

Model Emergency Operations Procedure

# Tutorial & Template

Provided in collaboration by the:

*Tactical Training Academy*

*Master Instructor Cadre*



## Welcome to the EOP Safety Strategies Tutorial

You have a mission. Family members, team-mates, and clients depend on you. Yes, violent incidents are devastating individuals, organizations, and communities; but there are simple steps you and your team can take to evaluate and reduce risks, prevent attacks, mitigate damage, respond effectively, and recover from violent incidents.

You have a mission of service. Preparedness will help you survive and continue to meet needs in your family and community. Do not trust luck. Do not expect to make effective plans during a crisis. Prepare now!

This tutorial will guide your team through the step-by-step process of recognizing risk<sup>1</sup> and preparing for safety and success in a violent world. Emergency preparedness policy development and implementation is as easy as eating a chocolate elephant: cut into small bites and eat one at a time, with coffee.

The model for thinking and the recommended steps in this tutorial represent current recommended practices as of 2018, and are drawn from the Department of Homeland Security, FEMA<sup>2</sup>, law enforcement, educational institutions, and research by many government agencies, private organizations, and individuals in the Emergency Preparedness field.

Note that this document focuses specifically on the violent event. Doctrines have changed since the “Shelter in Place” and “Cordon Off” violence responses of the 1980s. Education and policy development must continue as patterns of violence morph and spread, and new technologies and training equip civilians and law enforcement to prevent and respond to violence. Proper planning today matters, and plans must be kept up-to-date: remember that your emergency procedure is, or at least should be, a living document.

This tutorial is designed to help you prevent and prepare to survive a violent event, but it can be scaled and applied laterally to prevent or respond effectively to other hazards you and your community might face like wildfire, tsunami, power outage, infectious disease outbreak, or whatever else your risk assessment identifies<sup>3</sup>. Prepare for the most likely and damaging hazards first, and plan for others as time permits.

Leadership must prioritize safety. Teamwork is an essential element of preparedness. Everyone must recognize and embrace their role and adhere to pre-planned policies if even the best of plans are to work.

The TTA wants you, your family, and your team to fulfill your mission of serving others safely, and without fear. Proper planning, scheduled training, and regular drills (when done correctly!) reduce anxiety, increase the likelihood of effective response, and empower individuals to live and work with confidence, increased safety, and enriched lives.<sup>4</sup> Use this document as a guide. As you need further assistance, reach out to our team at the TTA or your local emergency preparedness professionals.

Serving with you.

Steve Harris, Emergency Preparedness Instructor  
Tactical Training Academy  
[www.Training-Academy.org](http://www.Training-Academy.org)  
*Live Trained, Live True, Live Tactical.*

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<sup>1</sup> Risk Assessments must be professional, accurate, and acted on. Training is effective when it rehearsed and put into practice. Safety Strategies and Standard Operating Procedure (SOP) work only when they are adhered to.

<sup>2</sup> The Federal Emergency Management Agency (FEMA), has developed the “Emergency Operations Plan” (EOP) model to help regions, states, counties, municipalities, businesses, and other organizations survive and thrive in spite of crisis events. This tutorial is complimentary in design and can be tailored for your place of work.. An EOP template is located at the end of this tutorial. NOTE: implementation of these practices should accompany professional training and risk assessments. The EOP is never complete, it must be adapted to developing cultural and community trends, and legal and technological developments.

<sup>3</sup> A “Hazard Annex” is part of the EOP and prepares for a specific crisis.

<sup>4</sup> Securing funding for Risk Assessments, Technologies, and Training is beyond the scope of this tutorial.

## A Message from the Director of the Tactical Training Academy

By default, emergency preparedness –especially for events that could involve mass casualties- is the last thing people want to talk about. It's the last thing you want to be thinking about on your drive home. It's not really the topic you'd like to discuss over dinner. The reason is simple: Fear.

Emergency preparedness is typically broken down into two very broad categories: natural emergencies and man-made emergencies. Without any doubt, both are increasing. 2017 was the most disastrous year on record in the United States, both in the number of natural disasters and the cost, totaling more than 90 billion dollars more than any other prior year. We had more disastrous fires, storms, and flooding than any other time in recorded history.

2017 was also the worst year on record for aggravated assaults in the US since 2009. According to the FBI, violent crime (rape, murder, assault, etc.) in 2016 (which is the most current year we have data for) increased within cities by about 10%. Every region within the nation (NW, NE, SW, SE) experienced an average increase of about 5% regarding violent events.

Honestly, as disturbing as this is, it isn't surprising. Suicide rates are increasing. Murder rates are rising. Mass-casualty violent attacks are escalating. Victor Frankl, a survivor of 4 concentration camps during the world wars, shares with us an enlightening truth: *"When we are no longer able to change our situation, we are challenged to change ourselves."*

Imagine this: you are walking along a busy road. It's spring. The day is clear and bright, the air clean and fresh. Life is good and peaceful.

Vroom. Vroom.

Every few seconds, a car zips by at 50 miles an hour.

You've walked along a busy road before. You've probably even done so in a state of complete calm. And why shouldn't you be calm? It's just a road... right?

Every year, there are 30-40,000 pedestrians who are stuck by cars and killed within the United States. That's almost 100 people killed every day. Every time we walk along a roadway, enjoying life, there is the potential for injury and death. I know, it sounds like a terrible life-perspective... but it's true.

So, my question is this: why can we still enjoy life to such a high degree even in such a dangerous situation?

If we can find the answer to this question, perhaps we can apply the same principle to emergency preparedness, active killers, and violence... All of which are becoming more common in our western world.

Here it is. This is the key to Emergency Preparedness: a culture willing to invest in preparedness and that supports readiness is necessary for success. Almost all of us own a car or even multiple cars. All of us go through required training and testing on how to drive and maintain a license. All of us appreciate the dangers of cars; we take steps to enact laws to keep us safe, install seatbelts and lights, and teach our children about the involved risks... all while having those very same dangers (cars) sitting in our driveway.

We must treat emergency preparedness for both natural and manmade disasters the same way. We must be willing to recognize that large-scale and individual traumatic events are happening and could happen to us. But instead of being afraid of these things, we need to be ready. We need to educate our employees, our children and our friends about how to avoid these dangers, prevent them, and then act during them. We need to invest our time and resources preparing ourselves and our loved ones, through quality training, mental conditioning, and physical preparedness.

As we become ready for the unknown emergency, we'll discover something remarkable: we will find rest in the level of awareness & confidence we have developed. There is no doubt: this takes time and it takes investment. But quality emergency preparedness absolutely reduces fear and empowers us to act with confidence during emergency situations. Remember this goal as you walk through this tutorial and your next steps toward emergency preparedness.

