario. During the crisis development process there is a tremendous build up of energy and tension within a person. Providing therapeutic rapport and communication like the principal did in this scenario, helped de-escalate a situation that had the potential for violence and serious injury.

There has been concern expressed about whether it is okay to lie or stretch the truth a bit in situations like this to persuade the person. While using this tactic could be useful at times, use them cautiously because if you make promises that the person quickly realizes are not true or cannot be fulfilled, you run the risk of the situation escalating again. It would then be difficult to re-develop the rapport and communication you had going before.

RETURN TO DVD

SCENARIO # 4

Stranger in the building

Aurora Public Schools elementary schools and some middle schools have front door buzzer entry systems. This allows all perimeter doors in the building to be locked at all times. However none of the high schools have this system, therefore the front entry doors are unlocked all the time. In lieu of the door buzzer entry system, high schools have Campus Monitors assigned to a desk inside the front doors. Visitors are required to show identification and sign in prior to going any further into the building. The visitor must provide either their driver's license or their car keys prior to being issued a visitor's pass.

The beginning of the school day is a vulnerable time for the front entry doors at a high school. Staff, students and visitors are all entering at the same time. Staff ID cards visible to the campus monitor help the entry process move quickly. District policy states that all staff will wear their district issued ID anytime they are on any Aurora Public Schools property or any APS event.

Campus Monitor's working the front entry desks need to be alert and not distracted. Students should not be allowed to congregate around the front entrance check in desk.

The Campus Monitor in the commons may have prevented the man from getting any further in the building if he had asked for identification when he told him to take his hood off. The man did not have a visitor's badge on and it is clear he was too old to be a student. Example: Hi, can I help you? You need to sign in at the front and get a visitors badge. Let me show you how to get there."

Staff in all Aurora Public Schools buildings should make contact with anyone in their building who does not have a visitor's badge. The person should be escorted back to the check in desk or main office to follow proper sign in procedure.

RETURN TO DVD

All interior doors in Aurora Public Schools buildings are to be in the locked position at all times. Doors can be propped open if people are in the classroom/office but if there is no one in the room, the doors should be locked and shut. In the event of a lockdown, a staff member only needs to shut their door rather than finding keys to lock it.

There have been incidents in Aurora Public Schools where teachers have left their classroom doors open while running an errand to the main office, etc. Unauthorized persons have entered the classrooms and removed credit cards from the teacher's purse and stolen their school keys. Suspects had the opportunity to charge large amounts on the credits cards before the teachers were aware the card was missing.

Unlocked or open doors also allow unauthorized persons access to hide. In this situation, if the suspect had shut the door behind him when he entered the auditorium,

he would have had the opportunity to hide and then continue on with his original reason for being in the building and, as a result, many people could have been injured. All exterior doors other than the front entry door, if you have no door entry buzzer system, are to be in the locked position at all times. Propping **exterior** doors to classrooms, offices, gyms, and weight rooms is not recommended and causes a serious breach in the security of your building.

RETURN TO DVD

What would you do if you heard gunshots in your building? Would you go to the direction of the shots to see what was happening? The Campus Monitor knew there was the possibility of an unauthorized person in the auditorium and therefore made an unsafe decision to go into the auditorium when he heard the shots.

Firearms are considered deadly weapons. If you do not have the authority to carry a weapon, how would you be able to defend yourself or others if someone is shooting?

In a shooting situation, you would be more useful if you move yourself to a safe place and use your radio or telephone and report it to the main office and law enforcement.

Here, again, is an example of where the situation would have benefited from the Campus Monitor calling for an immediate lockdown over his radio. Example: "This is Warren, we have a man with a gun in the building and there have been shots fired. We need to go into a **Red** level three lockdown immediately." Administration may have questions about what is going on, but the first priority is to get the building locked down for the safety of staff and students in the building.

RETURN TO DVD

Schools should have in their lockdown plans in a location designated as the schools "command center" during a crisis. The principal (or principal's back up if the principal is out of the building) is the Incident Commander in the schools Command Center. The principal remains the Incident Commander until Law Enforcement and the APS Incident Response Team take over. The principal and office staff will secure themselves and any visitors or students that were in the office when the lockdown was implemented, in the command center. The command center is usually located in an office in the main office area that must have telephones, radios and computers.

