

**DRAFT**

**Stockton Unified School District**

# **Emergency Response Crisis Management 2009-2010**



**7/01/09**

# Emergency Exercises, Drills, and Tabletops

### EMERGENCY EXERCISES: AN EFFECTIVE WAY TO VALIDATE SCHOOL SAFETY PLANS

Simulations of emergency situation, or emergency exercises, are integral to a sound school safety plan. They offer opportunities for districts and schools to examine and strengthen their capacities for responding to various emergencies, schools can then identify the appropriate methods for preventing, preparing for existing plans, such as procedural gaps or training needs. By encouraging all response partners (e.g., officials in the public health, mental health, fire and law enforcement communities) to participate, schools and districts can assess the roles, responsibilities, relationships, communication strategies and resources that would be critical should an actual crisis occur.

#### Types of Emergency Exercises

School districts conduct five main types of emergency exercise for emergency response training and practice. Districts should start with simple exercise (orientations) and work their way toward the most complex (full-scale).

1. **Orientations** are introductions to a school's or district's crisis or emergency management program. The purpose of an orientation is to familiarize participants with roles, responsibilities, plans, procedures and equipment. Orientations can also resolve questions of coordination and assignment of responsibilities. The inclusion of first responders and school staff facilitates the development of an effective plan.
2. **Drills** test a specific operation or function of the emergency plan. The goal of a drill is to practice aspects of the response plan and prepare teams and participants for more extensive exercise in the future. Schools generally conduct evacuation, shelter-in-place or lockdown drills with students and staff to demonstrate the steps they should take in an emergency. The procedures as well as the responsibilities of all involved (i.e. students, teachers, staff and emergency personnel) are addressed. These exercises may include local public safety agencies.
3. **Tabletop exercises** analyze an emergency event in an informal, stress-free environment. They provide participants with an emergency scenario to analyze and increase their awareness of the roles and responsibilities of individuals who need to respond, stabilize, terminate and help others recover from emergencies. They are designed to prompt a constructive discussion about existing emergency response plans as participants identify, investigate and resolve issues.
4. **Functional exercises** test one or more functions of a school's emergency response plan during an interactive, time-pressured, simulated event. Functional exercises can be conducted in a school district's emergency operations center. Participants are given directions by controllers and simulators via telephones, radios and televisions, and they must respond appropriately to the incidents that arise. Evaluators candidly critique the exercise and the team's performance.

5. **Full-Scale exercises** evaluate the operational capability of emergency management systems in a highly stressful environment that simulates actual conditions. Full-scale exercises test and evaluate most functions of the emergency response-operational plan, including the mobilization of emergency personnel, equipment and resources.

To design and conduct full-scale exercises, districts collaborate with local public safety agencies. Administrators choose a scenario that is most likely to occur in the community and thereby involve all community stakeholders. Facilitators conduct a post-incident critique and develop an after-action report to identify issues for correction.

### **What Are the Benefits of Emergency Exercises?**

Emergency exercises validate existing emergency plans, programs, policies, roles and responsibilities, as well as the training curriculum, by:

- Testing the capabilities of the team;
- Providing a gap analysis to identify deficiencies and problems in the current program;
- Familiarizing participants with plans and procedures through low-stress activities;
- Preparing the team to coordinate with local, state and federal agencies;
- Enhancing collaboration between school districts and public information officers (PIOs); and
- Increasing the confidence of the team while strengthening its ability to respond effectively to an emergency.

Emergency exercises are also cost-effective and brief, often completed in less than one hour. Some schools find it helpful to conduct exercises, such as tabletop drills, during staff meetings. By focusing on different types of hazards, and reinforcing the school's policies and procedures, school staff continuously improve their ability to respond to any type of emergency.