Very Respectfully,



Greg Burns

Director, Emergency Preparedness & Training

[www.Training-Academy.org](http://www.Training-Academy.org)

*"Live Trained. Live True. Live Tactical"*



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## *Safety Strategies: Building the EOP*

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## Action Elements to be included within every Emergency Operation Plan:

How do I develop an actionable plan to empower my staff and prevent dangers from happening in my workplace? Five actionable elements make up the “Prevention to Recovery” cycle. Incorporating each element into your “safety strategy” creates a manageable, wholistic approach to emergency preparedness. In the following pages, this tutorial will discuss each in detail.

### 1. Risk Assessment and Reduction

A professional risk assessment includes policy and document reviews, interviews and questionnaires for staff and students/clients/residents, and a physical assessment of the facility. The findings are combined with information about local environmental, community, and industrial hazards to **identify risks** and develop and implement strategies to **reduce them**.

### 2. Prevention

Targeted violence is premeditated and prepared for; reactive violence is a spontaneous expression of aggression. **Prevention strategies** for both kinds of attacks include Staff Training, Crime Prevention Through Environmental Design (CPTED), Community Presence and Involvement, and Technology.

### 3. Mitigation

**Mitigation** strategies aim to limit the havoc caused by an act of violence. Mitigation is dependent on CPTED, staff training, and is strengthened by communication and regular drills. The vast majority of catastrophic potential events never occur, or fail to have their maximum negative impact because of effective risk reduction, prevention, and mitigation. (Consider a nuclear energy plant; radiation leaks are potentially catastrophic, and relatively rare due to prevention and mitigation strategies.)

### 4. Responding Effectively

Effective response strategies save lives! Ineffective response and panic often cost lives. Sometimes a violent event happens in spite of preventative measures. Objectively facing the risk of an attack prepares teams to develop and rehearse strategies for **response**. Regular training empowers effective response!

### 5. Recovery

“The grass comes up green.” Effective **recovery** strategies begin before a violent event takes place. Personal development cultivates resilience in your team members and contributes to the survival of your organization. It is essential to pre-plan strategies that correctly and productively influence public perception, and to prepare your team to resume operation as part of personal and community healing.



## Safety Strategies, Step 1:

# DEVELOP A LEADERSHIP TEAM

Those who draft your safety plan<sup>5</sup> should be good communicators familiar with every aspect of your place of employment and the work therein. Teams will vary in size. Here is the roster of an imaginary EOP Drafting and Development Team we will use as an example in this tutorial. We will call them the “Imaginary EOP Drafting Team”.

Imaginary EOP Drafting Team Member	Role in Workplace	Role on Imaginary EOP Drafting Team
Billie Johnson	Executive Director	Chair
Eva Turner	System Administrator	Interviews and Recording
Steve Harris, Tactical Training Academy	External Advisor	Facilitator
Al Alvarez, HARRP	External Advisor	Consultant

These same individuals may play a role within certain action elements of the EOP but should not be confused with the Incident Command System.<sup>6</sup> A professional EOP will often include formal terminology in its introduction, stating its compliance with NIMS<sup>7</sup>, ICS, and other liability reducing practices. As our tutorial is primarily concerned with actionability, we have eliminated this formality.

## Safety Strategies, Step 2:

# CONDUCT A RISK ASSESSMENT

*You might use an easel and several large pads of paper. The information you gather during this stage will be referenced continually. The people you are protecting can help; your team will organize and implement many ideas they share. Expect to receive good insight from your staff and community!<sup>8</sup>*

*Your EOP Development Team should listen carefully at the information gathering stage; do not worry if the lists of risks are long; many strategies you develop to counter one risk will protect your team from other risks as well<sup>9</sup>.*

## Risk Assessment

Risk assessment identifies potential threats, the likelihood of those threats, and potential victims. The EOP promotes peace and health in our community by implementing protection for all elements of your oversight: staff, residents, students, and visitors. Consider vulnerable groups like children, the elderly, disabled people, and those who cannot easily communicate in English.

<sup>5</sup> A safety plan is professionally referred to as an “EOP”, Emergency Operation Plan

<sup>6</sup> ICS: In short, a clear response structure should be outlined within a chain of command system, with pre-determined roles during a critical emergency. Who talks to the media? Who assumes command? Who assumes command if your CEO is gone? Due to the nature of this tutorial, detailed information on the Incident Command system is minimal. Consult the Tactical Training Academy for more details, along with the incident command information located in Appendix 4 of this tutorial.

<sup>7</sup> National Incident Management System

<sup>8</sup> The examples in this tutorial were largely contributed by clients interviewed by the TTA. We thank the many experienced people who contributed to our research, some through tears. Your team might not face all these hazards and will likely face unique threats not mentioned here.

<sup>9</sup> Cyber-security is not the focus of this tutorial, but it must be taken into consideration. Your information must be protected yet be accessible in case your primary offices are destroyed or rendered unavailable.



*Our Imaginary EOP Drafting Team determined that the following groups in their workplace are at risk.*

### Sample At-Risk Groups

Member Staff	Stakeholders	Visitors
Office Staff	Employees	USPS, UPS, FedEx
Maintenance Crews	Residents	Delivery Personal
Inspectors	Children	Guests of residents
Outreach Staff	Elderly and disabled	Utility Staff
Collaborating Agencies' staff (ie: Human Services, Law Enforcement...)	Non-English-speaking	

Risk assessment begins with “in-house” interviews and an evaluation of current policies, procedures, and practices. Experienced staff can compile a list of risks and prioritize them. Interviews also invest your whole staff in the Safety Strategies EOP process; this builds morale and makes plan implementation and drills more effective. If some of the input you receive sounds expensive, write it down in your notes anyway: “better mousetraps” are made all the time, and the cost for technologies often goes down.

*Our Imaginary EOP Drafting Team identified these sample risks through interviews and brainstorming.*

### Sample Risks Identified from In-House Interviews

Staff Interviewed	Risks Identified	Ideas and Input
Front Desk Staff	Enraged Parents/visitors/tenants, Frustrated Parents/visitors/tenants, Misunderstandings with Parents/visitors/tenants, Individuals under a restraining order, violent intruder, intoxicated/mentally ill intruder, active killer attack, civil disturbance (riots), street violence, personal job loss, gang activity...	View of the parking lot and approach to the front door, De-escalation training, Remote locking front door, Window laminate (to prevent breaking the window beside the front door), Cut a hole in the back of the office and install another door...
Maintenance Crews	Fearful or hostile parents/visitors/tenants, crime-in-progress (ie: domestic violence/child abuse) drug or human trafficking in progress, rotting rats, dried out cats, needles, dangerous non-residents present in the unit, Nasty dogs...	Work uniforms clearly identifying ‘maintenance’, Teams of two, de-escalation / awareness / defensive tactics training, “Maintenance in Progress” door tags, HAZMAT/BIO-Hazard training...
Outreach Teams	The Mentally Ill, the Intoxicated, Street Crime and Gang Activity, Targeted Crime (robbery, kidnapping, rape, etc), Staff stress and fatigue	Teamwork/Collaboration, Training, Mentoring, Communication Systems, Self-defense Tools, Body Armor, Body Alarms





The second step of risk assessment is interviewing other “Stakeholders” and looking at the totality of community factors. These include first responders, law enforcement, tribal health authorities, and other collaborating agencies (like the Department of Health and Human Services or its equivalent.) These interviews provide insight into the resources available to help in crisis, as well as the needs of vulnerable segments of your population.

