

Senate Bill 11 and DISD

Safety, Security and Emergency Preparedness



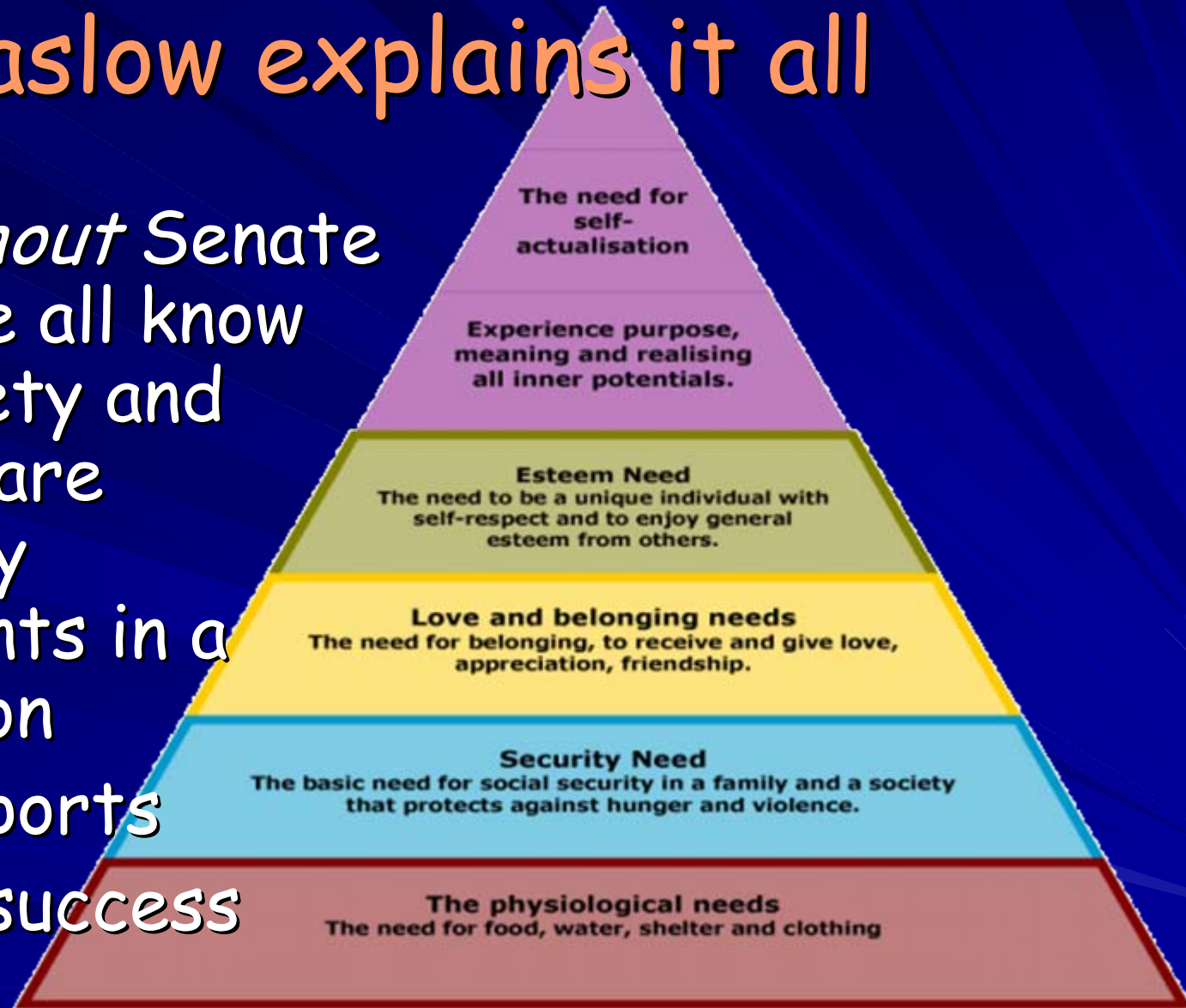
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Director, Health Services

This workshop item will:

- give background on Senate Bill 11 requirements
- provide a status report on compliance, our accomplishments, and needed improvements
- highlight our collaboration in emergency management with city, county, and other municipalities

Maslow explains it all

Even without Senate Bill 11, we all know that safety and security are necessary components in a foundation that supports student success



Senate Bill 11 requirements

Passed in the 79th Texas Legislature,
this bill:



- requires school districts to implement a Multi-Hazard Emergency Operations Plan

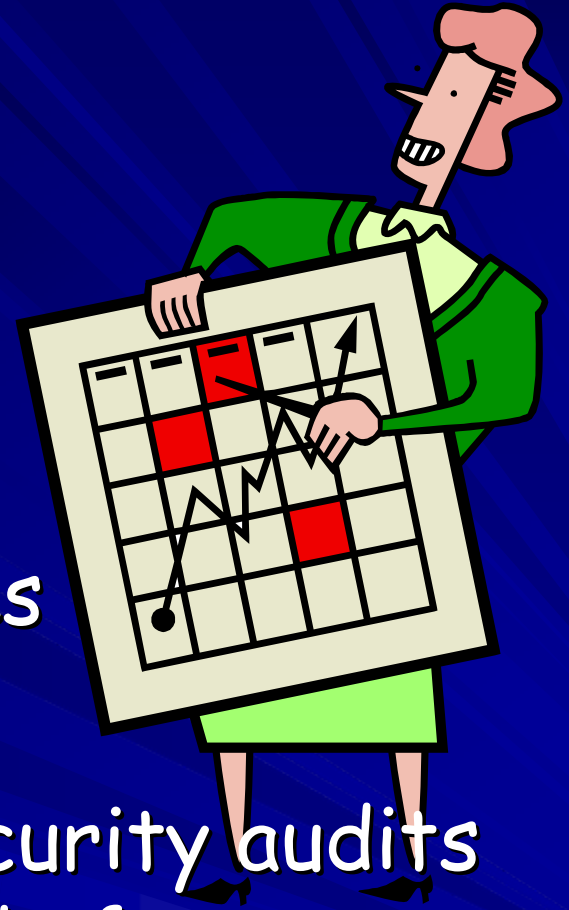
It also requires...