### **What Are the Steps to Developing an Effective Emergency Exercise Program?**

Following is a list of key steps for developing an effective exercise program:

- Create partnerships with local public safety agencies or a consultant.
- Assess the district's or school's needs and identify available resources for an emergency exercise program.
- Define achievable goals and objectives for the exercise program.
- Develop a timeline and implement the exercise in order from the simplest (orientation) to the most complex (full-scale). Determine whom to invite to participate in each type of exercise.
- Provide information to school staff, students and parents about exercises that will be conducted in the district.
- Develop scenarios based on actual vulnerabilities and risks the school district may encounter. Carefully review the proposed scenarios to ensure their appropriateness for the school setting and its students. (For example, full-scale exercises involving law enforcement may frighten younger children.)

- Prepare to drill and discuss all four phases of the emergency management program: mitigation and prevention, preparedness, response, and recovery.
- Coordinate with all community stakeholders in the development and implementation of exercises.
- Develop an evaluation tool to measure the effectiveness of the emergency response teams and plans.
- Conduct a debriefing and develop an action plan to respond to the evaluation data.

### **Tabletop Exercise Facilitator's Role – Helpful Hints**

The actual value of each exercise will largely be determined by the skill in which the facilitator is able to guide and lead a discussion of the issues. The following should be considered prior to working with any given group of individuals.

- Facilitators should spend a few minutes with participants prior to beginning the exercise explaining the problem solving process in general, as well as the definition of terms used within the text.
- Applying this particular problem solving process to a very common life experience is a good way to begin. One might use common every day problems such as where to eat, what kind of car to buy, etc.
- Discussion of the consideration should be comprehensive and inclusive due to the overall impact it will ultimately have on the determination of options and specific course of action(s).
- Individual personalities within the group may dictate the types of options mentioned. The facilitator should recognize when the discussion becomes too narrow in its focus and encourage participants to consider a wider variety of issues. Prompting the participants to some of the suggested responses may cause participants to more completely understand the true complexity of issues.
- Participants should be asked to explain why each consideration is relevant. Options should be discussed from the perspective of possible outcomes. Many times participants will abandon what they first perceived to be a good choice when they understand the ramifications and repercussions.
- There are usually several good choices for an action, regardless of what the facilitator might view as his/her own personal choice. The facilitator's primary objective is not to lead the participants to a right answer, rather it is to promote critical thinking by creating dialogue and discussion.

## **Emergency Exercises: A Case Study**

The school security director for one ERCM grant project recognized that although the district's emergency planning activities had significantly improved its preparedness, the district's had not tested its plan through an exercise that engaged the school leadership.

The director decided to identify an external ERCM expert to conduct a tabletop exercise. A key goal was to engage school leadership and local police and fire departments in the district's emergency response plan.

The police department opened the three-hour exercise with a one-hour presentation on the incident command system. This was followed by a two-hour tabletop exercise in which police and fire departments were well represented.

During the tabletop exercise, the assistant superintendent responded to the ERCM expert's questions with brief assertions that the district had the necessary programs and policies in place. The school crisis team, however, disagreed.

The crisis team explained that they did not have a comprehensive district-level response plan, an emergency notification system to alert parents and the community, or an interagency partnership with public safety agencies. In addition, the school personnel who served as internal responders were not well informed about policies, procedures or programs. The crisis team concluded that the district was not prepared to handle a major emergency, and so informed the assistant superintendent.

The tabletop exercise that followed the discussion validated many of the district's emergency response procedures but also reinforced the concerns voiced by crisis team members. In particular, the exercise illustrated the importance of practicing emergency responses as teams. The school district and the participating local public safety agencies gained invaluable awareness and training through the exercise.

Afterward, the ERCM expert conducted a one-hour, post incident critique to explore the ways in which the school district could address the issues raised during the exercise through the development of an action plan. All stakeholders agreed that they needed to work much more closely together to enhance the school district's crisis and emergency management program. The assistant superintendent stated that the day had opened his eyes as to what was actually going on throughout the district.

## **AN EFFECTIVE POST-EXERCISE EVALUATION**

Although emergency exercises promote understanding and growth, teams benefit most when post-exercise evaluations are conducted immediately after the exercise. All stakeholders from the school district level to the emergency response agency-level should participate in both the exercises and post-exercise evaluations.