*Our Imaginary EOP Drafting Team identified these risks by interviewing stakeholders.*

### Sample Risks Identified by Stakeholders

Stakeholder	Risk Identified	Ideas and Input
SRO Area Sergeant	High drug usage	Investigate detection technologies; Security or SRO presence on campus; clearly identify rules and enforce them; Training staff on recognition search/seizure practices
Public Housing Tenant	Neighbors fighting	Please move my babies & me to a safer place
Public Housing Tenant	That guy you kicked out is back	Management should be more firm around here
Fire Department	Your workplace is hard to get an engine into.	Establish a knock box and first responder access
Health and Human Services	Building numbers are confusing	Can we get a unit-map of your area?
St. Francis Soup Kitchen	We think some children in our community are hungry	Can you help us raise awareness of our services? Do any of your staff want to volunteer?
Tribal Health Authority	Tribe members and children living off-res in public housing	Please remember to involve our mental/behavior health staff when conducting discipline for a Tribe Member. Involve us early in the process, Thank you

A Risk Assessment has a formal aspect which is beyond the scope of this tutorial. You should hire or secure an outside agency to perform a formal Risk Assessment. You might engage them to conduct your staff interviews also. The Risk Assessment Specialist should also conduct a walk-through and visit your workplace. Their findings, along with their interviews of Law Enforcement and reviews of crime patterns in your community, will result in a list of recognized vulnerabilities, many ideas on how to reduce risk, and strategies to prevent or mitigate attacks and hazards.

Sometimes a professional risk assessment is not in the budget. Do not stall waiting for funding! Do your own risk assessment so you can begin the EOP process!<sup>10</sup> You should continually update and improve your EOP.

*Our Imaginary EOP Drafting Team had one professional risk assessments by a contracted agency and a walkthrough conducted by a local police officer.*

### Sample Results from a Professional Risk Assessment

Site: <b>Your Workplace</b>	Date: <b>01/01/2018</b>	Performed by: <b>Steve Harris, TTA</b>
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<sup>10</sup> Engage Law Enforcement in your research. LE knows your community and is committed to its health. LE is eager to help with preemptive measures. Sometimes they can provide input regarding risk assessments. Usually they will agree to a walk-through of your facility. Take notes! Resist caricatures. Schedule ahead of time.



Vulnerabilities/Hazards	Risk Reduction ideas	Mitigation Ideas
No EOP on file	You are beginning it, good job	Finish, distribute, train.
Floorplan not on file w/PD or FD	Print & hand-deliver in a labeled file; Acquire a Rapid Responder Technology	Assign the task. Also invite the police to a walk-through
Front desk has no clear line of sight	You should see a threat before it reaches the door	Prune or remove flowering bushes. Remove posters from the windows, make it policy to never block the view
Front desk staff must leave cover/concealment to lock the door	Remote locking door. (This can be inexpensive)	Consider interior and exterior building design
L.E. informs me that drive-by shootings happen in this area	Bullet-proof windows (when budget permits)	Reinforce front desk with bullet-resistant material to provide cover for staff (This can be cheap)
A front-door attacker has access to all offices and rooms	Isolate the reception area with vestibule or card-lock doors	temporarily provide each door with a rubber doorstop
Employees report long-term resentments in the office	Offer lateral reassignments to different buildings/departments	Train managers in conflict resolution? Hire a leadership coach?
Employee fears another employee	Articulate and enforce employee interaction guidelines. Re-evaluate hiring guidelines?	Develop a Threat Assessment Team to identify and quantify threats and create safety plans.
Fenced back lot inhibits evacuation	Install locking pedestrian-gates with panic bars	Evaluate evacuation plans
Site: <b>WORKPLACE Office</b>	Date: <b>2/01/2018</b>	Performed by: <b>Officer Sophia Sharpe, YTPD</b>
Proliferation of mobile meth labs on 1 <sup>st</sup> thru 18 <sup>th</sup> St.	Install a visible surveillance camera to view the parking lot	Staff should avoid approaching an unknown vehicle in the parking lot if they cannot easily see through the windows.
A series of evening car-jackings in parking lots downtown	Have your employees park in the fenced back lot	Have your people look out the back window for a moment before they exit and walk to their car.

### Other Hazards<sup>11</sup>

*Our Imaginary EOP Drafting Team identified two other primary hazards which need addressed.*

Other Hazard	At-Risk Population	Risk Reduction, Prevention, Mitigation Ideas
Anhydrous Ammonia leak at "the Plant" <i>(an example)</i>	Public housing units in the potential plume drift	"Shelter-in-Place" training for residents, prepared statement to release through emergency alert system and social media, for each unit include emergency window and door sealing kits including door/window sealing

<sup>11</sup> As this tutorial is primarily concerned with violence, we will not here detail other hazards which might pose a significant risk to your resident population and staff. Remember, those sections require a prominent place in your EOP. For example, a loss of power during wintertime can be devastating to elderly populations and the disabled. Floods are often catastrophic to transient populations, and to communities of migrant workers. Consider all aspects of your community. Address the most likely and damaging hazards first.



		plastic and tape. Simple am/fm battery or crank radios to use in case of emergency.
Tsunami Risk	Ten Section 8 units	Evacuation training, communication system