School secretaries and clerks will be taking roll call via the computer from teachers and staff in locked down classrooms and other parts of the building. This information will be relayed to police by the principal or designee from the command center. It is very important that school staff be directed to email this information to the command center as soon as possible. **Reminder; Schools should stay in lockdown status until notified by law enforcement.**

RETURN TO DVD

The APS Incident Response Team (or IRT as it is commonly referred) is notified via pager or text message of all crises in the district. Depending on the crisis, the Incident Response Team may respond to the district's Emergency Operations Center to coordinate district response during a crisis.

When a crisis occurs at a school, 911 should be called first. Then, the Aurora Public Schools security dispatch office should be called. It is the security dispatcher who notifies the Incident Response Team. If notification is not made to the security dispatcher, then notification is not made to the Incident Response Team. This could delay valuable resources to assist in the resolution of the crisis.

The IRT is modeled after the National Incident Management System (NIMS). There are eight command staff members of the Incident Response Team and 15 Expanded IRT members. Each member of the command staff and expanded staff has assignments during a crisis to assist in resolving the situation.

INCIDENT RESPONSE TEAM COMMAND STAFF

INCIDENT COMMANDER- Obtains information on incidents from all available sources, and develops and communicates an action plan. Responsibilities also include: proclaiming termination of the incident; instructing on recovery; and conducting after action report.

OPERATIONS LIAISON- Reports to crisis site and works with Aurora police and fire departments to evaluate situation. Determine if other district sites should go into lockdown or evacuation. Communicates with and updates the Incident Commander. Verifies all students are accounted for and oversees the reunification site. Reports to insurance agencies as needed, and works with Operations Manager to assess damage and clean up efforts.

LEGAL DIRECTOR- Provides legal advice to the Incident Commander, Superintendent, and Board of Education. Provides legal advice on preservation of evidence, and ensures the protection of attorney-client privileges.

SCHOOL LIAISON- Establishes contact with school administration and other agencies, and assists operations liaison. Evaluates the need to change other district activities as a result of the incident.

LOGISTICS DIRECTOR- Opens district Emergency Operations Center, and sets up phones, computers, etc. Acts as the designate scribe during the events. Allocates money spent during the crisis, and sets up a debriefing within 72 hours of the incident.

PUBLIC INFORMATION OFFICER (PIO) - The Public Information officer is the official spokesperson for the district and is responsible for communicating with the media and preparing statements for dissemination to the public. Ensure public announcements and other public information is translated into other languages as needed. Monitoring news broadcasts about the incident and correcting any misinformation.

SECONDARY PRINCIPAL REPRESENTATIVE-Responsible for secondary site communication and input.

ELEMENTARY PRINCIPAL REPRESENTATIVE- Responsible for elementary site communication and input.

INCIDENT RESPONSE TEAM EXPANDED STAFF

Transportation Services

Information Technology Communications- restoration/repair infrastructure

Public Works/Engineering- construction management

Human Resources- benefits and payroll

Public Health and Medical Services-medical and mental health services

Hazardous Materials- environmental safety

Agriculture and Natural Resources- nutrition assistance, food safety

Energy/Operations Director- energy repair and restoration

Public Safety and Security- ensure all emergency activities are conducted in a safe manner

Long Term Community Recovery- social and economic impact

Instructional Expert- continuity of education

GIS Expert

Aurora Public Schools also has a **Crisis Support Team**. The Crisis Support Team consists of approximately 35 nurses, counselors, psychologists and social workers who have been trained to respond, assist with and monitor physical and emotional needs during and after a crisis.

Members of the Crisis Support Team have received professional training through the National Organization of Victims Assistance.

Crisis Support Team members respond to schools during and after events to provide one-on-one and group counseling to students, staff and parents. The Crisis Support Team offers guidance and resources for students, parents and staff in need of long term counseling and assistance.

RETURN TO DVD

SCENARIO # 5 PARENT CONFERENCE

Parent/teacher conferences are a valuable educational tool. School staff recognizes it is often not an easy task to get some parents to attend. As a result, staff may have a tendency to be more patient in situations that may arise. As seen in this scenario, at what point is the conference no longer productive based on a parent's demeanor or behavior?

As soon as it was evident that Mr. Shaw had been drinking, some teachers may have told him the conference would be rescheduled due to his intoxication. Would this have angered Mr. Shaw? Would he then have become more disruptive to the rest of the conferences going on in the building? Or would he have been agreeable to a reschedule and quietly left?