- Immediately follows the exercise;
- Includes everyone;
- Engages the director of the exercise;
- Assigns a secretary;
- Includes a discussion of positive and negative outcomes;
- Allows time for participants to discuss their observations;
- Assesses whether the exercise's goals and objectives were achieved; and
- Creates an after-action report with steps for improvement.

### **How Do I Obtain Buy-in From All Stakeholders?**

Obtaining the cooperation of all stakeholders is often challenging but necessary. The case study demonstrates the power of emergency exercises and post exercise evaluation in fostering open lines of communication among administrators, school staff, community leaders and first responders. Periodic exercises illuminate potential challenges to the successful creation and execution of an emergency preparedness plan and build consensus among the entire ERCM team. These collaborative exercises and post-exercise evaluations help school districts and their local responders assess, reflect, learn and strengthen school preparedness efforts.

#### **Reference:**

Emergency Response and Crisis Management (ERCM) Technical Assistance Center

# **ERCM Express**

*Volume 1, Issue 4, 2006*

# Five Required ERCM Tabletops

The following five required tabletop discussions are to be completed as indicated below:

- C.2.1 Communication Systems – prior to the opening of each school year.
- C.2.2 ERCM Training for Staff – prior to the opening of each school year.
- C.2.3 Threat and Hazard Analysis – prior to the end of the first month of each school year.
- C.2.4 Evacuation Procedures – prior to the end of the first month of each school year.
- C.2.5 Student/Parent Reunification Process – prior to the end of the first month of each school year.

Complete Appendix B-5: Tabletop Exercise/Discussion Report Form and submit with the ERCM Plan Mid-Year and End-of-Year Evaluation Reports.

# Site Communication Systems

## Tabletop Discussion

**Note: This required tabletop discussion must be completed prior to the opening of each school year.**

1. Required Tabletop Discussion with Principal/Incident Commander and ERCM team members. **Communication is Vital to Successful Emergency Response Crisis Management.** Has the Emergency Response Crisis Management Team planned for optimum communication operations during a crisis? Do members have and know how to operate communication devices?
2. Are Emergency Response Crisis Management team members known and recognized by the staff and community? Are Emergency Response Crisis Management team roles identified and communicated to staff and parents at the beginning of the school year?
3. Is there a **teacher partner system** in place to pair teachers and classes so that some teachers, if necessary, can assist with other tasks such as first aid, parent and student reunification or community relations in the event of an emergency.
4. Is there a clear **chain of command** within your school? If so, how is it communicated? Does staff know who will make decisions in the absence of the principal, and in the absence of any other team members. For example, if the assistant principal, who is designated as the parent reunion organizer is not present, who will take his or her place?
5. Are Emergency Response Crisis Management team members critical lists and numbers maintained at the school and at an off-site evacuation safe area?
6. Is there an alternative plan of communication if normal means of communication such as phone, cell phone, and e-mail are lost? For example, if phone capabilities are lost, are there an adequate number of radios? Have alternative methods of communication been considered such as public address systems or runners?
7. How does the school maintain communication with parents? Could the school use a web page or a taped phone message to relay information? Were parents sent ERCM information before the school year started?
8. How will the school communicate with students who are outside the building if they need to return to the building?
  - Return from field trips?
  - Return from playing fields?
  - Return from academics or other out-of-school instructional programs?

# Emergency Response Crisis Management Training for Staff

## Required Tabletop Discussion

**Note: This required tabletop must be completed prior to the opening of each school year.**

1. Has the ERCM team discussed and developed a specific Emergency Response Crisis Management Plan for your school?
  
2. Has the ERCM team been trained in how to deal with crisis issues?
  
3. Is the ERCM team aware of available resources that might be used? Resources could include:
  - School and SUSD resources
  - Community agencies - including police, fire, rescue, hospital, health, social welfare, and mental health services
  - Faith community, juvenile justice, and related family support systems
  - Federal, state, and local resources
  
4. Has the ERCM team presented the Emergency Response Crisis Management Plan to staff and conducted training for them so they can fulfill their responsibilities?
  