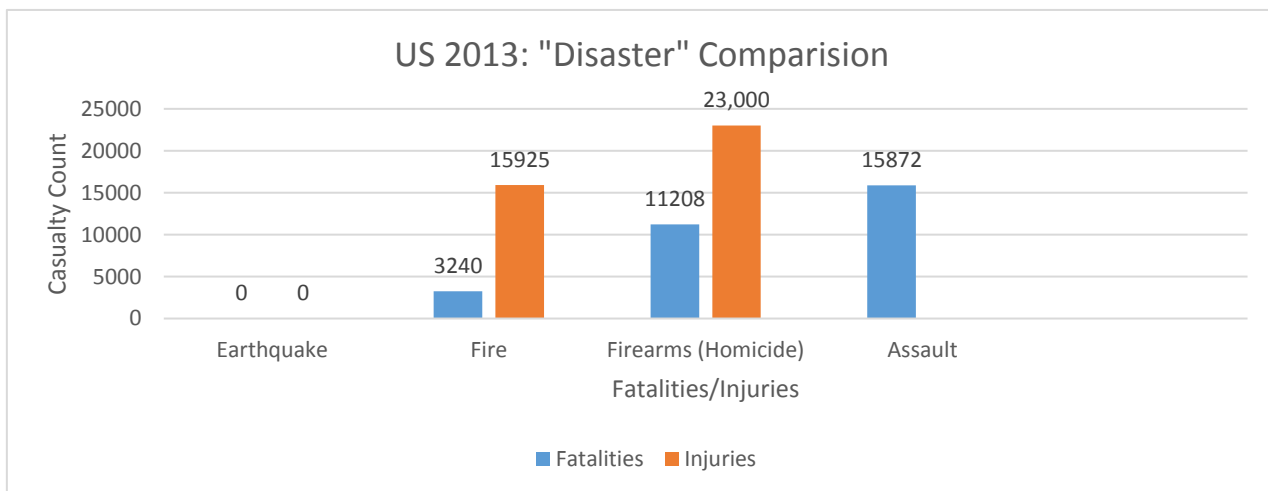
You should record the results of your Risk Assessment and interviews on large sheets of paper, or some other medium which is durable, readable, and easy to edit. List all your vulnerable groups. List the hazards and star the major ones which are the most likely and cause the most damage. List the applicable reduction, prevention, and mitigation ideas you received.<sup>12</sup>

### Safety Strategies, Step 3:

## ARTICULATE HAZARDS

Now that you have information and a frame of reference, your team will determine which hazards to address first. You will respond to each major hazard by creating a specific "Hazard Annex" which goes in your EOP.

Ask yourself: with limited resources and funding, which hazards are the most likely? Which ones will cause the most damage? The below chart outlines 2013 data regarding just a few common hazards. Are you preparing for the right ones?<sup>13</sup>



Your staff, your residents, and your community will all benefit as you develop and implement effective plans.

**Limiting the scope of each hazard annex in this EOP to just five things** enables you to create a flexible, effective, actionable plan. For each hazard you address remember:

1. Risk Reduction
2. Prevention

<sup>12</sup> Professional Risk Assessments will outline risks, hazards, and solutions in a compact analysis summary document, taking into consideration specialty intruder assessments, crime mapping data, and other environmental factors not listed here.

<sup>13</sup> Note that "Assault" category injuries would not fit on this chart, at 1.4 million.



3. Mitigation
4. Response
5. Recovery

Our Imaginary EOP Drafting Team determined, based on risk assessment, that their greatest threat was an attack on their workplace front office. We will look at the facts they considered and plans they adopted to create an **“Active Shooter/Active Killer Hazard Annex”** for the Front Office.<sup>14</sup>

To help get started on this annex, our imaginary EOP Drafting Team asked, “What are we are trying to prevent?”

The FBI and DHS define Active Shooter as: “An individual actively engaged in killing or attempting to kill people in a confined and populated area.” But the Risk Assessment revealed that this was too narrow a definition for the threat. With many factors in mind<sup>15</sup>, the Imaginary EOP Drafting Team chose to abbreviate Active Shooter/Active Killer to “A.S.” and use this definition:

**Active Shooter/Active Killer: “Individual(s) targeting and actively engaged in killing or attempting to kill people.”** TTA 2018

The Imaginary EOP drafting team also wrote a goal to help them keep oriented as they moved into creating a hazard annex for this risk:

*“Our Active Shooter/Active Killer Hazard Annex increases the safety of Stakeholders at our front office.”*

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<sup>14</sup> At the end of this tutorial in Appendix 1 is a pre-filled EOP Violent Intruder Hazard Annex for you to copy, modify and fill out with your own EOP Drafting Team for each of your offices, teams, and outreaches. (You can imagine how the safety concerns of an Outreach Team for Homeless Veterans or an Intervention Team for Teens differs from those of office staff, and will require a different/modified Hazard Annex in the EOP)

<sup>15</sup> A survey of active killer attacks reveals the use of vehicles, bludgeons, knives, plywood “shields”, environmental weapons (like an I.V. stand and an ink pen), broken glass, explosives, construction tools, and other non-firearms are used in a lethal manner. Also, a violent incident with less than four deaths/injuries, gang involvement, domestic violence, or drug use is not always considered an “Active Shooter” event. We have concluded these are still catastrophic to the individuals and communities involved.



## *Building a Hazard Annex*

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## Addressing the Annex, Element 1:

## Risk Reduction

*Solving the escalating problems of your parents/visitors/tenants and staff is beyond the scope of any tutorial! Just remember: "winning" in a violent event is summarized through prevention. Safe communities matter, and your mission can help peoples' lives!*

How can we reduce the risk of an A.S. attack being launched against our community and staff? Considerations for Annex, Element 1:

- I. Institutionally understanding the escalation of violence enables workplaces to systematically implement de-escalation and protection strategies.<sup>16</sup>
  - People who feel powerless sometimes become desperate.<sup>17</sup>
    - Disciplinary procedures might present options rather than endings and represent consequences rather than punishment.
      - Consider how policies look to the people to whom they are applied.
        - Avoid cultivating desperation.
        - Consider restructuring policies.
    - Cultivate a relationship with community intervention resources so you can refer troubled people.
    - Implement policies of cooperation with groups and movements who build the community and reinforce violence inhibitors.
  - Institutionally communicate and cooperate with Law Enforcement.
- II. Individually understand the escalation of violence and personally implement de-escalation strategies.
  - Staff who can recognize the Anxiety Stage of Non-Verbal Aggression and the Testing Stage of Verbal Aggression can usually employ practiced de-escalation strategies and reduce the likelihood of an attack.
    - Train the office staff.
      - Research and schedule trainings.
  - Sometimes the escalation of an aggressive incident can be slowed long enough to bring in outside resources like mental health professionals, Law Enforcement, Tribal Elders, or on-site security personal.
    - Again, staff training and networking with community resources are essential.
    - Institute Safety Planning for at-risk individuals instead of "trigger" actions (terminations, evictions, etc.)<sup>18</sup>
- III. Cultivate positive relationships in the community. Be available.
  - People demonstrate pre-attack indicators which are usually recognized by those near to them. It is important that your community believes you will listen if they warn you.
  - Cultivate a "We" culture rather than "Us vs Them".
    - Brainstorm with staff. Make plans, assign roles, schedule implementation and review.
- IV. Take great care in the hiring process. Many problems were once paid employees, so do your research and selection carefully.
- V. Cultivate personal development in the staff.
  - Mission-driven and team-based.