The answers to these questions may depend on how the teacher approached Mr. Shaw. As indicated earlier in this manual, the teacher could maintain control of the situation by communicating in a clear, simple, enforceable and non-threatening manner.

Do teachers have to tolerate the abuse Mr. Shaw expressed even before the conference began? Do teachers have the authority to ask a parent or anyone else in their building that is being disruptive to leave?

Below for your reference is the Aurora Public Schools policy on public conduct at school events. This policy supports school staff in incidents referred to in this scenario.

4

AURORA PUBLIC SCHOOLS APS Code: KFA-R

Approved May 1979

Recoded January 1999

Revised May 1999

Reviewed February 2008

PUBLIC CONDUCT ON SCHOOL PROPERTY

Public Conduct at School Events

When members of the public are attending school activities, events and/or programs and behavior of one or more present is not acceptable, the school official in charge shall advise and caution the member(s) of the public on the unacceptable conduct and may:

- a. Deny the opportunity to attend school activities, events and programs;
- b. Order offender(s) to leave the premises, and seek assistance of police, if necessary to gain compliance;
- c. Suspend event until the crowd control is restored;
- d. Stop the event;

e. Empty spectator area and continue event; or

f. Refer to police for prosecution.

If the inappropriate behavior persists, the school official present may impose the action deemed appropriate.

RETURN TO DVD

Name _____**Date** _____**Site** _____

This short test is designed to ensure that participants have retained the valuable tools in this DVD and Training Manual that will assist them as they continue to provide a safe learning environment for the students and staff of the Aurora Public Schools District. Please obtain a copy of the test from the back of the binder the training manual is kept in. Complete the test, ensure you have put your name on it, and turn the test in to your main office secretary when you return the DVD and manual. You will then be issued a certificate of completion for your records.

- 1) The Safe School Initiative identified 10 key findings in their study. Which of the following are included in the 10 key findings?
 - a. Most attackers felt bullied, persecuted or were injured by others prior
 - b. There is no accurate or useful profile of students engaged in violent acts
 - c. Prior to most attacks, other people knew about the plan
 - d. All of the above

- 2) If there is a serious incident in the neighborhood around the school, which lock-down level will be implemented by the school?
 - a. Yellow
 - b. Orange
 - c. Red
 - d. Green

- 3) COOP plan is the acronym for?
 - a. Community Organization and Operations Procedures
 - b. Colorado Organization of Prevention
 - c. Continuity of Operations Plan
 - d. None of the above

- 4) In the anxiety crisis level, which is the most effective response to use?
 - a. Dismiss the behavior and ignore it
 - b. Provide a supportive staff response
 - c. Yell and show the person who is in charge
 - d. Apologize and give the person what they want.

- 5) When Law Enforcement arrives and needs access to a key, which staff member would they prefer to make contact with?
- Principal
 - Secretary
 - Campus Monitor
 - Custodian
- 6) If you heard gunshots in your building, what should you do?
- Try to locate where shots are coming from
 - Run and hide and stay quiet
 - Leave the building
 - Secure yourself in a locked room, call for a lockdown and call police
- 7) In a school crisis, after 911 has been called, who should be called next?
- Superintendent
 - Communications
 - School Security
 - Incident Response Team
- 8) In a **RED** level three lockdown, the following should be implemented:
- High traffic doors must be monitored by staff
 - Teachers on planning time, report to the commons
 - Teachers stop teaching, all doors are shut and locked, windows are covered, lights are out, teachers, students and staff are in the duck and cover position, no talking
 - Bells continue to ring, classroom activities continue
- 9) Examples of acts that may constitute bullying include:
- Overly rough horseplay
 - Threats of force or violence
 - Jokes or slurs
 - All of the above
- 10) In 54% of the studied incidents of Targeted Violence, the perpetrator had selected to attack which of the following?
- Other students
 - Law Enforcement/SRO
 - Coaches
 - At least one school administrator, faculty member or staff

- 11) The acronym NIMS stands for?
- a. National Incident Management System
 - b. National Information Management for Schools
 - c. National Incident Maintenance and Safety
 - d. National IRT Maintenance Structure
- 12) Until police or fire arrives, who is considered the Incident Commander at a school site?
- a. IRT
 - b. Administrative staff
 - c. Principal
 - d. None of the above



