

## SCENARIO EXAMPLES

This section will give a short and a long scenario example for each of the four common response protocols (lockdown, lockout, shelter-in-place and evacuation), as well as reunification. This will give you an idea about types of scenarios and how simple or detailed they can be depending upon the needs of the exercise. A short example could be used during a monthly staff meeting to go over one or two areas of concern, while a longer scenario could be used for a tabletop exercise with multiple agencies and partners. Flexibility is key to these exercises to ensure the school gets exactly what they need to improve systems, plans and processes for the future.

**Lockdown:** Used to safeguard students and staff when a threat exists within the building and evacuation is not possible.

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**Lockout (Secured Building):** Used to safeguard students and staff when a threat exists outside the building but there is no threat inside. Regular operations within the school may continue depending on the circumstances.

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**Shelter-in-Place (includes Weather Shelter):** Used to safeguard students and staff when a threat exists outside of the school that demands immediate shelter actions within the school (i.e. tornado response)

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**Evacuation:** Used to safeguard students and staff when a threat exists in a portion or in the entire building creating a need to move students from one place to another. This goes hand-in-hand with reunification if the students are removed from the building.

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**Reunification:** Used if it becomes necessary to relocate students and staff from the original school buildings to an alternate location.

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## **LOCKDOWN**

Lockdown involves procedures used to protect building occupants from potential dangers in the building or external threats that enter the building. Actions are used in situations where an actual emergency or crisis threatening the safety of building occupants is occurring or has occurred on a school campus. It may also be used when the potential for such a situation is high.

### **Short Scenario – Intruder**

As a staff member you are walking the halls of the school when you hear shouting coming from the main office. As you get closer, you see a man arguing with a staff member. Just as you are getting ready to intervene, the man turns and walks away from the office, toward the classrooms. You try to find out what he needs but he ignores you and keeps walking.

Questions you may ask:

What are your initial actions and the actions of the staff? Are these actions written in your plan?

What information is most important to get at this time?

At what point would a Lockdown be appropriate in this scenario? Why?

What notifications should be made internally and externally to ensure the safety of staff and students?

What are the immediate concerns?

## **Long-Scenario – Active Shooter**

### Module 1: Introduction

It is a pleasant spring day at lunchtime. One security staff member is in the parking lot observing traffic when he notices an unknown adult male entering the building through an open door. He radios to the office to inform them. Shortly thereafter, you hear loud screams and gun fire coming from the office inside the school building. Staff and students are fleeing the building and some of them are covered in blood and look like they are in shock. You see the gunman leave the office and walk down the hall away from your location, toward the classrooms.

Questions you may ask:

What information is most important when notifying emergency responders at this time? Why?

What is the school's procedure for securing the school and keeping students and staff safe in an active shooter event?

What does your emergency organizational structure look like? Who is in charge?

What other actions should be taken by students or staff?

### Module 2: Lockdown

Local Law Enforcement arrives on scene within five minutes of the 911 call and enters the building in Active Shooter formation. They begin a systematic search of the school for the intruder. The Security Officer remains outside at the Incident Command Post to give the officers more information about the intruder.

Questions you may ask:

Who is in charge? What does your emergency organizational structure look like?

How do you integrate with the emergency responder's Incident Command Post when in a Lockdown situation?

How do you deal with internal and external communications? Is this written in your plan?

What are the key actions by students and staff at this point in the scenario?

### Module 3: Incident Resolution

Several students run from the classroom shouting that the man has grabbed a fellow student and has hit the teacher. They give directions to law enforcement personnel. They find the man in one classroom on the west side of the school holding a student hostage. First responder teams enter building and begin evacuation of classrooms in other wings and adjoining classrooms. Negotiation continues, and eventually law enforcement enters the room and takes the man into custody.

Questions you may ask:

What is the procedure within the school for law enforcement to search classrooms and remove students during a Lockdown scenario? Is this written in the current emergency plan?

What are the key actions of students and staff once this incident has been mitigated?

What is your procedure for notifying and documenting the reunification of students and parents?

What is your procedure for crisis counseling? Do you utilize other local resources from the community?

How do you bring the school back to a new sense of normal after an incident of this magnitude?