<sup>16</sup> Consider training on De-escalation and Threat Assessment Teams (See Appendix 2 for a brief overview).

<sup>17</sup> Cultivating family and community health strengthens humans' natural "Violence Inhibitors" and greatly reduces individuals' capacity for violence. Many forces in the community strengthen inhibitors: individuals, families, churches, teams, tribal leaders, and civic groups are just a few. Corrosive trends which break down inhibitors also exist: family breakdown, drug use, domestic violence, gang activity, violence conditioning, the systematic devaluation of human life, and isolation are all growing problems.

<sup>18</sup> Consider training on De-escalation and Threat Assessment Teams.



- Research and implement effective, humble leadership models and accountability.

VI. Evaluate vulnerabilities and reduce them.

- A.S. usually look for a “soft target” with a large number of vulnerable people. Usually the attack is rehearsed. The attacker often is familiar with the intended victims, and usually chooses a target with a high shock-value. However, if a potential target is perceived as being “hard”, an attack is less likely. Here are ways to make your site “hard”.
  - Attentive, trained staff
  - Controlled Entry
  - Visible Surveillance Systems
  - Security personal/police presence
  - Communication

*The Risk Reduction element of our imaginary EOP Drafting Team’s A.S. Hazard Annex looks like this:*

### Risk Reduction

Action	Acting WORKPLACE Staff	Directing WORKPLACE Staff	Date Completed
Bi-annual staff trainings in situational awareness and de-escalation	Everyone	Executive Director	01/01/18, 06/01/18
Regular staff training in public relations, personal boundaries, and Workplace policies	Everyone	Executive Director	TBD
CPTED upgrades: Prune front bushes, remote front door lock, laminate on front door window and side windows, emergency exit door installed at the end of the south hall, pedestrian exit gates put in the back fence.	Maintenance	Building Admin.	TBD
Review and update hiring policies	Human Resources		
Recognize and act on pre-attack indicators	Everyone		
Continue to cultivate a positive, options-based relationship with all parents/visitors/tenants while maintaining clear healthy boundaries	Everyone		
Post on inside cork-board and outside notice board. Remove flyers and posters from front windows every day	Front Desk		



## Addressing the Annex, Element 2:

## Prevention

How can we prevent an A.S. attack being launched against our Workplace staff?

- I. If an attack is imminent, contact Law Enforcement and implement your Move, Evade, Defend training! (More on this in “Response” and in Appendix 3)
- II. Activate your **Threat Assessment Team**<sup>19</sup>. When the Workplace receives a credible threat of targeted violence we will activate a Threat Assessment Team (T.A.T.) to evaluate the threat and recommend a response. The Threat Assessment Team is a powerful tool which, with practice, can be facilitated in-house (which speeds up the process and saves money). It is extremely difficult to prevent an attack in a public or densely populated area. **The Threat Assessment Team might be our most powerful tool for recognizing an attack before it is ready to be launched and for preventing it!**
  - Launching a Threat Assessment Team requires training.
  - COMMUNICATION IS ESSENTIAL FOR SAFETY AND CORDIANTED ACTION!
- III. Respond proactively to threats
  - Utilize Community Resources
    - Mental health
    - Churches
    - Tribal Networks
    - Counseling, Family, and Addiction Services
    - Law Enforcement.

*The Prevention element of our team’s EOP A.S. Hazard Annex looks like this:*

### Prevention

Action	Acting Workplace Staff	Directing Workplace Staff
If an attack seems imminent, implement M.E.D	Everyone	
If an attack seems imminent, contact Law Enforcement	Everyone	
WORKPLACE Staff should immediately report threats of violence to Human Resources (or whoever evaluates threats and activates the Threat Assessment Team (T.A.T))	Everyone	Executive Director /Human Resources
If the threat could be credible, activate the T.A.T.	Ex.D/H.R.	
T.A.T. evaluates the threat, <b>if violence is imminent</b> , take necessary steps for immediate safety and contact L.E.	T.A.T.	Ex.D/HR or 2 <sup>nd</sup> in command.
T.A.T. <b>if violence is potential, but not imminent</b> , take necessary steps for safety such as “Safety Plans”, “Security Plans”, contacting L.E., and detailing someone to research the threat further and report to the T.A.T.	T.A.T	Ex.D/HR or 2 <sup>nd</sup> in command.
If violence is potential, but not imminent, T.A.T. or staff might develop a safety plan, bring in community resources such as counseling, mental health, etc to intervene with the threatening individual.	T.A.T WORKPLACE Staff	Ex.D/HR or 2 <sup>nd</sup> in command.
IF A GROUP SUCH AS ORGANIZED CRIME OR GANG(S) HAVE MADE A TARGETED THREAT, CONTACT L.E. IMMEDIATELY.	T.A.T.	Ex.D/HR or 2 <sup>nd</sup> in command.

<sup>19</sup> See Appendix 2 of this tutorial





## Addressing the Annex, Element 3:

## Mitigation

How can we mitigate an A.S. attack against our Workplace staff and lessen the damage?

- I. Crime Prevention Through Environmental Design (CPTED) is crucial.
  - Visible approach to entry doors.
  - Barriers to deny or impede access to intended victims like:
    - Remote locking entry doors
    - Shatter-proof laminate on doors and adjacent windows.
      - Train staff and fire department which windows will break for escape, and which will not. Laminate on every window can create a horrible trap!
    - Locked or locking internal doors
  - Safe, easy evacuation of the whole building
    - Exits should be clearly marked,
    - Post evacuation routes
    - Each area of the building should have two evacuation routes.
      - Chances are good you already have maintenance crews who have the tools and skills to install doors which improve evacuation routes.
  
- II. Training is essential to damage mitigation. Trained staff can accurately identify and respond to a developing crisis
  - Staff should be trained to recognize the escalation of aggression and pre-attack indicators, and empowered to act on the training.
    - Slowing the escalation of aggression gives other staff time to evacuate, gain reactionary gap, or barricade.
  - Evacuation should be rehearsed
  
- III. Early detection and communication are vital; the sooner an attack is recognized, the sooner strategies to mitigate it can be activated
  - Visible approaches to unlocked doors.
  - Surveillance systems of parking lots and garages
  - Intercoms and alarms can alert the rest of the office of an attack, and also contact Law Enforcement \*RAVE911 Alert Systems<sup>20</sup>
  - Weapons detection technology like metal, object, or explosive detectors
  
- IV. Policies
  - Restricted entry
  - Identification systems like name tags
  - Escort policies
  - “No bag, No bomb” rules about satchel, bags, and suspicious clothing or accoutrements.
  