5. Is the training comprehensive to include all teachers and staff, as well as, support staff, including food service, custodial, transportation and health workers?

# Threat and Hazard Analysis

## Required Tabletop Discussion

**Note: This required tabletop must be completed prior to the end of the first month of each school year.**

1. What are the highest priority natural, technological, or man-made hazards or threats to your school?
  
2. What physical or geographical components of the school are most vulnerable to these threats?
  
3. What agencies and personnel need to participate in an exercise?
  - Police
  - Fire
  - EMS
  - State Agencies
  - School Staff
  - Hospital
  - Resource Officer
  - Local Authorities
  - Volunteer Organizations
  - Others
  
4. What crisis management functions are most in need of rehearsal?
  - Evacuation
  - Communication
  - Violence Management
  - Coordination & Control
  - Injury Assistance
  - Resource Management
  - External Agency Interaction
  - Lockdown
  - Fire Drills
  - Announcements
  - Weather Drills
  - Family Notification
  - Personnel Management
  - Other
  
5. Which type of exercise do you intend to conduct?
  - Orientation Seminar
  - Drill
  - Tabletop Exercise
  - Functional Exercise
  - Full-Scale Exercise

# Evacuation Procedures

## Required Tabletop Discussion

**Note: This required tabletop must be reviewed prior to the end of the first month of each school year. See Evacuation and Preparation Checklist, Appendix A-11.**

1. The Evacuation Coordinator is the person responsible for planning the movement of students and staff. Depending on the size of the building, he or she may or may not be the principal or assistant principal who is also the incident supervisor.
  - Are the evacuation coordinator and a back-up person identified and known by the staff?
2. Has the ERCM team and evacuation coordinator identified possible locations for evacuation?
  - On-site within the building
  - On-site outside of the building (i.e., playground, football stadium)
  - Off-site with a partner school, as well as a back-up site
    - a. Consider several sites since roads may be blocked or other hindrances may occur
    - b. Consider non school sites such as churches, stores, etc.
3. Has the ERCM team considered the following about evacuation sites:
  - Traveling route to off-site locations.
  - Inspection of sites regularly to ensure they are still available and suitable
  - Communicate regularly with partner school administration
  - Establishing guidelines on who makes decisions and who is in charge especially if the evacuation site is at a partner school
  - Methods of getting students and staff there and in what order
4. Has the ERCM team identified an individual and a backup person who will
  - Coordinate bus departure at the (Off-Site Bus Staging Area)
  - Verify student accounting
  - Verify teacher and staff assignment to buses and students
  - Remain at the school until all students and staff are accounted for and evacuated
  - Coordinate receiving and accounting for students arriving at the evacuation site
5. Has the ERCM team trained teachers to implement appropriate procedures to protect students that include:
  - Evacuation - Take previously prepared classroom emergency kit. Direct and supervise students en route to pre-designated safe areas within the school or to an off-site evacuation shelter.
  - Student assembly - Maintain order while in student assembly areas.
  - Student accounting - Verify the location and status of every student. Report to the principal or designee on the condition of any student that needs additional assistance.
  - Partnership with colleagues - Work with partner teacher and determine if either needs to stay at the school to assist ERCM team.
  - Student supervision - Remain with assigned students throughout the duration of the emergency, unless otherwise assigned through a partner system or until every student has been released through the official student and parent reunification process.

# Student and Parent Reunification Process

## Required Tabletop Discussion

**Note: This required tabletop must be reviewed/discussed prior to the end of the first month of each school year.**

1. The Parent Reunion Organizer is responsible for coordinating the student release process to ensure the safe release of students to parents in an orderly manner.
  - Are the Parent Reunion Organizer and a back-up person identified and known by the staff?
  
2. Has the ERCM team communicated to parents before the start of school about the student release process? Are parents aware of possible evacuation sites?
  