- mandatory school drills to prepare students and employees for emergency response
- emergency response training for all school district personnel
- measured coordination between local emergency management agencies, law enforcement, and fire departments

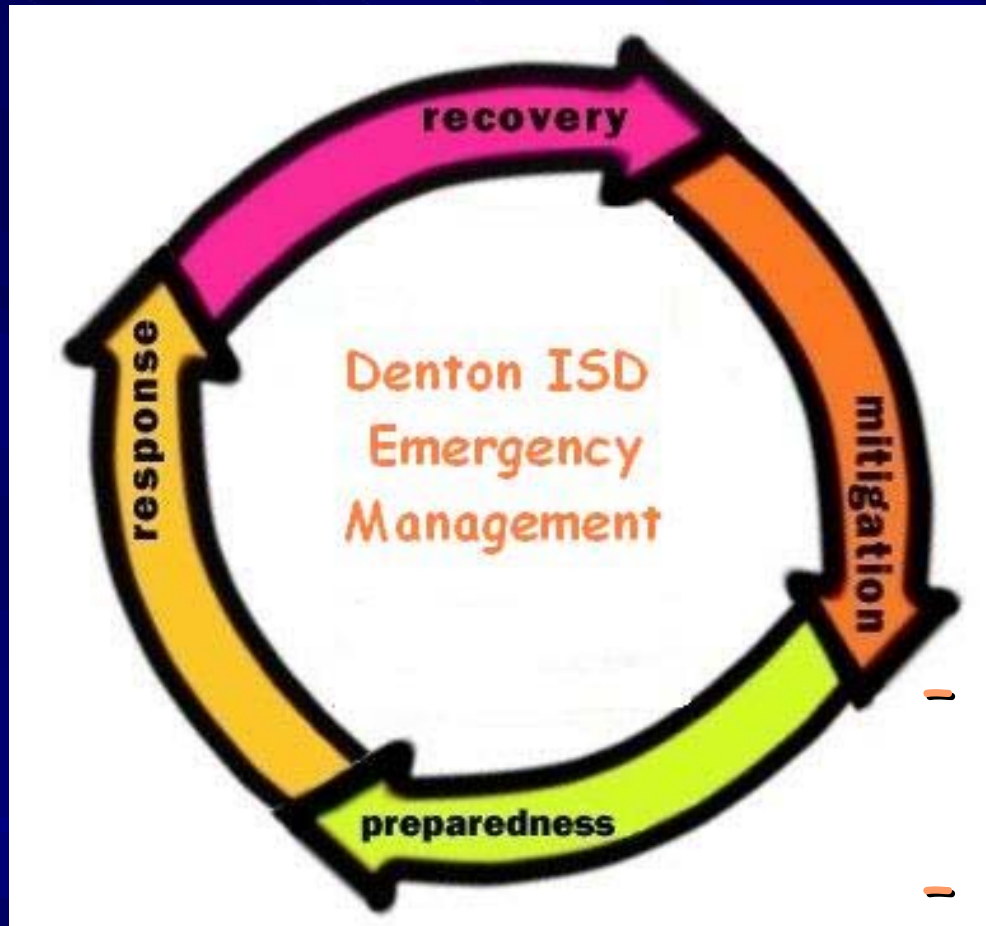
and that

- security audits be conducted every three years in district facilities

- the results of those security audits to be reported to board of trustees



Our plan must address:



- Mitigation
 - Preparedness
 - Response
 - Recovery
- and follow
recommendations of
- Department of Homeland Security
 - National Response Plan

It must have a multi-hazard approach

- Fire
- Explosions
- Bomb threats
- Chemical spills
- Intruders
- Active shooter
- Flooding



- Widespread disasters
- Student or employee death
- Contagious disease outbreaks
- Tornadoes/high winds
- Bus accidents



Mitigation and Prevention

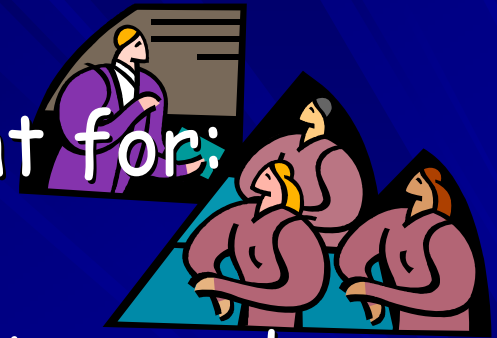
Schools should conduct an assessment to identify all potential hazards that they could face, including both natural events and man-made events and conduct training for those events

What do we do in
Denton ISD?!?



- Security audits are being conducted for each building

- We're doing staff development for:



Counselors (bullying, internet safety, gender respect, drug abuse, child antivictimization, gang awareness, stress management)

Nurses (CPR and AED, first responder for trauma, bioterrorism awareness and response, evacuation readiness)



Principals and other administrators
(emergency response, school safety)
All employees (crisis management flip
chart information)
Bus drivers
Food service personnel

and we also have

■ Choose to Care

...just to name a few!

Preparedness



Local emergency management, law enforcement, health, and mental health personnel should be involved in developing crisis protocols. Written agreements should be drafted, such as memoranda of understanding, that clearly delineate the roles of both emergency responders and school officials during a crisis.