- V. Establish an Incident Command system for critical events (See example ICS Chart in an APPENDIX 4)
  - Know who is in charge, who is the back-up, and necessary roles that need to be filled quickly

<sup>20</sup> This tutorial is not designed as an introduction to technology systems. They exist and should be used!



- Know who has keys, passwords, and can access critical infrastructure data (Rapid Responder Incident Command System is a recommended technology tool to assist with this process)

VI. Reunification, and accounting-for roll call

- Decide on a virtual or geographic reunification site.
  - Check in via phone, text, social media, email, or in person so each person is accounted for
    - Inform staff ahead of time about roll call policy
    - Record the presence of any guest, visitors, or parents/visitors/tenants who were present before or during the attack

*The Mitigation element of our imaginary EOP Drafting Team's A.S. Hazard Annex looks like this.*

### Mitigation

Action	Acting WORKPLACE Staff	Directing WORKPLACE Staff
Bi-annual staff trainings in Move/Evade/Defend, awareness, & de-escalation	Everyone	Executive Director
Multi-year drills and exercises	Everyone plus Outside Agencies	Executive Director
Schedule and review CPTED upgrades	Building Admin.	Executive Director
Submit a plan of the EOP to local L.E. and review your plans with them.	Ex.D	
If anyone recognizes an attack <b>TAKE ACTION!</b>	Everyone	
If anyone recognizes an attack COMMUNICATE	Everyone	
If the attacker is outside, DENY ENTRY	Everyone	
If the attacker is inside, EVACUATE as a first response	Everyone	
If the attacker's location is unknown, EVADE/BARRICADE	Everyone	
When the event is resolved, contact your pre-assigned team to update your status & location	Everyone	Ex.D / H.R.
When the event is resolved, record the presence of any other guests, visitors, parents/visitors/tenants or others present before or during the attack	Everyone	Ex.D / H.R.



## Addressing the Annex, Element 4:

## Response

How should we respond to an A.S. attack against our Workplace staff?

*"[The FBI's 2013 study demonstrates the need] ...for civilians to be engaged in discussions and training on decisions they would have to make in an active shooter situation."* Special Agent Katherine Schweit, FBI Active Shooter Initiative

1. Prioritize planning and training.
  - Bad news: In a crisis people typically lose 60% function in their peripheral nervous system. Unless you have training, during a crisis you:
    - Panic, and panic literally is contagious
    - Cannot plan
    - Cannot hold a key to lock or unlock doors
    - Cannot unlatch a window
    - Experience mental dysfunction
    - Cannot load a gun
    - Cannot dial 911
  - More bad news:
    - Hiding under desks does not save lives
    - Waiting does not save lives
    - Compliance with the attacker does not save lives
    - Most A.S. violent events are over before the police can arrive. Many attacks are over before 911 is called. On average in the US, 65% of the time law enforcement response to an aggravated assault is between ten and sixty minutes.
  - GOOD NEWS
    - Pre-planned response strategies save lives!
    - Training/conditioning in Move/Evade/Defend is effective in saving lives!
      - Trained responses are not dependent on the peripheral nervous system
        - You can do the right thing without figuring out what it is
        - You can do the right thing when physically or mentally hindered
      - Trained responses can replace a person's need to think!
      - Trained responses reduce panic
      - Trained responses reduce lingering after-event trauma
      - Trained responses empower potential victims to resolve violent incidents
      - Stress inoculation reduces the potential for panic and increases p.n.s. function
      - Training and preparedness reduce daily anxiety in children and adults
      - One person responding correctly can help others respond correctly
        - Panicking people often obey a trained leader
    - Training is available
    - Training can be a great personal and team-building exercise
    - Training reduces stress and increases performance in multiple areas.
    - Training empowers people (when done correctly)
2. Training and conditioning
  - Sharing facts, watching videos, and having discussions are useful, but will not prepare you and your staff to survive in a crisis



- Interactive, scenario-based training and simulators have proven to be successful for conditioning people to respond correctly during high-stress incidents.
- Stress Inoculation Training is a cognitive-behavioral approach providing people with added psychological resilience against the effects of stress through a program of managed successful exposure to stressful situations.
- Interactive scenarios provide valuable training, stress inoculation, personal empowerment, team building, policy testing opportunities, and many other benefits.

### ***Watching online videos is not adequate training for an Active Shooter/Active Killer event!***

*Schools and many businesses have developed multiple, overlapping layers of fire protection and damage mitigation. Consequently, there have been few fire-related deaths or injuries at America's schools in the past 60 years! We hope the spread of Move/Evade/Defend and prevention-to-recovery strategies have an equally positive impact in the next 50 years*

#### 3. **Move/Evade/Defend:** Your most effective response in an A.S. crisis:

- **Move** is more than just running.
  - Recognize and communicate the attack
  - Move swiftly away from the primary threat (the attacker)
  - Recognize escape routes, cover, and concealment
    - Avoid dead-ends, elevators, any place you might be cornered
    - Recognize improvised escape routes like windows, vents, and ceiling tiles
  - Utilize cover and concealment
    - Cover will stop a bullet, concealment blocks the attacker's view.
    - You might run or crawl, move directly or tangentially away from the threat. Evaluate the threat and move accordingly
  - Take others with you if they will come. If they will not, keep moving
  - Keep moving until you are in a safe place, then call 911
    - Give dispatch the location of the attack, the number of attackers, the number of potential victims, and the type of weapons, armor, or bombs involved
- **Evade** is more than hiding, it involves denying entry to an attacker, deceiving an attacker, or distancing victims from an attacker. Evasion is dynamic! It considers a developing situation! Stay prepared to transition into moving or defending!

*In a hospital, kindergarten, or daycare setting, moving might not be an option!*

*If a threat is known to be present, but its location is unknown, evasion is your best option.*

- Evade by effectively barricading
  - Lock doors
  - Securely block non-locking doors
  - Turn off lights
  - Move away from doors and windows
  - Silence phones
  - Keep silent and out of view until police arrive. The police identify themselves. You will see labels on police body armor; They usually wear visible badges, they might put a business card under the door so you know it is really them.



