**EOP - SECTION III**

**THREAT/HAZARD SPECIFIC PROCEDURES**

Resources available in Section III will build upon the EOP by assisting schools/districts in the development or modification of threat/hazard-specific policy and procedures, in addition to conducting sight specific threat/hazard identification and analysis. Hazard and threat specific checklists or procedures listed in Section III describe guidelines for a specific threat/hazard, and focus on the special planning needs generated by the one threat/hazard.

Ensure components of Section III conform to school/district policy and procedures, in addition to local, State, and federal law. Additionally, collaborate with public health, law enforcement, fire service, and emergency management and other community partners as appropriate, when incorporating Section III items into your policy or procedures, and remove any items from checklists that are not applicable. This document often refers to notifying the Incident Commander. Note that this may be a principal or designee.

It is the responsibility of the district planning team, with assistance from community partners such as emergency management, local law enforcement, fire, and public health, to complete a threat/hazard analysis risk worksheet[[1]](#footnote-1) or a Calculated Priority Risk Index (CPRI)[[2]](#footnote-2) for the purpose of prioritizing threat/hazards for consideration of inclusion in your EOP. These documents can be found on the ADE Emergency Preparedness website. The planning team can then select those threats/hazards to include in their EOP that are most likely to occur based on their assessment. Or, they can identify threat/hazards that have a low probability of occurrence but catastrophic impact. It is a team decision as to what threat/hazards to include in the plan. It is recommended that the planning team also review their local county multi-jurisdictional Hazard Mitigation Plan which will identify potential hazards their community may face.

Threat/hazards most likely to influence our Arizona Schools/Districts have been identified in multiple topic areas, but it is important to clarify that schools/districts do not have to address all of the hazards noted in these materials, but rather should select only those hazards likely to occur effecting their system. The threat/hazard protocols included in the Section III template are intended as a sample annex or guide for planning teams and not intended to be used as written. Best practice is for the planning team to carefully “vet” any and all materials/templates and identified courses of action for appropriateness in collaboration with community partners.

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# ACTIVE SHOOTER

Many school districts want to include a threat/hazard annex for active shooter in their EOP. This is often desired even though the probability of such an event is minimal as the magnitude of such an event is catastrophic.

There are a number of different active shooter protocols provided by different government agencies and private vendors. It is recommended that those districts wanting to include an active shooter annex in their plan to collaborate with local and/or county law enforcement as well as fire department/district personnel to develop an active shooter annex. It is the collective talents of school district, law enforcement and fire personnel representatives who are best suited to develop an active shooter protocol for their district and schools.

# ANIMALS

The following steps may be used as necessary depending on the severity of the incident.

* Notify Incident Commander.
* Implement shelter-in-place procedures.
* Seal off area if animal(s) still present.
* Call 911 and/or animal control to report the situation and obtain assistance. *(Insert the actual sequence to dial 911 from your phone system)*
* Notify first aid certified persons in school building of medical emergencies.
* Activate the Communications Annex.
* Assess counseling needs of victim(s) or witness(s).
* Activate Recovery Annex.
* *Add specific school or district information.*

# ASSAULTS/FIGHTS

The following steps may be used as necessary depending on the severity of the incident.

* Control the altercation by:

1. Obtain additional help.
2. Use your presence and voice to alert of your presence.
3. Call out participants by name if possible.
4. Give immediate directions to the participants.
5. Separate combatants (if safe to do so) and disperse onlookers.

* Notify Incident Commander and police of location and number of students involved.
* Notify school nurse or CPR/first aid certified persons in school building of medical emergencies.
* Seal off the area for evidence.
* Follow mandatory reporting procedures.
* Document all activities. Ask victim(s)/witness(es) for their account of incident. Complete injury report with school nurse.
* Assess and address counseling needs of victim(s) or witness(es).
* Activate Communications Annex as called for by the incident.

# BOMB THREAT

The following steps may be used as necessary depending on the severity of the incident.