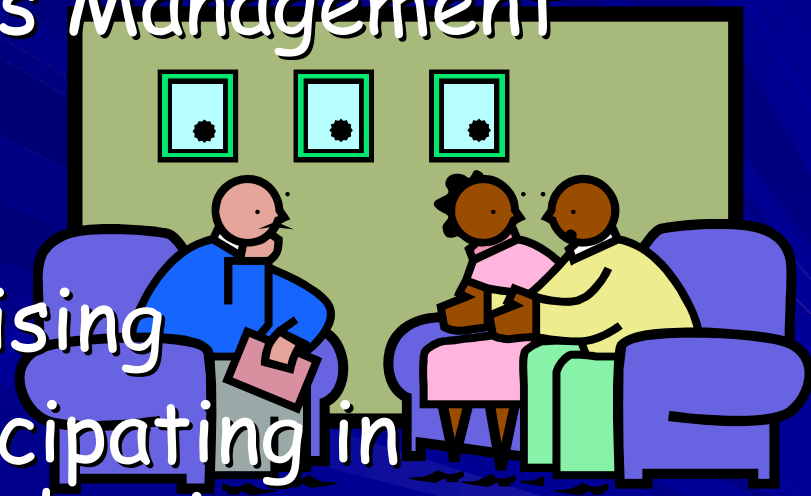
To prepare, we have



- Tabletop drills facilitated by Chief Minter
- Planning meetings with all EMS providers each time we open up a new facility
- Agreements with Red Cross, City of Denton, Denton County, Health Dept., other districts to share resources in critical events

We also have...

- Counselor teams from our schools, the community, UNT and TWU certified in Critical Incident Stress Management prepared to respond
- SROs and their supervising sergeant actively participating in security audits and conducting our intruder assessments



And...

- City and county representatives from emergency management, fire department/EMS, police, sheriff's office, and health department reviewing school plans and making recommendations for changes
- A school representative at city and county emergency planning and advisory council meetings

Preparation continues

Parents should be made aware of the crisis plans at their child's school. In a crisis, their knowledge of the crisis plan can help reduce confusion, panic, and perhaps serious injury.

What we do and need to do

- We send parent letters home when situations occur
- Information is also sent home at beginning of school to inform parents of our plans for weather events, school closing, etc.
- We still need to:
 - Use our website more often as a source of information before, during, and after any events
 - Plan for reunification in a more coordinated way

more preparation requirements

Schools need to work closely with health providers and volunteer organizations to develop lists of their available resources before a disaster strikes. Knowledge of available human resources and stocks of equipment can save precious time during an emergency

We are doing this on an ongoing basis - it is ever-changing!

Frequent drills, using as many alternate evacuation routes as possible, should be conducted to reduce the possibility that students and staff become unnecessary victims in a crisis, and to ensure that responses by public safety officials are well thought out and appropriate.

Frequent drills help ensure that staff and students know what their responsibilities are during a crisis.

Drills - a preparedness foundation

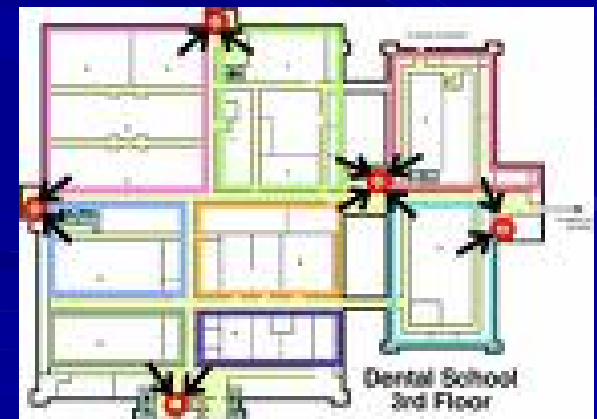


Drill requirements
for each building
administrator

- Fire drills
- Weather safe drills
(shelter in place)
- Lock down
- Bomb threat

Need to add:

- Reverse evacuation
- Site evacuation
- Communication drill



See accountability checklist

We also need...

- To have more drills in the “non-campus” buildings (central administration, PDC, transportation, service center, special education building, etc.)
- Focus on communication systems (always the “first thing to go” in a large event and build in back up systems and redundancy

Response

- *In a crisis, emergency responders must be aware of the overall makeup and population of the school. Emergency responders must also be aware of the physical layout of the school. Schools should provide them with confidential access to floor plans.*

Our operations department works closely with city responders to provide detailed plans and other information. If the Denton Emergency Operations Center (EOC) is activated for an event that might involve school, Dr. Braswell or his designee is requested to come to the EOC to provide on site real time information. That response ensures that any decisions being made have district input.

Where we need to improve..

Working with other smaller municipalities is a bit more challenging. We need to have the same level of responsiveness and interaction with them as well, since many of our schools are now outside the city limits.

More on response...

- *A response must always take into consideration the ages and mental health of students and staff, as well as their physical abilities and limitations.*



- We make plans at the beginning of the year (and anytime it becomes necessary) to fully protect our students with special needs in the event of an emergency. Our nurses usually plan those responses.

Special needs response



- Students who:
 1. are in wheelchairs
 2. have limited ambulatory capability
 3. have cognitive/mental limitations
 4. are oppositional
 5. have a different primary languageeach present the need for additional planning and response