**Aurora Public Schools
DVD and Training Manual Evaluation Form**

Name _____ **Date** _____

Please complete the questions below in order to assist us in preparing for future courses. You need not sign this evaluation. Your input and constructive comments are appreciated. Please turn this form into the secretary in your main office

CIRCLE THE RESPONSE WHICH MOST ACCURATELY DESCRIBES YOUR SATISFACTION

(1) Very Poor (2) Poor (3) Average (4) Good (5) Very Good

DVD

Length of DVD	1	2	3	4	5
Picture and Sound	1	2	3	4	5
Transition from DVD to Manual	1	2	3	4	5

TRAINING MANUAL

Length of Manual	1	2	3	4	5
Manual Content	1	2	3	4	5
Manual Comprehension	1	2	3	4	5

OVERALL RATING OF DVD AND TRAINING MANUAL

1 2 3 4 5

In the future, what additional topics would you like to see offered in DVD and training manual form?

How did this meet your expectations, and how will it enable you to perform your job better?

What did you find most valuable about this training?

What did you find least valuable about this training?

What do you feel could be improved for future training?



A special THANK YOU to all the wonderful “STARS” who performed in the DVD.

FIRE EVACUATION/REUNIFICATION SCENARIO:

Lt. Paul Demarco, Engineer Mike Sterrett, Rescue Tech Sean Dolan, FF Judy Lantz, Lt. Jon Hill, Engineer George Ehalt, FF Dan Toomey, FF Donnie Craft Sr.-
Aurora Fire Department personnel from C shift

Capt. Mark Turley, PIO Aurora Fire Department

Carrie Dorsey and Kevin Olsen- Rural Metro Ambulance personnel

Cheri Skelding from Aurora Mental Health -Playing the role of IRT Operations Liaison

Mark Davis, APS Facilities Director-Playing the role of himself

Rob Schmedeke, APS Transportation Director- City of Aurora Representative

Christine Hoppe, Risk Management and Security Director- Teacher #1

Debi Hunter, Assistant to the Director of School Services- Teacher #2

Marylee Gibson, APS Safety Specialist- Staff member in the evacuation and also in the reunification

Julie Meskimen, APS Risk Management Claims Specialist- School staff member

Amber Tabar, APS Risk Management Secretary- School staff member

Donna Lockett, parent- Teacher and a parent in the reunification

Toni McPeek, parent- Teacher

Peter Cohoon, parent- Teacher

Mike Mickelson, APS Security Officer- Custodian

Bob Ropkin, APS Custodial Supervisor- Principal

Sara Cohoon, parent- Staff member during reunification

John Hostetler, Athletic Director Gateway High School-As himself in the reunification process

Mark Davis, Facilities Director- Parent in reunification

Ruth Cohoon, parent- Parent in the reunification

Valentin Hernandez, custodian Gateway High School- Bi-lingual staff member in the reunification

Steve Slama- Parent in reunification

Regis University, nursing students playing the role of teachers in the reunification:

Cathy Clark

Christine Harmon

Hayley Daunis

Sarah Schumann

Jen Golden

Lindsey Hogue

Amberyl King

Alexander Olsen

Lori McGuire, Tri-County Health- Teacher in the reunification
Steven Lockett, -Teacher in the reunification

Aurora Public Schools Transportation Department staff that drove buses and/or played the role of parents in the reunification:

Lorie Segren
Rhonda Davis
Susan Gordon

Debra Holterback
Janet Ulrich
Dan Watkins

Rob Schmedeke
Rebecca Dater

Jackie Campbell and Kevin Palacio, APD Police Officers

STUDENT ACTORS

ROTC students:

Brian Taurasi
Tyler Moseley
Derrick Lapp
Ella Pace
Joseph Whitney
Lynea Powell
Kayla Lynch
Kenneth Castellon

Daandrea Depree
Matthew Sadler
Devon McGill
Jason Jiminez-Cubos
Joel Compton
Delia Sanders
Tyler Casebolt
Ashleigh Davidson
Tyler Lewis

Rangeview High School students

Melissa Bendever
Nicole Phillips
Olena Gemeleva
Jake Franklin
Deidre Williams
Christine Wilson
Maria Garcia
Alyssa Tabar
Mandy Groves

Gateway High School students

Courtney Aguilar
Nedthaniel Pace
Shyana Burks-Diggins
Jose Delgado
Kiauvay Gordon