* Complete the bomb threat form.
* Notify Incident Commander and 911 immediately.
* If threat is written, avoid handling the message. If necessary to handle, protect the original message by placing it inside a plastic bag or envelope so fingerprints or other identifying marks are not destroyed. Turn over threat to law enforcement.
* The Incident Commander or designee will determine if the site should go into a modified lockdown or have building(s) evacuated. Refer to the classification of threat levels for assistance in this decision. If an evacuation is deemed necessary, the evacuation routes and outside assembly areas should be checked to ensure routes and final assembly areas are safe.
* If directed by Incident Commander, teachers and administrative personnel will give their immediate work areas a quick visual inspection. **Do not touch or move any item that looks suspicious.**
* If a suspicious item is found, the Incident Commander or designee in consultation with law enforcement will determine if the entire site should be evacuated or just the immediate area. If deemed appropriate for multi-building sites, sheltering may occur in some buildings while others are evacuated.
* When evacuating, consult U.S. Department of Homeland Security’s *Bomb Threat Stand-Off Chart* for determining safe distances. Avoid evacuating into parking lots when possible.
* Inclement weather may require alternate evacuation routes and/or assembly points.
* If site is evacuated, work in conjunction with law enforcement to check the building(s) and grounds. Consider activating Off-Site Evacuation Annex.
* Activate Communication Annex.

FBI Threat Risk Levels – Source: FBI and DHS Office for Bombing Prevention at OBP@dhs.gov

***Low Risk***

**Lacks Realism: A threat that poses a minimum risk to the victim and public safety. Probable motive is to cause disruption.**

\*Threat is vague and indirect

\*Information contained within the threat is inconsistent, implausible, or lacks detail

\*Caller is definitely known and has called numerous times

\*The threat was discovered instead of delivered (e.g., a threat written on a wall)

***Medium Risk***

**Increased Level of Realism: Threat that could be carried out, although it may not appear entirely realistic.**

\*Threat is direct and feasible

\*Wording in the threat suggests the perpetrator has given some thought on how the act will be carried out

May include indications of a possible place and time

\*No strong indication the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility

\*Indication the perpetrator has details regarding the availability of components needed to construct a bomb

\*Increased specifically to the threat, “e.g., “I’m serious!” or “I really mean this!”

***High Risk***

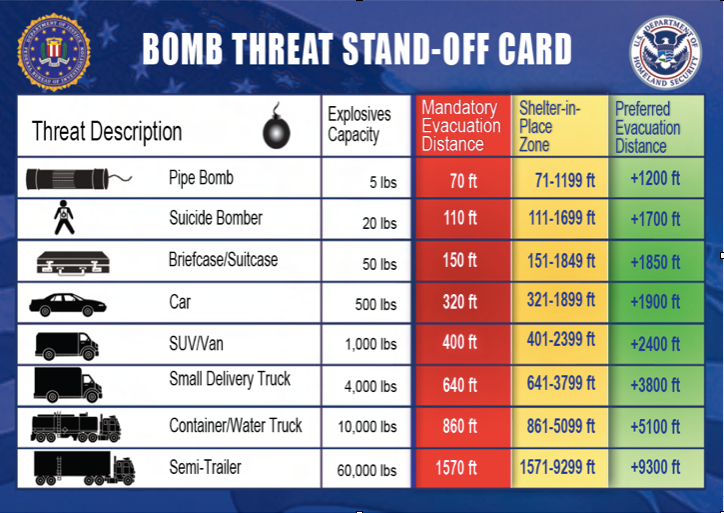
**Specific and Realistic. Threat appears to pose an immediate and serious danger to the safety of others.**

\*Threat is direct, specific and realistic. May include names of possible victims, specific time, and location of device

\*Perpetrator provides his or her identity

\*Threat suggests concrete steps have been taken toward carrying out the threat

\*Perpetrator indicates they have practiced with a weapon or have had the intended victim(s) under surveillance