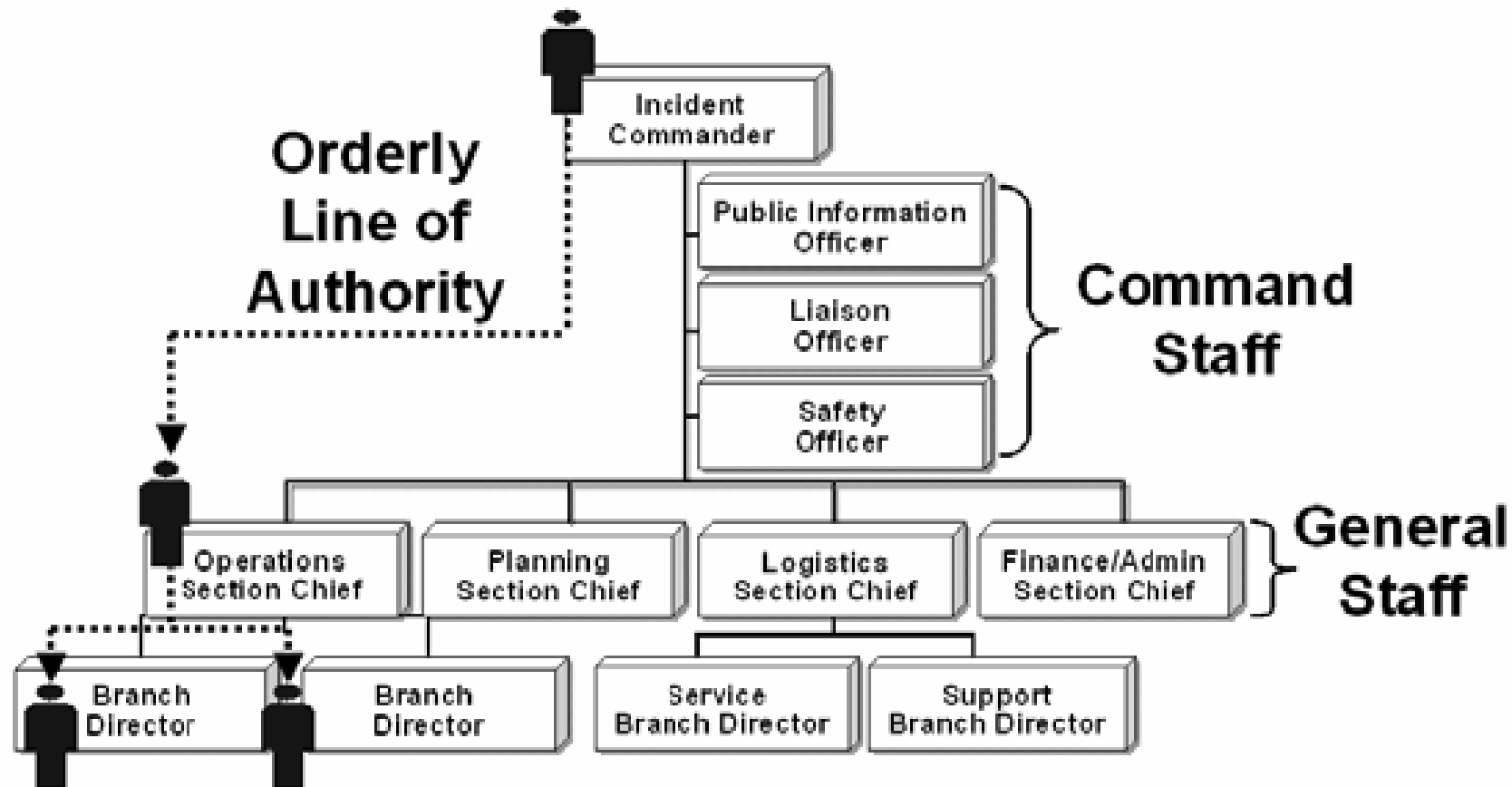
National Incident Management System (NIMS)

- *Schools must become familiar with the Incident Command System, the system that emergency responders use to manage crises that require a multi-agency response. This system unifies terminology, structure, objectives, and functions and ensures that there is one central chain of command with information flowing smoothly to all of the agencies concerned.*

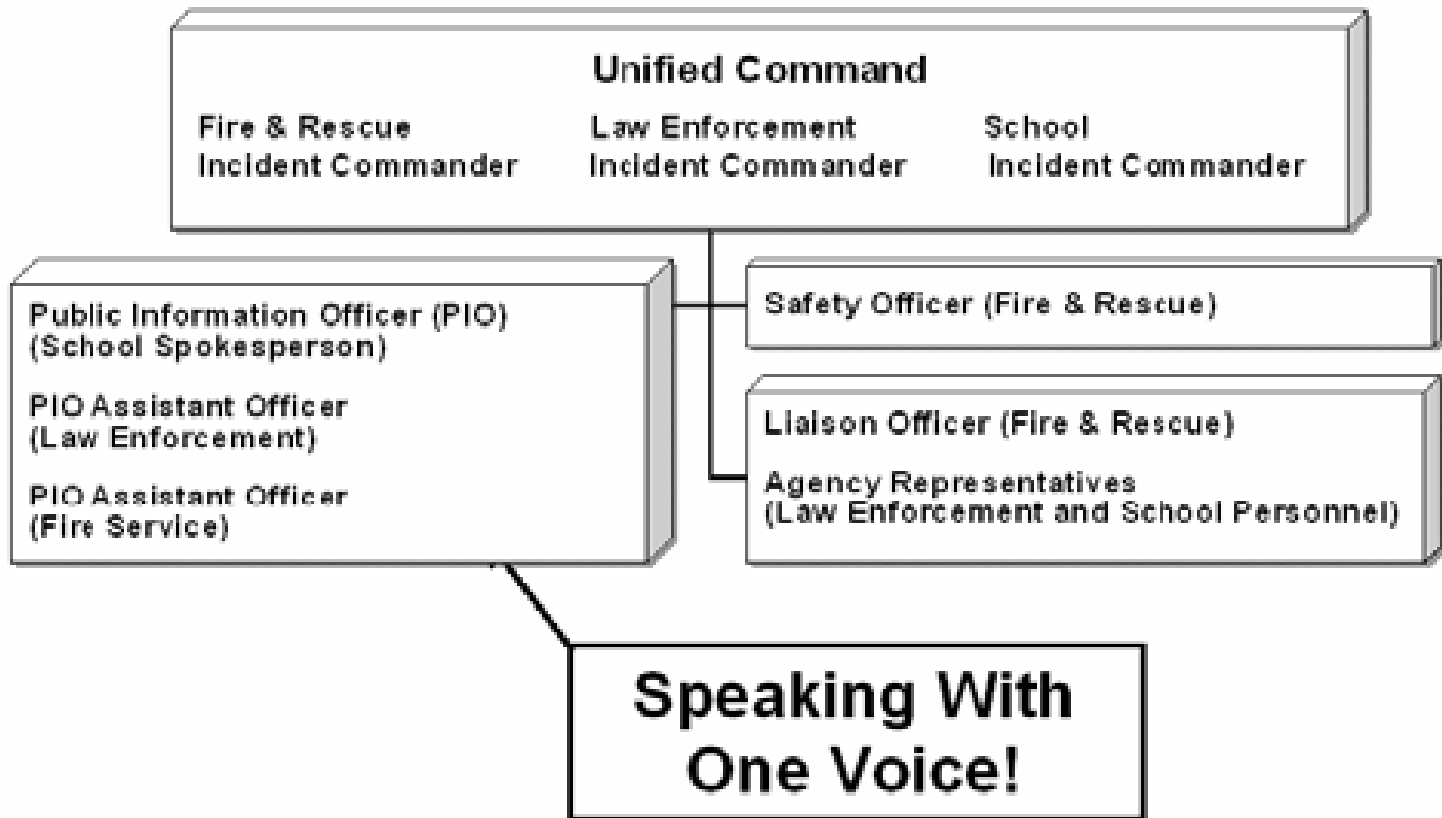
NIMS Course 100 for schools

- Available online for free- takes about an hour to an hour-and-a-half to complete
- Everyone has the same understanding of incident command
- Everyone uses the same language
- Will be required for all our administrators, and you're welcome to do it, too!