## LOCKOUT

Lockout (Secured Building) involves procedures used in a heightened state of security, to secure the building and protect building occupants where a higher than normal threat is present near or in the vicinity of the campus. The lockout condition is used as a preventative measure when threat of danger is outside the school building, and may be in place for a few minutes or longer periods of time, until the threat to safety is resolved.

### **Short Scenario – Animal Threat**

It is 12pm on a Thursday. There have been recent reports of trouble with bears in the area getting more aggressive and less willing to leave populated areas due to a shortage of food. A staff member enters the school office reporting a large black bear and three cubs near the entrance to the school.

Question you may ask:

What is the current procedure for placing the school in a Lockout? Why would this be chosen instead of a Lockdown?

What are the initial actions for students and staff?

What are the immediate concerns?

When is it appropriate to notify parents of your procedure or give them further instructions? Why?

## **Long-Scenario – Disgruntled Parent**

### Module 1: Introduction

Local law enforcement contacts the school to notify you that the father of two of your students shot his ex-wife and they believe he may be coming to the school to get his children. They advise that you lock all exterior doors to the school until further notice.

Questions you may ask:

What questions are pertinent to ask law enforcement at this time to obtain situational awareness?

What is the school's current procedure for performing Lockout procedures? At what point would this change to a Lockdown?

What other actions should be taken by students or staff?

How do you maintain the safety of all inside the school?

### Module 2: Information Considerations

A staff member reports that the father of the two children has just called the school asking that his children be released to him as his ex-wife is unavailable. He states he will be arriving at the school in a few minutes to pick up his children.

Questions you may ask:

What information should be given to the father at this time? What procedures exist to assist staff in handling this phone call?

What are your next actions?

How do you deal with internal and external communications? Is this written in your plan?

How do you continue to protect the students and staff?

### Module 3: Incident Escalation

The father is seen at the front doors to the school trying to enter, but the doors are locked. He is visibly agitated and pacing. Law enforcement has been contacted about the phone call and are en route to the school.

Questions you may ask:

How does this information change your procedure or actions? Does it?

What information is most important to give to law enforcement at this time?

Who is in charge? What does your emergency organizational structure look like?

How do you integrate with the emergency responder's Incident Command Post when you cannot leave the school?

### Module 4: Recovery

Law Enforcement arrives at the school just as the man shoots through the glass near the front door to enter. They shoot the man and disarm him before he is able to enter the school. The man is taken by ambulance to the nearest hospital.

Questions you may ask:

What are the key actions of students and staff once this incident has been mitigated?

What actions should be taken for the two students whose mother was just killed and whose father was the gunman? What procedure supports this decision?

What is your procedure for crisis counseling? Do you utilize other local resources from the community?

How do you bring the school back to a new sense of normal after an incident of this magnitude?

## **SHELTER-IN-PLACE**

Shelter-in-Place procedures are used when the building is seen as a place of safety and building occupants must remain in a school building for extended periods of time during an event such as a weather emergency, a chemical contaminants, or terrorist attack. To shelter-in-place means to take shelter where you are and isolate the inside environment from the outside environment. Additional hazard-specific directions will be needed. Be alert to individualized plans for those students or staff with disabilities or special needs.

### **Short Scenario – Winter Weather Event**

It is Tuesday at 2:20pm. It has been snowing steadily throughout the day with obvious accumulation. The National Weather Service has issued a winter storm warning for your area. They expect another 8-10 inches to fall in the next three hours. A few parents have come to the school to remove their children early due to the weather. They report very bad roads with white-out conditions in areas. One parent gets stuck in the parking lot exit while trying to leave with their child and returns to the school to wait for a ride. Road crews are unable to keep up with snow accumulations on major roads and are not addressing any side streets or neighborhoods. The main roads leading to the school are closed due to white-out conditions and multiple motor vehicle accidents. Schools report many parents calling unable to get to school and expecting that their kids will have to spend the night at school.

Questions you may ask:

What is the procedure for shelter-in-place during a winter weather event?

How do you notify parents of your procedure or give them further instructions?

How do you deal with internal and external communications? Is this written in your plan?

Does the school have the ability to house students and staff overnight in the event of a major storm making it impossible for parents to pick up their children?

What is your plan for a utilities outage at the school?

What is your procedure for notifying and documenting the reunification of students and parents?

## **Long Scenario - Tornado**

### Module 1: Introduction

It is Thursday at 2pm. The National Weather Service issues a severe thunderstorm watch for portions of your State, which includes your county. Heavy rains have been falling for three hours. The storm system is moving toward your school and tornadoes have been reported.