**BOMB THREAT FORM**

DHS Bomb Threat Standoff Distances – Source: Department of Homeland Security, Office for Bombing Prevention, Arlington, Virginia, and the FBI Bomb Center Data, Quantico, VA.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Description Detail Report** | | | | | **Callers Voice - Circle as applicable:** |
| **Capture Caller ID:**  (enter your district’s process for recording and/or tracing calls) | | | | | Live person: yes no  Automated computer generated voice: yes no |
| **Questions to ask:** | | | | | • Calm • Nasal |
|  | | | | | • Angry • Stutter |
| 1) When is the bomb going to explode? | | | | | • Excited • Lisp |
|  | | | | | • Slow • Raspy |
| 2) Where is it right now? | | | | | • Rapid • Deep |
|  | | | | | • Soft • Ragged |
| 3) What does it look like? | | | | | • Loud • Clearing Throat |
|  | | | | | • Laughter • Deep Breathing |
| 4) What kind of bomb is it? | | | | | • Crying • Cracked Voice |
|  | | | | | • Normal • Disguised |
| 5) What will cause it to explode? | | | | | • Distinct • Accent |
|  | | | | | • Slurred • Familiar |
| 6) Did you place the bomb? | | | | |  |
|  | | | | | If voice is familiar, whom did it sound like? |
| 7) Why? | | | | |  |
|  | | | | |  |
| 8) What is your address? | | | | |  |
|  | | | | | **Background Sounds:** |
| 9) What is your name? | | | | |  |
|  | | | | | • Street Noises • Factory Machinery |
| Exact wording of the threat: | |  | | | • Animal Noises • Voices |
|  | | | | | • Clear • PA System |
|  | | | | | • Static • Local Call |
|  | | | | | • Music • Long Distance |
|  | | | | | • House Noises • Phone Booth |
|  | | | | |  |
| Length of call: |  | | Age: |  |  |
|  | | | |  | **Threat Language:** |
|  | | | |  |  |
| Date: | \_\_\_\_\_\_\_\_\_\_\_ | | Time: | \_\_\_\_\_\_\_\_\_\_\_\_\_ | * Well Spoken (educated) • Message Read * Incoherent • Irrational * Foul   Describe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| |  | | --- | | Was this call recorded? Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_ | | | | | | **Notes:** |

# CIVIL UNREST

The following steps may be used as necessary depending on the severity of the incident.

* Assess the situation, number of students, nature of disturbance, and assistance needed.
* Notify Incident Commander and 911. *(Insert the actual sequence to dial 911 from your phone system)*
* Contain unrest. Seal off area of disturbance.
* Warn staff. Implement Modified Lockdown Annex.
* Shut off bells.
* Move students involved in disturbance to an isolated area.
* If students attempt to march off campus, do not block exits. Consider staff safety.
* Keep uninvolved students calm and lock doors to separate from the disturbance. Make a list of students that are absent from the classroom.
* Activate Communications Annex.
* Meet with student representatives to address issues.
* Brief law enforcement on number involved, identifiable groups, location of groups, weapons involved, and outsiders involved.

Document all activities.

# CYBER SECURITY BREACH

Collaborate with members of your district’s/school’s Information Technology team in the development of your cyber security breach annex. It is also appropriate to consult with your district’s risk management/insurance liability carrier on this topic.

# EXTREME HEAT

The following steps may be used as necessary depending on the severity of the incident.

* *Add specific school or district information that may be obtained from the local public health department.*
* *Check the National Weather Service for daily extreme heat index and follow district heat policies.*
* Avoid excessive physical exertion.
* Remain in air-conditioned facilities.
* Regulate and monitor athletic training.
* Promote hydration.
* Monitor students and staff for heat-related illnesses.

# FIRE

The following steps may be used as necessary depending on the severity of the incident.

* Activate fire alarm.
* Notify Incident Commander and 911.
* Activate On-Site or Off-Site Evacuation Annex.
* No one may re-enter building(s) until entire building(s) is declared safe by fire or law enforcement personnel.
* Activate Communications Annex.

# FLOODING

The following steps may be used as necessary depending on the severity of the incident.

* Monitor National Weather Service.
* Determine need to activate either the Shelter-in-Place Annex or Off-Site Evacuation Annex. If conducting an off-site evacuation, move to high ground and avoid walking or driving through floodwaters.
* *Add specific school or district information.*

# GAS LEAK

The following steps may be used as necessary depending on the severity of the incident.

* If gas odor has been detected in the building, activate On-Site Evacuation Annex. Leave exterior doors open to allow gas to dissipate.
* If gas odor has been detected outside the building, activate Shelter-in-Place or On-Site Evacuation Annex. Fire personnel may assist with the decision.
* Notify Incident Commander and 911. *(Insert the actual sequence to dial 911 from your phone system)*
* Shut off gas meter valve if trained to do so.
* Avoid using the fire alarm, intercom, bell system, or any other electrically operated device which may cause a spark and ignite an explosion.
* If weather is inclement or building is damaged, activate Off-Site Evacuation Annex.
* No one may re-enter building(s) until fire or law enforcement personnel declare entire building(s) safe.
* Activate Communications Annex.

# HAZARDOUS MATERIAL INCIDENT

The following steps may be used as necessary depending on the severity of the incident.

**INCIDENT OCCURRED IN SCHOOL:**

* Notify Incident Commander and 911. *(Insert the actual sequence to dial 911 from your phone system)*
* Evacuate and seal off area of leak/spill.
* Activate On-Site Evacuation or Shelter-in-Place Annex. Fire personnel may assist with the decision.
* Activate Communications Annex.
* Resume normal operations after consulting with fire personnel.