Chain of Command



School Fire: Unified Command



Making Unified Command Work

- **Include key community response personnel as part of the school emergency planning process.**
- **Make sure that first responders know what the school's legal and ethical responsibilities are during an event.**
- **Learn ICS so that you can blend into the response structure.**
- **Practice together during exercises and planned events.**



FEMA

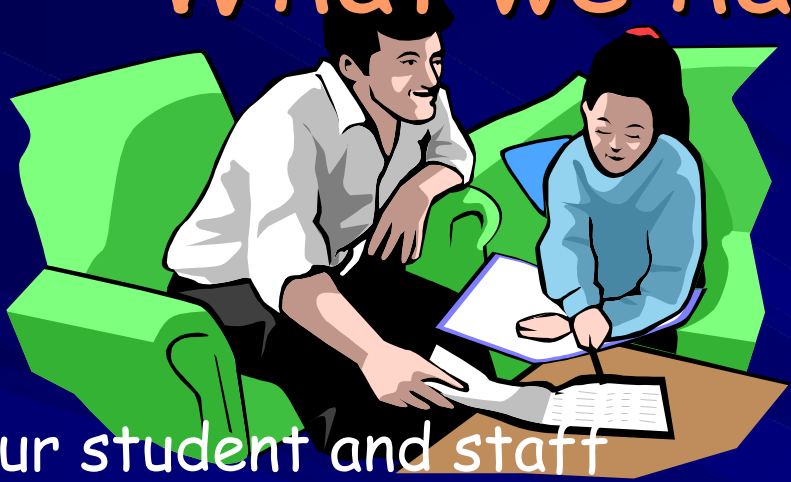
Unit 6:
Unified Command

Recovery

Efforts to return to the school after a disaster must be carefully timed and coordinated to meet the needs of both students and staff.

Schools should work with qualified professionals to assess the emotional needs of students and staff and arrange for counseling and other appropriate interventions.

What we have in place...



Our student and staff assistance program coordinator has “flight teams” ready to go for any campus crisis, ready to establish safe rooms, handle grief, do debriefing in a coordinated way to start the road to recovery

- Resources, both within and without the district, to provide support to students, staff, and parents.

What we need...

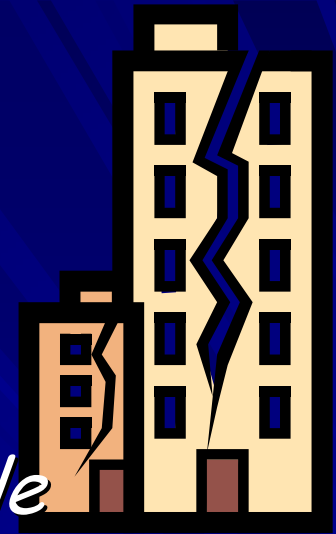
- To have "flight teams" trained to support the principal, the office staff, the counselor, the nurse... help for the helpers!



More on recovery...

- *School and health care officials should have resources available to help school children cope with disaster anniversary dates or memorials.*
- Our campus administrators, counselors and nurses are very proactive in this area...looking ahead to ensure a safe and secure environment at those times.

Recovering still...



- *School buildings may incur considerable damage during an event such as a hurricane or a tornado. Schools should be prepared for the possibility of the need to relocate staff and students to alternate sites while repairs are made. Some districts have developed plans to have schools function in dual shifts, thereby splitting the school day in half. This decreases the chance for the school environment to become overwhelmed.*

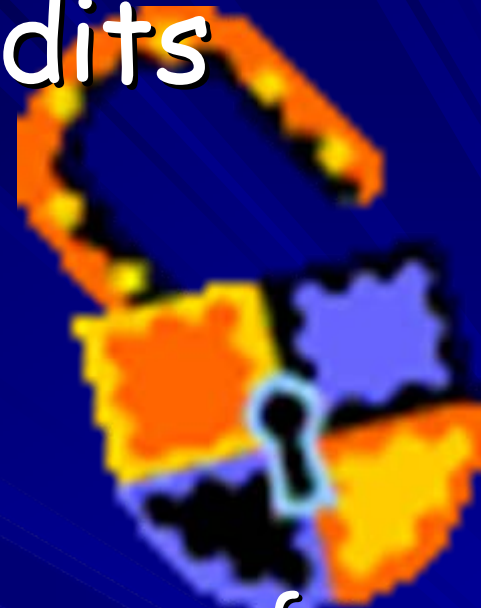
How do we operate "in recovery?"

- We have sister sites assigned for each building to provide the best continuity of services to our students
- Our operations department is well-prepared to respond to building issues in a fast, efficient manner to get things back to normal quickly



Security Audits

- Campus preparation
- Team preparation
- Audit tool
- Process - surveys, entrance conference, interviews, walk-through, post conference, written report
- Accountability for follow-up



Resources

Texas School Safety Center

Mr. Curtis Clay, Director

www.txssc.txstate.edu/txssc.htm

(877) 245-8082

Safety Center Activities Schedule

<http://www.txssc.txstate.edu/txsscschedule.htm>

Texas Association of School Boards

<http://risk.tasb.org>

(800) 482-7276 x6305

End results

- A safe secure environment for our students, faculty, staff and families!



Questions?