Grace Covenant Church Lakewood/Golden

Jaclyn Lawley
Hannah Gibson
Rebecca Gibson
Abby Cohoon
Natalie Turner
Micah Cohoon
Christine Anderson
Ruth Cohoon

Hannah Cohoon
Courtney Gilmore
Anthony Caviness
Michael Steele
Alexander Myers
Steven M Anderson
Zachary Cohoon
Cayla Gilmore

**Allyson Hussy
GiAnna Hubler
Sebastian Goff
Francis Casey
Cassidy Vanoni
Jon Swan
Caleb Wood
Cassie Gilmore**

**Caitlen Hardcastle
Patrick Taylor
Marie Anderson
Marissa Casey
Dylan Nieto
Kevin Taylor
Francis Carey**

STRANGER IN THE BUILDING SCENARIO

APD Officer Kevin Palacio- The stranger
APD Officer Nigel LaBarrie- The SRO
Steve Luckett, student at Rangeview High- Campus Monitor at front desk
Rob Schmedeke, Transportation Director- Campus Monitor Warren
Debi Hunter, School Services- Principal Hahn
Marylee Gibson, Julie Meskimen, Amber Tabar- School Command Center staff
Ruth Cohoon, Grace Covenant Church- Parent of a student
Zachary Cohoon- Sibling of a student at the school, visiting the school with his mother

Incident Response Team and District Leadership Team in District Incident Command Center

Anthony Sturges, APS Chief Operating Officer- IRT Incident Commander
Christine Hoppe, Director of Risk Management and Security- IRT Operations Liaison
Brian Donovan, APS Legal Counsel- IRT Legal Director
Georgia Duran, APS Chief Communications Officer-IRT Public Information Officer-PIO
Mark Davis, APS Director of Maintenance and Operations-IRT Energy Operations Director
Joshua Hensley, APS Planning Coordinator- IRT Long term community recovery
Cathy Cooley, APS Assistant to the Chief Operating Officer- IRT Logistics Director
Jay Vean, APS Technology Literacy Coach- IRT Technology setup

Russell Dale, APS Security Dispatcher- APS Dispatcher

**APD Officer Barry Cape
APD Officer Todd Renner
APD K-9 Officer Robert Day and his K-9
APD K-9 Officer Eric Bond**

Marylee Gibson- Teacher in the classroom

Students in classroom/hallway:

**Brian Taurasi
Matthew Sadler**

**Daandrea DuPree
Devon McGill**

**Tyler Moseley
Derrick Lapp**

**Jason Jiminez-Cubos
Joseph Whitney
Tyler Casebolt
Kenneth Castellon
Courtney Aguilar
Nicole Phillips
Jake Franklin
Christine Wilson
Alyssa Tabar
Hannah Gibson
Anthony Caviness
Natalie Turner
Christine Anderson
Caitlen Hardcastle
GiAnna Hubler**

**Ella Pace
Delia Sanders
Kayla Lynch
Tyler Lewis
Shayna Burks-Diggins
Nedthaniel Pace
Jose Delgado
Kiauvay Gordon
Jaclyn Lawley
Courtney Gilmore
Abby Cohoon
Alexander Myers
Cayla Gilmore
Patrick Taylor**

**Joel Compton
Lynea Powell
Ashleigh Davidson
Melissa Bendever
Marie Anderson
Olena Gemeleva
Deidre Williams
Maria Garcia
Hannah Cohoon
Rebecca Gibson
Michael Steele
Micah Cohoon
Allyson Hussy
Sebastian Goff**

SCHOOL SHOOTING SCENARIO:

Lt. Paul Demarco, Engineer Mike Sterrett, Rescue Tech Sean Dolan, FF Judy Lantz, Lt. Jon Hill, Engineer George Ehalt, FF Fan Toomey, FF Donnie Craft Sr., Capt. Mark Turley PIO- Aurora Fire Department personnel from C shift

Carrie Dorsey and Kevin Olsen- Rural Metro Ambulance personnel

Jackie Campbell and Kevin Palacio- Aurora Police Officers

APD SWAT Officers:

**Sgt. Mike Holm
Stephen Edwards
Tim King
Marty Garland
Mark Hildebrand
Sean Mitchell
Larry Peet
Tom Muldoon
Sgt. Tom Wilkes-** SWAT Hostage Negotiator