Questions you may ask:

What actions are needed by students and staff?

How do you obtain situational awareness?

What is your organization's ability to respond to a tornado? Is this written in your emergency plan?

### Module 2: Incident Escalation

It is now 2:20pm. The National Weather Service issues a Tornado Watch for your area through 6:00pm. Shortly thereafter, a Tornado Warning is broadcast for your area through 4:00pm. National Weather Service radar reports rotation in the clouds south and west moving north and east at 9 miles per hour. News helicopters show live video of a funnel in the air and a second funnel on the ground south and west of your school. Both are reported to be moving northeast at 8 – 10 miles per hour. Heavy rain, lightning, and moderate hail are reported throughout the area.

Questions you may ask:

What are the actions of staff and students?

What is your shelter-in-place procedure for a tornado event? Is this written in your plan?

What types of notifications do you believe are important at this stage of this event? Why?

How do you deal with internal and external communications? Is this written in your plan?

What is your plan for a utilities outage at the school?

### Module 3: Aftermath

At 2:50pm, the tornado strikes the school on its east side, causing extensive damage to several classrooms. Some students and staff are panicked. News helicopters begin streaming the devastation to the school live on television. The office phone begins ringing with parents, news media and curious citizens wanting to know if the students are alright.

Questions you may ask:

What notifications should be made inside the school and outside the school?  
How is this accomplished?

Who is in charge? What does your command structure look like? How do you integrate with emergency responders?

How do you determine when the danger has passed? What information is necessary?

What is your procedure for getting accountability of students and staff?

What is your procedure for dealing with injured students and staff prior to emergency services arrival?

Who in your school organization is tasked with dealing with media inquiries?

What is your procedure for notifying and documenting the reunification of students and parents?

### Module 4: Recovery

You receive notification that the severe weather has passed over the area and the danger of another tornado is minimal. Staff reports extensive damage to the east side of the school, including areas where the outer wall has been removed. All students have been accounted for and they have been reunited with parents or taken to area hospitals.

Questions you may ask:

What are your short- and long-term concerns for recovery?

## EVACUATION

Evacuation involves procedures used in a variety of school emergency situations when remaining in the building is unsafe. Evacuation includes moving building occupants to a designated safe area. An evacuation may be signaled by a fire alarm, direction from the School Incident Commander over the intercom or other emergency notification system, or by the instruction of emergency personnel. Some evacuations may involve moving students and staff to an alternate or off-campus site, as instructed. A partial evacuation of a section of the building may also occur, if a situation warrants. If evacuation is other than a fire situation, further instructions should be given. Implement individualized plans for those students or staff with disabilities or special needs.

### Short Scenario – Bomb Threat

A student walks into the school office and reports that he found a suspicious device in the boy's bathroom. A staff member confirms that there is a device that looks like a bomb in the bathroom.

#### Questions you may ask:

What are the initial actions of key staff and students?

Who is in charge? Where is this identified?

What is the procedure for successful evacuation of the school?

What are the notification procedures for emergency response personnel?

Where is the outside location where students and staff gather after evacuation?

How do you deal with internal and external communications? Is this written in your plan?

What is your procedure for notifying and documenting the reunification of students and parents?

What does the plan say? Is it complete or are there gaps that need to be filled?

## **Long Scenario - Explosion**

### Module 1: Introduction

It is a partly cloudy day in April. The temperature is 65 degrees and the wind is blowing at 10 miles per hour from the northwest. At 3:30 p.m., the campus is rocked by an explosion. You are unsure of where the explosion has occurred and whether or not it is on campus.

Questions you may ask:

How do you obtain situational awareness?

What are the initial actions of staff and students?

Who is in charge? Where is this identified?

### Module 2: Incident Escalation

A staff member contacts you to let you know that the explosion occurred in a maintenance storage room located near the northwest corner of the building. There is active fire activity in the area. An orderly assembly of the students and staff ensues but, because everyone knows that, this time, it is not a drill, tensions are high and some students begin to get visibly upset.

Questions you may ask:

Is evacuation necessary at this time? Why?

What are the notification procedures for emergency response personnel?

What can staff do to assist the students who are visibly upset and affected by the explosion? What procedures are in place?

What is your accountability procedure for students and staff?

