

XX School's Active Assailant Emergency Plan

XXX School is committed to the safety and well-being of all students and staff. We have developed this Active Assailant Emergency Plan (AAEP) to establish procedures that students and staff will follow in the event of an active assailant attack, or threatened attack, on our school campus. All students and staff will receive on-going training, including participation in periodic drills so that they know how to effectively react to an imminent threat or active assailant situation.

Many components comprise overall school security. This AAEP focuses on essential physical site security that will help prevent and mitigate the effects of an attack and provide guidance to students and school staff on how best to react to an active assailant attack or other on-campus threat.

Physical Site Security

Essential physical site security that will help prevent and mitigate the effect of an active assailant attack includes keeping doors and gates closed and locked to restrict access and having designated spaces so that students and staff know where to go in the event of threat or actual attack.

More specifically, it is imperative that all doors to classrooms and other instructional space remain closed and locked except during active student movement between classes, as well as doors providing access to buildings, unless there are other security measures that make this unnecessary. If a door must remain open, it must be staffed. It is also important that each classroom and other student-occupied spaces in the school have an identified safe area and that it be marked so that students know where to go upon instructions to hide in place upon activation of the AAEP.

Further, all gates to any perimeter fences must remain closed and locked except during active ingress and egress from the campus. When the gates are open, they must be attended by a staff member.

Response to a Threat or Active Assailant Attack

Identify the Threat

The first step in active assailant response must be to identify the threat. Some threats, such as a shooting in-progress, will be obvious and other threats more subtle. People have to know there is threat or active attack before they know to alert others and call for help. At our school to activate the AAEP, [EXPLAIN THE PROCESS AT THIS SCHOOL].

Consistent with their training and sound judgment, all school personnel are authorized to initiate the AAEP at our school.

Communicate the Threat

After someone identifies a threat, the second step is to alert others on campus so that they can appropriately react to the threat. [EXPLAIN THE PROCESS OF ALERTING OTHERS AT THIS SCHOOL]

It is crucial that the alert notify the entire school of the active attack or threat and provide as much vital information as possible, such as location, description, and number of assailants because this information will help others decide how to best react to the threat.

React to the Threat

The third step in the process is for everyone to receive the communication about the threat and react to it. This includes deciding whether to lockdown (shelter in place in a designated safe area) or run (flee from the campus). It is best to exercise the “run” option when the assailant’s location is known and it has been determined there is a safe evacuation route. Do not “run” into the threat and if the location of the threat or attack is unknown, then “hide” or lockdown in place.

In the event you decide to run, follow the school’s predetermined evacuation routes and proceed to the identified meeting places [ADD THOSE LOCATIONS HERE]. Students running from the school in response to a threat should:

- Leave all personal items behind.
- When running, have a route in mind that eliminates gates and fences that students cannot navigate.
- Tell anyone else that you see to also run.
- When running past responding law enforcement, run with your hands up and palms facing out. Do **NOT** rush toward a law enforcement officer or grab them.
- Tell law enforcement where the assailant was last seen and the description of the assailant, but do **NOT** stop running.
- Lastly, do **NOT** stop, keep running until you feel safe, reach the pre-identified meeting place or find another safe place to hide.

Remember, the staff and students should initiate the hide procedure when the location of the active assailant is **unknown**, or the assailant is near their classroom/area and when running may expose students to the active assailant. Hide may also be the appropriate option when for those physically unable to run (special needs students or because of students’ ages).

If the hide or lockdown option is exercised everyone must be moved into the pre-designated safe place. Nothing can indicate the room is occupied or it creates vulnerability. Follow these procedures:

- Classroom doors must be locked (should be continuously locked throughout the school day).
- Windows covered with an opaque covering.
- All lights turned off.
- Door barricaded if possible.
- Students moved to the safe place.
- Remain quiet, silence cellphones, no indication of occupancy.
- Call 911 and give any known details of the assailant(s) (name, location, dress, etc.), your room location, and how many students you are with.
- Do **NOT** open the door for anyone. law enforcement officers will find a way in.

Emergency medical kits located throughout the school should be accessible and clearly identified.

Drills Practicing the AAEP

It is imperative that students and staff practice the AAEP, especially appropriate decision-making in reaction to the threat. Conducting active assailant drills helps ensure that everyone reacts appropriately when the AAEP is activated.

AAEP drills will incorporate both run and hide responses using decision-based scenarios. The decision-based scenarios are designed so that school personnel have to make a decision whether students should run or hide depending on the information received. Some may choose to hide, while others that are further away from the assailant may choose to run.

Drills will be announced. Announcing drills forewarns the school community and reduces the likelihood that people will become desensitized to unannounced drills and under-respond during an actual crisis when quick action is paramount.

It is important to use developmentally appropriate language to describe the active assailant drills to students. Students with disabilities must be included in AAEP drills and modifications may be required to enable them to successfully participate in these drills. Individual Educational Plans must be revised to address accommodations if they are needed.

School personnel, including any part-time or temporary staff, will receive training on the school AAEP at the beginning of each year and throughout the year as necessary. New staff, substitutes, or other personnel will receive training within 30 days of being hired.

School personnel will be reminded of the drill day and time a week before a drill. Staff should be mindful of students with strong emotional reactions during the drill and a counsellor will be available after each drill if needed. Also, training regarding the need for help or self-care will occur at the beginning of the school year and reinforced at faculty meetings or in staff email updates.

Law enforcement officers will be on campus during the drills and the drills will be assessed by school staff and law enforcement officers using an assessment checklist. The checklist will document concerns observed during the drills such as unlocked doors or window coverings not being used. We will use the assessments to improve our response.

School safety is our priority. Everyone is responsible for school safety and everyone must be prepared to respond to a school attack through on-going training and drills.