**INCIDENT OCCURRED NEAR SCHOOL PROPERTY:**

* Fire or law enforcement may notify the school.
* Activate Off-Site Evacuation or Shelter-in-Place Annex. Fire personnel may assist with the decision.
* Activate Communications Annex.
* Resume normal operations after consulting with fire officials.

# HOSTAGE

The following steps may be used as necessary depending on the severity of the incident.

* If hostage taker is unaware of your presence, do not intervene.
* Notify Incident Commander and 911. *(Insert the actual sequence to dial 911 from your phone system)*
* Secure immediate area by moving students/staff away and denying access to the area.
* Activate Lockdown or On-Site Evacuation Annex. Law enforcement may assist with this decision.
* Attempt to obtain from witnesses:
  1. Number of hostage takers and hostages.
  2. Weapons.
  3. Any injuries.
  4. Possible identity.
* Activate Communication Annex. Consult with law enforcement on what details can be released.
* Document all activities.

# INTRUDER

The following steps may be used as necessary depending on the severity of the incident.

* Notify Incident Commander.
* Ask another staff person to accompany you before approaching guest/intruder.
* Politely greet guest/intruder and identify yourself, and ask guest/intruder the purpose of his/her visit.
* Inform guest/intruder that all visitors must register at the main office.
* If intruder’s purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.
* If intruder refuses to leave, warn intruder of consequences for staying on school property.
* Activate Lockdown Annex.
* Notify security or law enforcement and Incident Commander if intruder still refuses to leave. Give law enforcement full description of intruder. **(Keep intruder unaware of call for help if possible)**
* Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder’s actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.).
* Maintain visual contact with intruder from a safe distance.
* Activate Communications Annex.

# MISSING STUDENT

The following steps may be used as necessary depending on the severity of the incident.

* Broadcast an all-call announcement for the student.
* Speak to teachers to confirm attendance in class(es) to potentially identify the last time the student was seen.
* Begin gathering information on the child, such as description, class schedule, bus route or walking route, etc.
* Search entire campus and buildings to include athletic fields, restrooms, and before/after school programs for the missing student. The immediate area surrounding the school should also be searched.
* Verify that the student was not signed out early or went home sick.
* Attempt to contact the student’s parents/emergency contact.
* Notify Incident Commander and 911. *(Insert the actual sequence to dial 911 from your phone system)*
* Activate Communications Annex.

# PANDEMIC INFLUENZA

See sample pandemic influenza plan guidance included on ADE’s Emergency Preparedness website.

# POWER OUTAGE

The following steps may be used as necessary depending on the severity of the incident.

* Stop all activities.
* Incident Commander activates either the Evacuation or Shelter-in-Place Annex.
* Notify facilities department.
* Facilities department contacts utility company to determine the scope and area of the power outage.
* Turn off lights, electrical equipment and appliances to prevent damage when the power returns.
* Notify 911 if you know or suspect that someone is trapped in an elevator.
* For science laboratories, follow safety procedures and protocols.
* For prolonged outages, determine the need to provide water and snacks.

# RADIOLOGICAL/NUCLEAR POWER PLANT EVENT

**Schools within a 10-mile radius of the Palo Verde Nuclear Generating Station:**

**Listen for a 3 to 5-minute steady siren blast.** This signals public to tune their radios to an Emergency Alert Station (EAS). Schools will be notified if radiological release requires protective actions. Activate either your shelter-in-place or evacuation annexes. *Schools within a ten-mile radius of the Palo Verde Nuclear Generating Station should contact Maricopa County Emergency Management to develop a response plan: 602-273-1411.*

In reference to a radiological spill, reference the hazardous materials incident annex.

# SERIOUS INJURY/DEATH

The following steps may be used as necessary depending on the severity of the incident.

**If incident occurred in school:**

* Notify 911 and Incident Commander. *(Insert the actual sequence to dial 911 from your phone system)*
* Notify school nurse or CPR/first aid certified persons in school building of medical emergencies.
* Do not move the victim.
* Clear the area around the affected student/staff member.
* Activate Communication Annex.
* Activate school crisis plan. *(See sample crisis plan included on ADE’s website)*
* Designate staff person to accompany injured/ill person(s) to hospital.
* Separate witness(es) and notify parents.

**If incident occurred outside of school:**

* Activate school crisis plan. *(See sample crisis plan included on ADE’s website)*
* Activate Communication Annex.