3. Has the ERCM team and the Parent Reunion Organizer planned on securing and providing a supervisor for three areas at evacuations site for:
  - Students
  - Parents
  - Media and information distribution
  
4. Has the ERCM team planned on an identification system for school personnel while at an evacuation location so they are not confused with host school personnel?
  
5. Has the ERCM team put into place a process so that:
  - Students remain under the supervision of teachers and administrators at all times
  - Student lists are posted and/or available with administrator in student area and in parent area
  - Parents check in at parent area with a school official by showing picture identification
  - Students are escorted to parents
  - Parents are given any additional information ready at that time, i.e., place classes will be held the following day.
  - A crisis contingency exists for students who are missing to include counseling services and social and law enforcement resources
  
6. Has the ERCM team conducted training with staff to ensure as much as possible that they know what procedures to follow and what materials to bring with them?

### **Required Five Site Tabletops (Examples)**

Each site is required to select from the list below or develop five (5) site specific Tabletop Exercises that will meet the special or unique needs of the site. Several examples are provided for site use and may be modified as needed.

- C.3.1 - Composing a Tabletop Exercise to Meet Your Site Needs - Checklist**
- C.3.2 - Post Crisis Debriefing/Assessment**
- C.3.3 - Bomb Threat**
- C.3.4 - Emotional Management of Students**
- C.3.5 - Gas Line Rupture**
- C.3.6 - Missing Student**
- C.3.7 - Secondary School Student Stabbing**
- C.3.8 - Site Security Measures**
- C.3.9 - Weapon in Classroom**

## Composing A Tabletop Exercise To Meet Your Site's Needs

### Checklist

The Tabletop Exercise narrative is a brief description that will set the stage for the exercise. It provides background information about the emergency and helps participants approach the exercise as a real situation.

**Instructions:** *Use this checklist as a reminder of those essential elements of information to be included in developing a Tabletop Exercise.*

- \_\_\_\_\_ What event?
- \_\_\_\_\_ How did you find out?
- \_\_\_\_\_ Was there advance warning?
- \_\_\_\_\_ What time? Date?
- \_\_\_\_\_ What happened in sequence?
- \_\_\_\_\_ Does the event move geographically?  
(Internally/externally)
- \_\_\_\_\_ Where?
- \_\_\_\_\_ How fast, developing, dangerous?
- \_\_\_\_\_ What response has been taken?
- \_\_\_\_\_ What impact is already reported?
- \_\_\_\_\_ What is anticipated for the future?
- \_\_\_\_\_ What are the weather conditions?
- \_\_\_\_\_ Where are you in following the guidance in the site and district's ERCM Plan?
- \_\_\_\_\_ Other Factors?

**Note:** For additional information, see page 41, "Emergency Exercise, Drills, and Tabletops" and Appendix C-1, page 94.

## Post Crisis Debriefing/Assessment

### Tabletop Exercise

**Assessment after a crisis is a critical evaluation and learning step in crisis management. Conduct a post crisis debriefing/assessment which includes the following:**

Type Crisis Event: \_\_\_\_\_

Date of Occurrence: \_\_\_\_\_

Date of Post Crisis Debriefing: \_\_\_\_\_

ERCM Team Members in Attendance: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 1) Hold a de-briefing meeting of all school-based personnel involved in resolving the crisis. List response procedures, which are effective and identify areas of improvement.
- 2) Account for all personnel and resources following the crisis
- 3) Ensure there is proper follow up on all necessary areas of concern
- 4) Identify and request any additional resources needed to have school return to normal
- 5) Document findings and implement changes in the ERCM plan to facilitate improvements

## Bomb Threat

### Tabletop Exercise

You are the administrator in charge. It is one hour after the first bell when your secretary tells you that she just took a call about a bomb in the building. She tells you that a young male voice said, "You've f---ed with me for the last time. I'm going to blow you all up, and you ain't going to find it. The clock is ticking." The secretary tells you that she did not recognize the voice, and she thought she heard a train in the background.