APD Officer Phil Rathbun- Timothy

Melissa Jones APS Clerk Grants Department- Mother
Steve Anderson, Parent of participating student actor- Father
Kyle Rushton, Student at Rangeview High School- Sean
Ethan Burke- Sam

Mark Anderson- Mike

Amber Tabar, Alyssa Tabar, Abby Cohoon, Rebecca Gibson- Teenage girls at the table

Steve Slama, APS Security Officer- Mr. Jackson school Dean
Steven Lockett- Mr. Mackey Campus Monitor
Lori Tabar, Secretary at Gateway High school- Teacher in classroom
Cheri Skelding- Teacher in classroom with shooter

Football players:

Jon Swan
Kevin Taylor
Caleb Wood
Francis Casey

Female shooting victims:

Cassie Gilmore
Nicole Phillips

In the role of school staff:

Marylee Gibson	Debi Hunter	Jan Meskimen
Christine Hoppe	Donna Lockett	Tony McPeek
Dan Watkins	Lori Tabar	Susan Gordon
Janet Ulrich	Rhonda Davis	Debra Holterback

Students in cafeteria/hallway/classroom and outside:

Brian Taurasi	Melissa Bendever	Nicole Phillips
Olena Gemleva	Jaclyn Lawley	Hannah Gibson
Rebecca Gigson	Abby Cohoon	Natalie Turner
Micah Cohoon	Christine Anderson	Patrick Taylor
Sebastian Goff	Courtney Aguilar	Joel Compton
Nedthabiel Pace	Marie Anderson	Hannah Cohoon
Courtney Gilmore	Anthony Caviness	Alexander Meyers
Michael Steele	Tyler Lewis	Michael Steele
Tyler Lewis	Shyana Burks-Diggins	Joseph Whitney
Matthew Sadler	Devon McGill	Jason Jiminez-Cubos
Tyler Moseley	Derrick Lapp	Ella Pace
Jake Franklin	Deidre Williams	Caitlen Handcastle
GiAnna Hubler	Lynea Powell	Maria Garcia
Kayla Lynch	Jose Delgado	DAandrea Depree
Ashleigh Davidson	Alyssa Tabar	Kiauvay Gordon
Delia Sanders	Kenneth Castellon	Tyler Casebolt
Jennifer Hickey	Mandy Groves	Sammy Katopodes
Ben Gilliland	Keith Hussey	Dylan Nicks
Amy Hughes	Amber Ketchum	Judon Montoya
Marissa Casey	Jaclyn Hickey	Jennifer Hickey
Amber Tabar		

NON-CUSTODIAL SCENARIO:

Donna Lockett- Receptionist
Tina Green- Secretary
Jim Meskimen- Mr. Simms
Steve Slama- Principal Wilson
Micah Cohoon- Samantha
Officer Collins- Danno Singleton
Jackie Campbell- Arresting cover officer
PARENT CONFERENCE SCENARIO

Judy Rogers- Teacher Mrs. James
Charlotte Meskimen- Female student
Dan Watkins- Dad
Susan Gordon- Mom
Micheal Klein- Josh Shaw
Mike Mickelson- Mr. Shaw
Marylee Gibson- Mrs. Shaw
Christine Hoppe- Principal Hall

APD Officer Richard McDonald- Arresting officer
APD Officer Carregan Benness- Arresting officer

APS SECURITY LEVELS BASED ON THREAT ASSESSMENT

GREEN: LOW RISK LEVEL, LEVEL ONE LOCKDOWN

LOW RISK (Normal day to day operations)

- IRT on standby status
- All exterior doors will be locked and closed
- All interior doors will be locked and either open or closed to the hallways
- Interior doors which are not classrooms are locked and closed

YELLOW: POTENTIAL RISK, LEVEL ONE LOCKDOWN

POTENTIAL RISK (A potential threat exists in neighborhood around the school)

- IRT on ready status to respond to emergency situation
- All exterior doors will be locked and closed
- High traffic doors must be monitored by staff members to allow building access to students, staff and appropriate visitors to the building
- All interior doors will be locked
- Bells continue to ring, students attend classes, classroom activities continue
- Teachers on planning time, report to the commons

ORANGE: HIGH RISK, LEVEL TWO LOCKDOWN

HIGH RISK (An actual threat is in the neighborhoods around the school)