# SEVERE WEATHER

Severe weather includes dust storms, winter storms, thunderstorms, and tornado/high winds.

The following steps may be used as necessary depending on the severity of the incident.

* Monitor Emergency Alert Stations or NOAA Weather Stations (National Weather Service, Weather Channel).
* Activate Reverse Evacuation Annex, followed by the Shelter-in-Place Annex.
* Close windows and blinds.
* Activate Communications Annex.
* Follow any updated instructions.

# SUICIDE

The following steps may be used as necessary depending on the severity of the incident.

**SUICIDE ATTEMPT IN SCHOOL:**

* Call 911 *(Insert the actual sequence to dial 911 from your phone system)*.
* Notify school nurse or CPR/first aid certified persons in school building of medical emergency.
* Calm suicidal person.
* Try to isolate suicidal person from other students.
* Stay with person until counselor/suicide intervention arrives. Do not leave suicidal person alone
* Notify Incident Commander and, if available, school psychologist/counselor/intervention specialist.
* Notify community mental health services *(add other suicide intervention service)***.**
* Activate Communication Annex.
* Activate school crisis plan to implement post-crisis intervention and determine level of intervention.

**SUICIDAL DEATH** **ON CAMPUS:**

* Notify 911 and Incident Commander. *(Insert the actual sequence to dial 911 from your phone system)*
* Do not move the victim.
* Clear the area around the affected student/staff member.
* Activate Communication Annex.
* Activate school crisis plan. *(See sample crisis plan included on ADE’s website)*
* Separate witness(es) and notify parents.

**SUICIDAL DEATH** **OFF CAMPUS:**

* *Activate school crisis plan. (See sample crisis plan included on ADE’s website)*
* Activate Communication Annex.

# SUSPICIOUS PERSONS

The following steps may be used as necessary depending on the severity of the incident.

* Report all suspicious behavior to Incident Commander, including in-person, written or electronic threats, even if the situation has been resolved.
* Verify incident and call 911. Follow the instructions provided by law enforcement.
* Make note of names, physical features (height, sex, clothing, special markings, etc.) and characteristics (accents, habits, etc.)
* When face-to-face with someone threatening, remain as calm as possible and do what you can to keep the offender calm.
* Never confront or further agitate a threatening or violent person.
* If the offender leaves, note in which direction.
* If it is possible and safe, stay at the scene until law enforcement advises you to leave.

# SUSPICIOUS PACKAGE/MAIL

The following steps may be used as necessary depending on the severity of the incident.

* Don’t touch or open suspicious-looking packages or envelopes.
* Examine the package for:
  + Misspelled words
  + Markings such as “private,” “confidential” or “to be opened only by…”
  + Incomplete address (a title rather than an individual’s name; a missing or an illegible return address)
  + Odors or wires, excessive wrapping, powdery finish or oil stains, excessive weight, foreign postmarks
* Notify Incident Commander and 911.
* If you’ve already opened or touched the package, stop moving it, step away from the package, and don’t touch any other items.
* If it is safe, stay in your immediate area until emergency responders arrive and provide direction.
* If anyone working in your immediate area may have come into contact with the package or envelope, ask the person to also stay in the area, if it’s safe to do so.
* Use caution to not spread potentially dangerous substances.
* Do not evacuate the building unless instructed by authorities to do so.
* Do not pull the fire alarm; doing so would cause an uncontrolled evacuation and could expose people to unnecessary danger.
* Do not allow others to enter the immediate area.
* Follow instructions from the Incident Commander or emergency responders.

# WEAPONS ON CAMPUS

The following steps may be used as necessary depending on the severity of the incident.

* Notify Incident Commander and 911, if a weapon is suspected to be in school. *(Insert the actual sequence to dial 911 from your phone system.)*
* If the identity of the suspect is unknown, provide a description of the suspect to all staff members and security personnel.
* Consider activating Lockdown Annex to avoid passing periods.
* Secure the suspect once identified.
* Keep suspect separated from personal belongings.
* If law enforcement is not immediately available, conduct search with another staff member.
* Notify parent(s) or guardian(s) if suspect is a student.

1. U.S. Department of Education, Office of Safe and Drug-Free Schools, A Guide to School Vulnerability Assessments: Key Principles for Safe Schools, Washington, D.C., 2008 [↑](#footnote-ref-1)
2. Calculated Priority Risk Index (CPRI), Arizona Department of Emergency Management (DEMA) [↑](#footnote-ref-2)