- Do not obey a command from an unrecognized source
- Do not obey simply because you are called by name. Wait for a known source!
- Prepare to transition by Moving
  - If you recognize that moving is safer than evading
  - If the police or a known, trusted source command you to move
- Prepare to transition by defending
  - If the attacker wields a knife or bludgeon, you might effectively evade with obstacles like counters, tables, chairs, or other environmental resources/weapons

*Remember: While Evading, be prepared to Move or Defend as the situation develops.*

- **Defend** yourself and others!
  - You have a right to live!
  - You have an obligation to survive!
  - Surviving enables you to protect others!
  - Surviving is statistically possible!
    - Twenty-one of 160 A.S. attacks studied by the FBI were resolved by unarmed civilians. Others were resolved by armed and trained civilians. You are not a victim!
  - Commit to your attack!
  - Utilize environmental weapons
    - Tools
    - Furniture
    - Sports equipment
    - Any object you can wield to maximize force
  - Utilize teamwork
  - Neutralize a lethal attacker using any level of reasonable and necessary force
  - Move out of the area if possible
  - Identify the attacker to the police

*Remember, you did not seek this interaction. The attacker's choices brought about this consequence.*

4. When the police arrive to an A.S. site:
  - Do not approach or touch the police
    - Responding officers will have weapons and be expecting to use them to save your life
    - Responding officers may not provide first aid or evacuate casualties until the attacker is neutralized.
    - The police may be wearing armor and helmets, or utilizing shields, or breaching equipment.
      - They may look scary, but they are there to rescue you.
  - Obey commands to move, wait, lie down, or stand.
  - Go where they send you
    - The police may be aware of secondary threats and are in contact with other first responders.
    - You can best help by complying
  - Answer questions calmly
  - Wait at the staging area you are sent to until you are released by L.E. This is essential to knowing who is safe, and to determining what happened.



- Make an accounting of who is present at the reunification site.
  - Contact Human Resources, the Executive Director, and other staff via phone, email, or social media and let them know your status. This is a roll call and must be formalized.
  - Record the presence of visitors, guests, parents/visitors/tenants, or others who were present before or during the attack.

*The Response element of our imaginary EOP Drafting Team's A.S. Hazard Annex looks like this.*

### Response

Action	Acting WORKPLACE Staff	Directing WORKPLACE Staff
Recognize an attack and take appropriate action!	Everyone	
If the attacker is outside, DENY ENTRY (LOCKOUT)	Everyone	
<b>Move!</b> If the attacker is inside, EVACUATE	Everyone	
<b>Evade!</b> If the attacker's location is unknown, EVADE/BARRICADE	Everyone	
<b>Defend!</b> You can fight, win, and survive!	Everyone	
Evacuate to the reunification site	Everyone	
Do not approach or touch Law Enforcement	Everyone	
Obey L.E. commands and directions	Everyone	
Contact 911 if there is any question 911 has yet to be notified. Also contact Human Resources, the Executive Director, and other staff via phone, email, or social media and let them know your status (Roll Call)	Everyone	Ex.D, H.R. or 2 <sup>nd</sup> in command



## Addressing the Annex, Element 5:

## Recovery

How should we recover from an A.S. attack against our office?

What happened? Who was impacted? What needs do they have? What resources do we have to meet those needs, and what resources do we need to procure?

These are real questions. Answering and responding correctly can be the difference between an institutional breakdown, or a recovery and continuity of services. It can be the difference between a painful memory, and a long-term personal breakdown.

Recovery is so important and can be so complex that it is typically written into its own section within the EOP, not inserted into each individual annex. This section can then be applied to multiple hazards, specifically any hazard that causes severe injury or a fatality. It is important for your HA to have a team detailed to put into practice steps toward recovery. This is true if the event is a single reactive assault on one maintenance worker, or a catastrophic targeted attack against an office of unarmed staff members.

Recovery requires **assessment** (both before and after an event) and **implementation** (again, this is before and after a violent event).

Plans must be made for recovery in these three areas:

1. Personal Recovery for Staff Members
2. Institutional Recovery/Continuity
3. Community Recovery and Healing

**Personal recovery** begins before a crisis does. Psychologist Dr. John Gardin II says that the elements which contribute to personal resiliency and the ability to recover after a crisis are many, but prominent among them is Spiritual Integrity. People with a clear and correct vision of their Purpose tend to respond better in crisis and recover better after trauma. Unforgiveness, disorientation, and unresolved issues all increase the potential for collapse during or after a crisis. Management cannot, in justice, control staff's personal lives, but Human Resources can identify and implement strategies to encourage personal health and development.

Training and preparation play a huge role in recovery – both by mitigating the damage of an attack, and by equipping people to view themselves as problem-solvers rather than as victims. This reduces feelings of inevitability and helplessness and cultivates the type of forward-looking attitude which is essential to healing.

Health services and follow-up are invaluable. Counselor Roger Horton once said, "Event is real, you have to walk all the way over the mountain..." Counseling and mental health services can be useful in helping individuals process the feelings related to a violent or traumatic event, separate those feelings from reality, and establish a new healthy, functional "normal". For staff who have sustained a debilitating injury, or who find returning to their old job impossible, it is important for your workplace to help them transition into a new position, or to make accommodations.

**Institutional Recovery** begins before a crisis does. Your investment in training and planning will make it more likely that your workplace will be able to continue its mission of service to the community, and again become a great place to work. Some parts of institutional recovery are reactive; other parts you can prepare in advance.

**Community Recovery** is a collaborative effort with families, groups, and community leaders. Grieving is a real and legitimate process. **VIOLENCE IS COMMON, BUT IT IS NOT NORMAL.** Healthy people do not



initiate acts of violence. Crime and violence are abhorrent. Community response can be a powerful element of healing and can expose other potential threats in the community before they escalate into acts of violence.

Sometimes community recovery involves policy change in schools, churches, and municipalities. Be willing to engage in this dialog, your experiences and structure can greatly benefit others and speed their recovery and preparedness.

Our imaginary EOP Drafting Team asked and answered these pro-active questions:

- In case of an AS event at our front office, who will be impacted? What needs will they have as they recover and what can we do now to prepare to meet those needs? What resources do we need to procure to meet anticipated needs?
- In case of an AS event at our office, how will our institution be impacted? What can we do now to aid in our recovery and continuity? What resources do we need to procure to meet these anticipated needs so we can continue functioning?
- In case of an AS event at our front office, how will our community be impacted? What needs will our community have as they recover, and what can we do now to prepare to meet those needs? What resources do we need to procure to meet the community's need as they recover?

Our imaginary EOP Drafting Team relied upon the Incident Command System, deciding that the Executive Director would initially be in charge of recovery and would designate a Recovery Team to work in conjunction with the Public Information Officer. The Recovery Team would ask and answer the following questions, assign tasks, schedule follow up, and later meet with the EOP Drafting Team to give input on revision. (In many Workplaces, these teams will be made up of the same people in very similar roles.)

Our imaginary Recovery Team were to ask and answer these questions after a violent event:

- What happened?
- Who was impacted?
- What needs to they have?
- What resources do we have to meet those needs?
- What resources do we need to procure to meet those needs?