#### YOU KNOW:

- It is two days before Winter Break starts
- You have a planned school assembly at 10:00 a.m.
- Another school in the district had a bomb threat last week

#### 1. LIST YOUR CONSIDERATIONS

#### 2. LIST YOUR OPTIONS

#### 3. LIST YOUR ACTIONS

#### POSSIBLE CONSIDERATION

1. Safety of the students
2. Can call be traced
3. Weather conditions
4. Content of threat other building received
5. Recent response of other buildings to threat
6. District practice/procedures
7. If you evacuate, under what conditions would you reenter
8. Age and other characteristics
9. Media issues
10. Who may have motive
11. Who else may need to be notified

#### POSSIBLE OPTIONS

1. Evacuate and search
2. Assemble Crisis Management Team
3. Do not evacuate
4. Call the police/fire/(How long before called)
5. Other

NOTES: \_\_\_\_\_

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# **Emotional Management of Students**

## **Tabletop Discussion**

### **Questions for ERCM Team discussion:**

1. Are there resources available to teachers and training provided to staff on dealing with students during a crisis?
2. Is there a plan on how to deal with and explain a crisis situation to children? As on September 11, 2001, when students were with teachers during a national crisis, do teachers have guidelines they can follow.
3. Are there resources and training available for staff on pertinent issues to deal with students and parents during a crisis? Do teachers know what to expect?
4. Are campus security monitors, office staff, bus drivers, and food service workers trained to be alert for students who show signs of emotional damage?

# Gas Line Rupture

## Tabletop Exercise

It is 11:40 a.m. and the school is in the middle of the lunch period. You are the administrator in charge and the secretary pages you to the office. You are told that the police have called and said that an underground, high-pressure gas line has ruptured about a block from the school. The police said that the school may need to be evacuated and that the order to do so could come at any time.

### YOU KNOW:

- It is 40 degrees outside and raining
- There is a Parent Open House scheduled to begin this evening.
- You have a state assessment team in your building today

### 1. LIST YOUR CONSIDERATIONS

### 2. LIST YOUR OPTIONS

### 3. LIST YOUR ACTIONS

#### POSSIBLE CONSIDERATIONS

1. Weather
2. Validity of call
3. Availability of buses
4. Possible effects on Parent Open House
5. Length of possible evacuation if it occurs
6. Where is the relocation site and notification procedure
7. Non school staff in the building
8. Whether to notify staff at this time
9. Whether to notify and/or assemble the ERCM Team

#### POSSIBLE OPTIONS

1. Go to the scene of gas line break
2. Send someone else to scene of gas line break
3. Relocate immediately
4. Have buses brought in on standby
5. Make preliminary contact with basketball teams
6. Continue with lunch
7. Discontinue all activities and await notification
8. Other

NOTES: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Missing Student

## Tabletop Exercise

You are the administrator in charge and are asked to respond to Phyllis McCarty's classroom in reference to a missing student. Upon arrival you are told that Denise Luttrell, a student with autistic tendencies, is missing. Denise was allowed to go across the hall to a restroom but did not return. Ms. McCarty indicates she has checked the restroom, but Denise was not there. A check of the immediate area turns up Denise's jacket in a trash can at a nearby exterior door.

### YOU KNOW:

- You have talked with mom before and usually you have to leave a message and she generally returns your call in about a half hour.
- Ms. McCarty indicates Denise has always returned before.
- Ms. McCarty states Denise has been gone about 8-10 minutes.