Frequently Asked Questions about Texas Education Code 37.108 (Senate Bill 11 79R)

What is the school's responsibility for being in compliance with TEC 37.108

(a) The district is responsible for the implementation of a security audit as required by Subsection (b).

(b) At least once every three years, a school district shall conduct a security audit of the district's facilities. To the extent possible, a district shall follow security audit procedures

developed by the Texas School Safety Center or a comparable public or private entity.

(c) A school district shall report the results of the security audit conducted under Subsection (b) to the district's Board of Trustees and, in the manner required by the Texas School Safety Center, to the Texas School Safety Center.

• How often must a school conduct a safety audit?

Each school must conduct a complete safety audit every three years. A review of the recommendations set forth in the written audit report should be conducted annually.

• Are schools required to complete a written report of the audit findings?

Schools are required to report their findings to the Board of Trustees. This is most commonly reported in a written format.

• Are schools required to submit certification of audit completion?

Schools are required to report *certain* results of their audit to the Texas School Safety Center on a web-enabled form. This web-form will become available in June of 2008.

• Is there a deadline for completing our first district audit?

The first round of audits must be completed by August 31, 2008

• What is the school's responsibility during the three-year interim between audits?

It is recommended that the building administrator, in consultation with an audit team representative, conducts an annual review of the audit report. The intent of the annual review is to monitor the ongoing progress of the recommendations set forth in the report and to identify any additional needs or safety concerns which have developed since the audit was conducted.

Denton Independent School District
Crisis Management Accountability Checklist

Campus: _____ School Year: _____	Principal, please document activities below and return checklist to the Assistant Superintendent for Academic Programs in June. Each activity must be completed; time guidelines are optional.	
Activity/Suggested Timeline	Dates(s) Completed	Comments
August Fire Drill		
<ul style="list-style-type: none"> • Identify Crisis Response Team (CRT) • Determine Administrative Back-up Plan • List CPR/1st Aid Providers • Check communications equipment/backup—Check 911 call system • Distribute parent letter • Conduct lock down drill 		
September Fire Drill		
<ul style="list-style-type: none"> • Orient Staff/subs on CRT, Crisis • Management Committee responsibilities, • CM plan and manual locations • Hold Crisis Management Committee Meeting • Site evacuation drill 		
October Fire Drill		
<ul style="list-style-type: none"> • Check weather equipment • Conduct tornado drill 		
November Fire Drill		
<ul style="list-style-type: none"> • Seek input/evaluation of drills at faculty meeting • Reverse evacuation drill 		
December Fire Drill		
January Fire Drill		
<ul style="list-style-type: none"> • Conduct bomb threat drill • Hold Crisis Management Committee meeting 		
February Fire Drill		
<ul style="list-style-type: none"> • Conduct lockdown drill 		
March Fire Drill		
<ul style="list-style-type: none"> • Conduct Tornado drill • Check weather equipment 		
April Fire Drill		
May Fire Drill		
June		
<ul style="list-style-type: none"> • Update manual for upcoming year • Order new flip chart front pages for Aug. from pub. 		
Fire drills—according to law, at least one each month that contains at least ten days of school.		

**Denton Independent School District
Crisis Management Plan
Annual Minimum Requirements**

Each principal/building supervisor will:

- 1) Complete required paperwork and return to the district crisis management coordinator.
- 2) Conduct campus orientation/distribute information to campus employees, review and complete front page of flip chart. Inform parents regarding crisis management plan and put info on website.
- 3) Display names of crisis response team members, and CPR/1st Aid responders in prominent place on campus.
- 4) Select crisis management committee members and conduct at least two meetings per year.
- 5) Review crisis management manual at least once during school year to ascertain effectiveness of specific plans for his/her campus.
- 6) Ensure availability of manual(s) to faculty, staff, parents, and public.
- 7) Conduct drills*, evaluate effectiveness, and revise plans as necessary to ensure safety/security of building occupants.
- 8) Check that emergency equipment is in working order, accessible, and their locations known to appropriate people. (Disaster kits, flashlights, cell phone, weather radio, batteries, communication system and back up, etc.)
- 9) Document required activities on campus checklist and document any critical incidents that occur during the school year.
- 10) Secure faculty/staff/parent evaluation/input regarding crisis management plan and any critical incidents that occur.

***Required drills**

Fire (building evacuation) - according to law, at least one each month that contains at least ten days of school. It is advised that you alternate obstructed/unobstructed drill each month.

Severe weather/wind/tornado—at least two, one in early fall, one in early spring.

Lockdown—at least one per year.

Bomb threat review for faculty/staff/administration—one per year.

Site Evacuation

Reverse Evacuation

Denton ISD Safety/Security Audit - Principal Readiness Checklist

Prior to visit

___date set for audit team to conduct walkthrough and conference _____

___times for arrival and estimated departure of team _____

___room assignment made for team conference (usually about 10 people)

___staff interview assignments made (consider availability of assistant principals, SRO, custodian, nurse, etc)

___faculty and staff notified of visit (sample letter/announcement attached)

___student/staff/parent survey sent out (at least two weeks prior to visit with deadline for return the week before scheduled visit)

___ Entrance Conference document completed (attached)

___staff reminder sent out (one week to day before visit)

Morning of visit

___room ready with table/chairs (up to 14 people)

___4 copies of building map available (site map with room numbers, staff names)

___student/staff/parent safety surveys completed/ready for review

___copy of building Emergency Operations Plan, Code of Conduct, pest control log, asbestos records, discipline reports available for review (some cups, coffee, water available would nice, audit team will bring other supplies)

___Entrance Conference ready for review, times set up for interviews with nurse, counselor(s), office staff, teacher (someone from the CLT would be good), staff (a cafeteria worker, a custodian, classroom aide) each for about 10-15 minutes

Denton ISD Security Audit

Entrance Conference Overview

The school safety audit checklist addresses the following areas:

1. Safety and Security of Site and Building Exterior
2. Access Control
3. Safety and Security of Building Interior
4. Type and Extent of Monitoring and Surveillance
5. Communication and Information Security
6. Development of Emergency Operations Plans
7. School Climate and Culture (including development and enforcement of policies)

BENEFITS OF CONDUCTING AN AUDIT

School safety is the responsibility of everyone—staff, students, parents, and the community. An audit, if used effectively, can provide a snapshot of the school's safety and identify areas needing improvement. This proactive process can help ensure that students achieve their learning potential within a safe and secure environment while fulfilling the requirements of Texas Education Code § 37.108 (B) (SB11).