- IRT in EOC as needed to respond to emergency situation
- All interior doors will be locked and closed
- Exterior window coverings are in the closed position
- Parking lots and site driveways/entry ways are barricaded or closed
- Follow COOP plan in preparing to work at alternative locations if needed
- Restrict building access to essential staff only
- Interior classroom and office windows covered
- Classroom activities continue/students must remain in classroom
- Passing bells are turned off
- Teachers on planning time, report to the commons

RED: SEVERE RISK, LEVEL THREE

SEVERE RISK (Threat in the building)

- IRT in EOC to respond to emergency situation
- All interior and exterior doors will be locked and closed
- Exterior and interior window coverings are in the closed position
- Interior classroom and office windows covered
- Teachers stop teaching; interior lights are off
- Students and staff are in the “duck and cover” position- INVISIBLE
- Follow COOP plan in preparing to work at alternative locations if needed

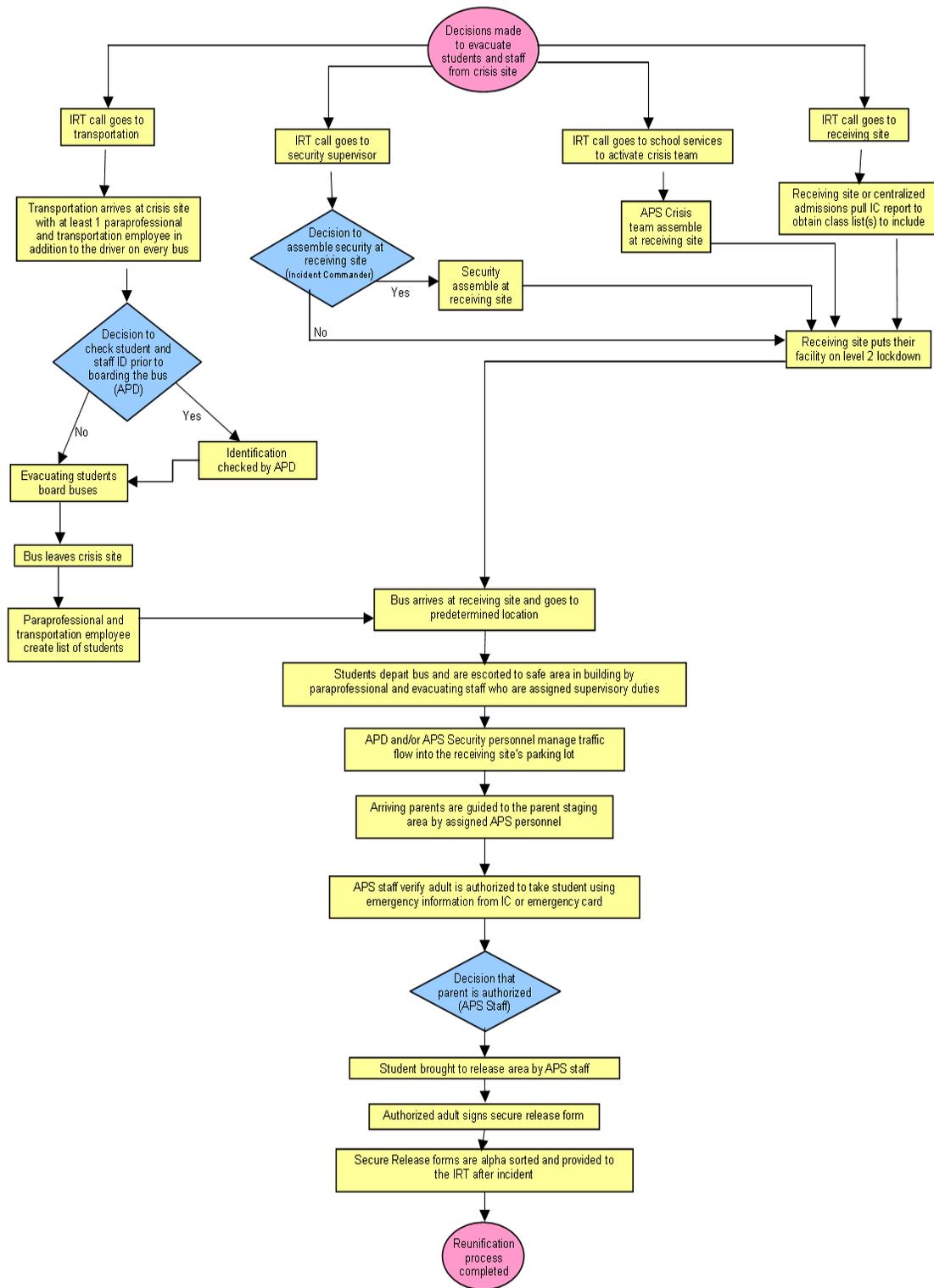
**Student Alternate Pick Up Locations
APPENDIX B**

If public safety officials require that a school building be evacuated, students and staff members will be safely transported by bus to a designated parent-student alternate pick up location. Parents will be informed of the alternative pick up location via the school notification system and local media. At the alternate pick up location, students will be released to their parents upon presentation of proper identification. School sites are listed in the table below.