### 1. LIST YOUR CONSIDERATIONS

### 2. LIST YOUR OPTIONS

### 3. LIST YOUR ACTIONS

#### POSSIBLE CONSIDERATIONS

1. Safety of Denise
2. Is Denise still in the building
3. Did Denise leave the building voluntarily
4. Did someone force Denise to leave the building/campus
5. Time of day and weather conditions
6. Location of school
7. Confirmation that the jacket belongs to Denise
8. Did anyone see anything
9. Does Denise have siblings in school(s)
10. Who are her closest friends
11. The area around the trash can may be a crime scene
12. The jacket could be evidence

#### POSSIBLE OPTIONS

1. Notify the police (How long before called)
2. Increase the size and area of the search
3. Assemble the Crisis Management Team
4. All-call on the intercom
5. Send someone to Denise's home
6. Interview Denise's friends
7. Other

NOTES: \_\_\_\_\_

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## Secondary School Student Stabbing

### Tabletop Exercise

You are the administrator in charge of an evening basketball game. It is midway through the first quarter when you are alerted to an altercation outside the main front doors. As you arrive you are met by several excited adults and kids who tell you that someone has been stabbed in the parking lot. As you make your way to the lot you encounter several other students telling you the same thing. When you arrive you find student X, a senior, on the pavement, and he has apparently been stabbed. A knife is laying several feet from him.

YOU KNOW:

- Student X has been in constant trouble this school year for fighting
- You saw student X earlier in the game with several young adults you did not recognize
- A sizeable crowd is starting to gather

1. LIST YOUR CONSIDERATIONS

2. LIST YOUR OPTIONS

3. LIST YOUR ACTIONS

POSSIBLE CONSIDERATION

1. Medical condition of student
2. Other suspects and accomplices
3. Gathering crowd and what to do
4. Your safety and that of others present
5. Crime scene
6. Time of day/night
7. Communications available
8. The knife
9. Other victims
10. Availability of police, security and other helpful adults
11. Other

POSSIBLE OPTIONS

1. Send someone for additional help (Who)
2. Make specific assignments for people you know
3. Notify police (How)
4. Take custody of the knife
5. Administer first aid
6. Stop the basketball game and contain those inside the gym
7. Let the game continue
8. Other

NOTES: \_\_\_\_\_

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# Site Security Measures

## Tabletop Discussion

### Questions for the ERCM Team discussion:

1. Has the school reexamined security procedures? What areas on campus are of most concern for security issues
  
  
  
  
  
  
  
  
  
  
2. How does the school enforce security regulations, particularly those regarding:
  - Visitor control
  - Building access
  - Identification badges
  
  
  
  
  
  
  
  
  
  
3. Are there new security measures that might be added?
  
  
  
  
  
  
  
  
  
  
4. Has the ERCM team reviewed with designated staff the District's ERCM Plan, the Administrative Guide, and the School and Classroom Guide?  
Do staff members know what role they play in each plan?

## Weapon in Classroom

### Tabletop Exercise

You are the classroom teacher, and it is mid morning in your second hour class. The class has been given an assignment, and you are grading papers. Student A, a student who sits near the back of the classroom, comes to your desk and quietly tells you that student X, who sits across the aisle from her, may have a gun in his book bag. She tells you that when he opened his bag a short time ago she saw what she thought was something that looked like a gun in his book bag.

#### YOU KNOW:

- Student X has been in trouble with the juvenile authorities and recently ran away from home.
- Student A is usually a reliable student
- The aide you normally have in class is absent today

#### 1. LIST YOUR CONSIDERATION

#### 2. LIST YOUR OPTIONS

#### 3. LIST YOUR ACTIONS

#### POSSIBLE CONSIDERATIONS

1. Safety of the students
2. When does bell ring for class change
3. What to do with student A
4. Location of student X's seat
5. Where your classroom is situated in relation to other rooms
6. What is student X currently doing
7. Your background knowledge of student X
8. Does student X really have a gun
9. Other

#### POSSIBLE OPTIONS

1. Send student A to the office for help (How)
2. Send student A back to her seat
3. Send student X out of the classroom (How)
4. Go for help
5. Use the intercom to call for assistance
6. Do nothing and allow classes to change
7. Go get student X's bag
8. Go back and try to observe student X and the bag
9. Ask student X to bring bag to your desk
10. Take the students from the room on a ruse
11. Other

NOTES: \_\_\_\_\_

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\_\_\_\_\_