Documents Needed for Review on Entrance Conference

(we know you won't have all this available - just do the best you can)

- Campus Emergency Operations Plan
- Floor Plan of facility (see details below)
- Site Plan of facility (see details below)
- Phone locations and numbers
- Emergency contact numbers including home
- Aerial Photograph (if available)
- Student Code of Conduct
- Student/Staff IDs and ID policy
- Visitor Procedures
- Campus Improvement Plan
- Climate Survey results from staff, students, and parents (or interviews)
- Campus Discipline Referral Data

Floor Plans:

- All hallways and classrooms are clearly identified and labeled (on plan and doorways)
- All access doors to adjoining rooms identified
- All special education and science lab classrooms labeled
- All custodian closets, book rooms, lounge areas, and workrooms are identified, labeled, and numbered
- Locations of all interior hallway doors noted
- Location of central power control access panel identified
- Location of main physical plant identified
- Location of master keys to facility

- Location of emergency evacuation kits ("to go" boxes)
- Location of all roof access points identified
- Location of internal intrusion alarm panels and type listed
- Internal/External video camera locations identified
- Video camera monitoring sites labeled
- Location of cable TV access control
- Location of audio monitoring systems (PA system)
- Location of fire sprinkler controls
- Location of connection to external water source for fire department
- Location of school phones and pay phones (all numbers listed)
- Building evacuation routes identified
- Location of all fire extinguisher boxes (floor plans can be located inside for access)
- Location of all Automated External Defibrillators (AED)

Site Plans:

- Access points (location and number)
- Fenced areas (type of fence)
- Portables (labeled and numbered)
- Evacuation areas
- Incident command center
- Media staging center
- Family reunification center
- Public Safety Equipment staging area
- Bus evacuation area
- Exterior hallways and wings labeled
- Inner perimeter areas defined and labeled
- Location of outbuildings, sheds, greenhouses (labeled and numbered)
- Location of pipes, tanks, gas lines, etc.
- Athletic facilities clearly identified and labeled

This component of the audit will include informal interviews or "entrance conference" with administrators and randomly-selected staff and students. If School Resource Officers are assigned to the school, they should be included in the interview process.

The purpose of the entrance conference is to establish the context in which the school operates, determine the perceived level of safety among various users, and gather responses to portions of the Campus Safety and Security Audit Tool. Things to think about in preparation:

- What are the most pressing safety needs in your school?
- What school safety activities does your school do best?
- What safety topics are most important for training and staff development?
- What are the biggest barriers to improved school safety measures?
- What other comments do you have regarding school safety?
- Are there any other issues you'd like to address that you believe affect school safety?

Information from the entrance conference will be analyzed as part of the document review, which will take place later in the audit process. During that time, the audit team will review the documents listed above to ascertain how well the school is prepared to deal with everyday safety concerns as well as emergency situations.

School Safety and Security Audit

Entrance Conference Questionnaire

Demographics **Directions:** Answer the following questions regarding the school.

What Regional Educational Service Center (ESC) serves the district? **Region 11**

A. SCHOOL CHARACTERISTICS AND SURROUNDING ENVIRONMENT

Staff and Student Characteristics

How many staff members are at this facility? Staff _____

What is the total enrollment? Students _____

What percentage of students fit the following criteria?

Limited English proficient _____ %

Free or reduced lunch _____ %

Special education students _____ %

What is the school's average daily attendance? _____

Which of the following best describes the school?

Regular public school

Charter school

Have magnet program for part of school

Totally a magnet school

Other (please specify): _____

Urban school

Suburban school

Rural school

Surrounding Environment:

It may not be possible to change the existing adjacent land use patterns. However, the audit should address the influences (both positive and negative) of the surrounding environment and the resulting issues related to safe school planning. The school is located... (please check all that apply)

Adjacent to an interstate highway.

Off a major (4-lane) road.

On a busy residential road (not divided by a median).

Near an industrial area.

Near a transportation hub.

Near railroad tracks (within 1000 yards)

Near a gas pipeline.

Near a park.

Adjacent to a business district (e.g. grocery, convenience, fast food, etc.)

In or near a flood plain

ASSESSMENT OF NEIGHBORHOOD & SCHOOL RISK FACTORS

For each risk factor below, please indicate the extent to which you think it is present for your school:

Risk Indicators	Not Present	Minimally Present	Moderately Present	Extensively Present	Don't Know
Vandalism in neighborhood					
High student mobility					
Graffiti in neighborhood					
Gang activity in neighborhood					
Crime in neighborhood					
Poverty in neighborhood					
Trespassing on school grounds					
Parents' withdrawal of students due to safety concerns					
Students adjudicated for weapons, drugs, alcohol, or assaults					
Sex offenders in neighborhood					
Bullying, intimidation, harassment in school					
Lack of student support services					
Truancy					

Notes:

School Safety and Security Audit

Intruder Assessment

Team member conducting assessment: _____

School:					
Date: _____	Time: _____	Time gained entry: _____			
Entrance point(s):					
First personal contact:					
Criterion	Not Assessed	Not Applicable	Yes	No	Comments
1. Were all but main entry door locked?					
2. Was main entry observed by staff?					
3. Were classrooms easily accessible?					
4. Were you directed to the office?					
5. Were you escorted to office?					
6. Were you asked to sign-in?					
7. Were you asked to show picture ID?					
8. Were you given a dated visitor pass?					
9. Were visitor passes closely monitored?					
10. Were students monitored by staff?					

Dear faculty/staff

Senate Bill 11 from the 79th legislature requires that all school buildings have a security audit conducted on site. Our building is scheduled for a visit on _____.