Elementary Schools	Middle Schools	Alternate pick Up Location
Boston Crawford Fletcher Fulton Kenton Lansing Lyn Knoll Montview Sixth Avenue Vaughn	South West	Aurora Central High School 11700 E 11th Ave
Century Iowa Jewell Tollgate Virginia Court Wheeling	Aurora Frontier K-8 Aurora Hills Murphy Creek K-8	Gateway High School 1300 S Sable Blvd
Altura Clyde Miller Elkhart Laredo Paris Park Lane Peoria Sable	East North	Hinkley High School 1250 Chambers Rd
Arkansas Aurora Quest Dalton Dartmouth Side Creek Vassar Yale	Columbia Mrachek	Rangeview High School 17599 E Iliff Ave

High Schools	Alternate Pick Up Location
Aurora Central High School	Hinkley High School
Hinkley High School	Central High School
Gateway High School	Rangeview High School
Rangeview High School	Gateway High School
Pickens Technical College	Hinkley High School
Wm Smith High School	Pickens Technical College or Hinkley High School

Evacuation and Reunification Procedure



Evacuation and Reunification Procedure

Once the decision is made to evacuate students and staffs from crisis site a number of actions take place. These calls may not occur in this order.

An IRT call goes to transportation, which arrives at the site with at least one paraprofessional and other employee on every bus, in addition to the driver. A decision will have to be made about confirming identities of each person boarding a bus; this will be determined necessary by APD. If this is not necessary, all students and staff will board the buses, leave the site and transportation staff will create a list of everyone on board.

An IRT call goes to the security supervisor. The security supervisor will determine if security will assemble at the receiving site. Regardless of that decision, the receiving site then goes into Level 2 lockdown.

An IRT call goes to School Services to activate the crisis team, who will then assemble at the receiving site, which is in Level 2 lockdown.

An IRT call goes to the receiving site. The receiving site or Centralized Admissions pulls an Infinite Campus report to obtain class lists to include parent names. This site is in Level 2 Lockdown.

The bus(es) will arrive at a predetermined drop off point at the receiving location. Students will depart and are escorted to a safe area in the building by the transportation paraprofessional(s) and evacuating staff who are assigned supervisory duties.

APD and/or APS Security personnel will manage traffic flow into the receiving site's parking lot.

Arriving parents are guided to the parent staging area by assigned APS personnel. APS staff verifies the adult is authorized to take the student using emergency contact information from IC or emergency card. Once the adult is recognized as authorized, an APS staff member will bring the student to the parent, who then signs a secure release form. Secure release forms are sorted alphabetically and provided to the IRT after the incident.

SPONSORS



Our heartfelt gratitude to the restaurant's shown here who graciously donated lunch for our actors and film crew during the filming.

Thank you to King Soopers for donating a \$25 gift certificate to purchase water for during the filming.

RESOURCES

¹Fein, R., Vossekuil, B., Pollack, W., Borum, R., Modzeleski, W., & Reddy, M. Threat Assessment in Schools: A Guide to Managing Threatening Situations and Creating Safe School Climates. U.S. Department of Education, Office of Elementary and Secondary Education, Safe and drug-free Schools Program and U.S. Secret Service, national Threat assessment Center, Washington D.C., 2004.

²U.S. Department of Education, Emergency response and Crisis Management (ERCM) Technical Assistance Center, Helpful Hints for School Emergency Management. The National Incident Management System and Schools. July 2006

³Aurora Public Schools Code: JBC
Adopted November 2001
Revised November 2007
Prevention of Bullying

⁴Aurora Public Schools Code: KFA-R
Adopted May 1979
Reviewed February 2008
Public Conduct on School Property

⁵Aurora Public Schools Continuity of Operations Plan (COOP)