### Module 3: Emergency Response

It is now 3:45pm and emergency response personnel have arrived, including fire, emergency medical staff, and law enforcement. The Fire Department assumes Incident Command. As police, fire, and ambulances arrive, you notice that local media representatives are also arriving and attempting to interview students and staff. Two students are unaccounted for. Some students are using their cell phones and some of them are crying. You notify the Incident Commander of the missing children. You are notified by the Incident Commander that evacuation is necessary. The fire department is unable to assist with the evacuation because the fire fighters are having difficulty putting out the blaze and their first concern is

the missing children. The police are busy securing a perimeter and they, too, instruct you to evacuate.

Questions you may ask:

What is the procedure for successful evacuation of the school? Where is the outside location where students and staff gather after evacuation? Do you have an alternate location if needed?

How does your school staff integrate with the emergency response personnel? Who is in charge?

What is the procedure for notifying parents? What about the missing children?

How do you deal with internal and external communications? Is this written in your plan?

Who from the school is the representative that talks with the media? What are the procedures for this?

#### Module 4: Recovery

It is 4:45 p.m. and the fire has been extinguished. The temperature is forecast to drop with the chance of showers developing. Damage to the building is extensive. There is a partial roof collapse in a classroom adjacent to the maintenance room where the explosion occurred. The two missing students were found in that classroom and were transported to the hospital with smoke inhalation. The last students are expected to be reunited with their parents within the next few minutes.

Questions you may ask:

What are your short- and long-term concerns for recovery?

## REUNIFICATION

After lockdown, lockdown, shelter-in-place and/or evacuation, a controlled release/reunification may be necessary to release or reunite students with parents and/or guardians. This process requires accurate accountability of students and release of students to authorized adults only. Communication capability must exist between the command post, district office, transportation, and school or evacuation sites. Redundant emergency notification system(s) are developed and communicated to parent/caregivers prior to an event: auto dialing; website; media partners, etc. The “administrator’s go-kit” is ready with all necessary items for a controlled release/reunification process.

### **Short Scenario – Hazardous Materials Incident**

It is a clear, sunny Monday in November. At approximately 2pm, the school receives a call from the local Dispatch Center advising the school that a hazardous materials incident occurred in the neighborhood and that depending upon the wind conditions, the school could be at risk from the fumes in the air. The school is instructed by the HazMat Team to evacuate to a location outside the immediate threat area.

Questions you may ask:

What are your procedures for transporting students away from the school during school hours? Are the buses available and able to transport all students and staff as needed?

What are the reunification sites established in the current emergency plan? Is there at least one site far enough away from the school to allow for an incident such as this?

What is your procedure for notifying and documenting the reunification of students and parents?

How are parents notified of the incident and the procedure for picking up their children?

## **Long Scenario – Bus Accident**

### Module 1: Introduction

Students and staff of the school's basketball team are on the way home from an away game several counties over when the bus is involved in an accident with another vehicle. The school bus is carrying 30 students and staff members at the time of the accident. After being struck by the other vehicle, the bus rolls off the side of the road and down a 50 foot embankment.

Questions you may ask:

What are the notification procedures for the school when an accident occurs involving a school vehicle?

What is the school's policy for student accountability during games and other activities away from school? Is this policy feasible when the bus is involved in a motor vehicle accident with possible injuries?

How does the school get information about the status of students and staff when the accident is out of town?

### Module 2: Accident Details

It is reported that 20 students are injured and being transported to area hospitals. Two fatalities have been reported, but it is unknown whether they are students or staff. Parents begin calling into the school to get information about their children.

Questions you may ask:

What is your reunification procedure for an event occurring away from the school complex?

How do you get information about where students have been taken after the accident? Who is in charge of the uninjured students on scene? Who goes to the hospital with injured students?

How do you integrate into the on scene Incident Command when you are not on scene? What does your command structure look like?

### Module 3: Incident Stabilization and Recovery

It is determined that the two fatalities involved one student and one staff member. The injured have been transported or airlifted to three different hospitals in the area. The other students have been taken to a local church that has been established as an evacuation area to keep the students safe until reunified with their parents. All students have been accounted for.

Questions you may ask:

What is your procedure for notifying and documenting the reunification of students and parents? Does this change when the incident occurs away from the designated reunification sites?

According to your plan, how are parents notified of the incident and the procedure for picking up their children?