An audit team, made up of district staff from operations, health services, curriculum, student assistance, counseling, student resource officers, child nutrition, administration, and technology, as well as other agency representatives from the City of Denton, public health, and Denton County, will be in and around the building on that day from about _____. They will have yellow "auditor badges" visible on them; please feel free to stop and converse with them if you are so inclined, and, as well, they may stop and ask questions of faculty and staff during their visit.

Before and during the actual visit, several of you may be asked to sit in on an interview process, fill out surveys, or be involved in the entrance conference. All the audit team is asking for is your perception and answers within your current knowledge - no one will be penalized in any way for not knowing information.

Prior to the audit date, an "intruder assessment" will be conducted by Denton police department officials. A safe, but unknown person (who will carry ID from the audit team) will come into the building and see how far they are able to advance into the building without being questioned or stopped. This is an excellent reminder that we each have a role in school safety; if you see someone without the appropriate identification anywhere in the building, accompany them to the main office to secure the appropriate ID according to our procedures.

This is a valuable assessment to find out what needs to be improved to make our building as safe and secure as possible for everyone who enters it each day, and I appreciate your cooperation with the audit team. And thanks for all you do each day already to keep our building safe.

Evacuation Drill Lesson

Objective:

The student will demonstrate understanding of the reasons that school may need to be evacuated by participating in a discussion.

The student will understand the procedure for an evacuation drill through participation.

Discussion:

Ask students what events might cause the school to be evacuated.

- **Fire, Bomb threat**

Ask students how they might feel if one of those events were to happen.

Ask students what is the objective of an evacuation drill.

- **To practice getting everyone out of the building safely, quickly and efficiently**
- **To be prepared in case of an emergency**

Ask students to list the characteristics of an effective evacuation drill.

- **Students line up quickly**
- **Students stay calm and quiet so they can hear the teacher's instructions**
- **Students pay attention and follow the instructions given**
- **Students quickly evacuate the building**

Ask students why these characteristic would be important.

Ask students what could happen if they did not practice how to evacuate.

- **People might panic**
- **People might not know how to get out**
- **Students could be lost and unaccounted for**
- **People could get hurt**

Guided Practice:

At this time, give instructions on how your school will be exercising the evacuation drill. After the students understand the procedure, practice the drill either as a class, or the principal may have the entire school practice the drill at this time.

Assessment and Feedback:

Let your students know how they did and give suggestions for improvement.

Drop, Cover and Hold Drill Lesson

Objective:

The student will demonstrate understanding of the reasons that students may need to duck, cover and hold by participating in a discussion.

The student will understand the procedure for a duck, cover and hold drill through participation.

Discussion:

Ask students what events might cause students to need to duck, cover and hold.

- **Tornado**
- **Hurricane**
- **Explosion**

Ask students how they might feel if one of those events were to happen.

Ask students what is the objective of a duck, cover and hold drill.

- **To practice how to duck, cover and hold.**
- **To be prepared in case of an emergency.**

Ask students to list the characteristics of an effective duck, cover and hold drill.

- **Students stay calm and quiet so they can hear the teacher's instructions**
- **Students pay attention and follow the instructions given**
- **Students quickly duck, cover and hold in the location designated**

Ask students why these characteristic would be important.

Ask students what could happen if they did not practice how to duck, cover and hold.

- **People might panic**
- **People might not know what to do**
- **People could get hurt**

Guided Practice:

At this time, give instructions on how your school will be exercising the duck, cover and hold drill. After the students understand the procedure, practice the drill either as a class, or the principal may have the entire school practice the drill at this time.

Assessment and Feedback:

Let your students know how they did and give suggestions for improvement.

Lock Down Drill Lesson

Objective:

The student will demonstrate understanding of the reasons that school may need to be locked down by participating in a discussion.

The student will understand the procedure for a lock down drill through participation.

Discussion:

Ask students what events might cause the school to be locked down.

- **Intruder on campus**
- **Unsafe activity on campus**

Ask students how they might feel if one of those events were to happen.

Ask students what is the objective of a lock down drill.

- **To practice locking down the campus**
- **To be prepared in case of an emergency**

Ask students to list the characteristics of an effective lock down drill.

- **Teacher locks the classroom door**
- **Students stay calm and quiet so they can hear the teacher's instructions**
- **Students pay attention and follow the instructions given**
- **Students quickly move to an area where they will be safe**
- **Students remain calm and quiet until the all clear is given**

Ask students why these characteristics would be important.

Ask students what could happen if they did not practice how to lock down.

- **People might panic**
- **People might not know what to do**
- **People could get hurt**

Guided Practice:

At this time, give instructions on how your school will be exercising the lock down drill. After the students understand the procedure, practice the drill either as a class, or the principal may have the entire school practice the drill at this time.

Assessment and Feedback:

Let your students know how they did and give suggestions for improvement.

Reverse Evacuation/Shelter-in-Place Drill Lesson

Objective:

The student will demonstrate understanding of the reasons that school may need to carry out a reverse evacuation or shelter-in-place by participating in a discussion.

The student will understand the procedure for a reverse evacuation/shelter-in-place drill through participation.

Discussion:

Ask students what events might cause the school to need to shelter in place.

- **Chemical spill on or near campus**
- **Hazardous material in the air**
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Ask students how they might feel if one of those events were to happen.

Ask students what is the objective of a shelter-in-place drill.

- **To practice sheltering in place the campus**
- **To be prepared in case of an emergency**

Ask students to list the characteristics of an effective shelter-in-place drill.

- **Students all get inside a classroom quickly**
- **Students stay calm and quiet so they can hear the teacher's instructions**
- **Students pay attention and follow the instructions given**
- **Students quickly move to an area where they will be safe**
- **Students remain calm and quiet until the all clear is given**

Ask students why these characteristic would be important.

Ask students what could happen if they did not practice how to shelter-in-place.

- **People might panic**
- **People might not know what to do**
- **People could get hurt**

Guided Practice:

At this time, give instructions on how your school will be exercising the reverse evacuation/shelter-in-place drill. After the students understand the procedure, practice the drill either as a class, or the principal may have the entire school practice the drill at this time.

Assessment and Feedback:

Let your students know how they did and give suggestions for improvement.