Complete, multi-faceted recovery includes immediate and long-term recovery. This is aided by a task force under the incident command structure, often called a *Crisis Response Team*.

*An outline Crisis Response/Recovery element for our imaginary EOP Drafting Team looks like this:*

## Recovery/Continuity

### **Purpose of Section:**<sup>21</sup>

After a major critical incident or hazard has occurred (particularly any fatality event) – what's our roadmap for a return to normal (how do we recover)?

- Immediate – Day Zero to Day Two

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<sup>21</sup> *Instead of having a similar recovery outline in every annex, "recovery" is typically its own EOP section. This section is informed by best practices identified by the Federal Emergency Management Agency, US Department of Education, US Department of Justice - Office of Justice Programs, National Association for Continuing Education, and the American Counseling Association.*





- Long-term – Day Three to Months or Years Later

#### Assumptions:

- The ICS Team has been activated and appropriate action has been taken to secure the safety of parents/visitors/tenants and staff.
- An immediate response decision has already been made (Move, Evade, Defend; Evacuation; Shelter in Place; etc.)
- First-responders and Crisis Response Team have been activated.

#### Goals for Section:

1. Return & restore the infrastructure of the company as soon as possible.
2. Allow appropriate time and support for emotional recovery after a traumatic incident. (Recovery is not linear and individuals recover at their own pace. For some, recovery may take months or years.)

#### Outline

- District-level Crisis Response Team (CRT) comprises members from the Corporate Office, building teams, and community sectors like law enforcement, fire and mental health.
- Roles of District-level Crisis Response Team members:
  - **Crisis Team Chair** - Convenes scheduled and emergency team meetings, oversees both broad and specific team functions, ensures that the required resources are available to each team member for assigned duties, and communicates with the building-level teams. The Crisis Response Team Chair is often an administrator or designee.
  - **Crisis Team Chair-elect** - Assists the crisis team chair with all functions and substitutes for the chair in the chair's absence.
  - **Coordinator of Counseling** - Develops mechanisms for ongoing training of Crisis Team Members and other staff and identifies and establishes liaisons with community resources for staff and community counseling. At the time of a crisis, determines the extent of counseling services needed, mobilizes community resources, and oversees the mental health services provided. Must have appropriate counseling and mental health skills and experience.
  - **Staff Notification Coordinator** - Establishes, coordinates, and initiates the telephone tree to contact the Crisis Response Team and ICS staff. Also establishes a plan to rapidly disseminate relevant information to all staff during regular hours.
  - **Communication coordinator** - Conducts all direct in-house communications, screens incoming calls, and maintains a log of telephone calls related to the crisis event. Helps the staff notification coordinator develop a notification protocol for a crisis event.
  - **Media coordinator** – Is, or works closely with, the PIO<sup>22</sup>. Contacts the media; prepares statements to disseminate to staff, parents/visitors/tenants and the community; and maintains ongoing contact with police, emergency services, hospital representatives, and the corporate office to keep information current. Handles all media requests for information and responds after coordinating a response with the media coordinator for the district-level team.
  - **Crowd management** - In collaboration with local police and fire departments, develops and implements plans for crowd management and movement during crises, including any required evacuation plans and security measures. Crowd management plans must anticipate many scenarios, including the need to cordon off areas to preserve physical evidence or to manage increased vehicular and pedestrian traffic.

<sup>22</sup> Public Information Officer. Reference the ICS system.



Because of the possibility of actual threats to the physical safety of parents/visitors/tenants, crowd management plans must provide for safe and organized movement of parents/visitors/tenants in a way that minimizes the risk of harm to them under various threats, such as sniper fire.

- CRT will determine available business and neighborhood resources, needs and gaps.
- CRT will prepare staff to deal with the emotional impact of the crisis itself, and their role in responding to the crisis
  - Visiting evacuation sites with staff;
  - Requiring crisis drills.
- CRT will Prepare the community to deal with needs after a crisis. Providing informational pamphlets to families, staff and stakeholders about their role:
  - **Remain calm.** It is important to remain calm in the aftermath of a crisis. Families are greatly influenced by their community's sense of well-being, and anything that families can do to reassure involved parties will be helpful. At the same time, families need to be compassionate listeners.
  - **Attend to victim's reactions.** Be alert to emotional needs. Individuals recover from crisis at their own pace. Many victims will benefit from mental health services regardless of whether they were directly or indirectly involved in the incident.
  - **Return victims to normal routine as quickly as possible.** Families should adhere to a normal schedule, and if the business remains open immediately after the aftermath of a crisis, it is important to continue providing a safe living space. Adhering to a typical routine will help victims in the recovery process.
  - **Refer Media to the PIO.** Undoubtedly, the media will try to interview families and staff during or after a crisis. Staff/parents/visitors/tenants can make a very positive contribution by referring the media to the PIO.
  - **Attend community meetings.** Families/parents/visitors/tenants will receive invaluable information and support by attending community meetings. Community meetings often provide information to help dispel rumors and establish mechanisms of communication with families, the media, and other affected parties.
- Assess the emotional needs of parents/visitors/tenants, staff and responders
- Roadmap for a caring and supportive environment
- Recruit community partners and volunteers to assist in a crisis (appropriate skills and certification) and plan for coordinating their support to meet district procedures and intervention goals. Impromptu volunteerism should be avoided minimize confusion.
  - Can we work with CERT trained community members through law enforcement?
  - Is CERT active in our area? (Checked w/ City)
- Return to learning as quickly as possible
  - Plan ongoing interventions
  - May have to help families cope with separation
- Keep the media informed
  - Steps taken to attend to tenant/employee safety
  - Services provided by the company
  - Services provided in the community
  - Messages should be translated
  - Identify multiple means of communication in case of system overload or shutdown.
  - Communicate with staff (No matter how well trained, a certain degree of chaos, panic or fear may impact our staff.)



- Assess the emotional needs of staff, families and responders
  - Who needs intervention from a counselor, psychologist, or other mental health professional?
  - Identify recovery services for families or staff seeking treatment for victims or themselves
  - Identify opportunities for appropriate group interventions for staff/parents/visitors/tenants not severely impacted by crisis.
- Equip employees and counselors to provide stress management upon a return to work.
  - Caring, warm and trusting environment is critical following a crisis.
  - Allow families to discuss what they felt and experienced.
  - Provide creative activities for younger children who have difficulty communicating (drawing, painting, coloring or writing).
  - Encourage parents/visitors/tenants to engage in group discussions and address issues of guilt
  - Consider: Group Crisis Intervention; Acute Traumatic Stress Management; Individual counseling;
- Conduct daily debriefing for staff, responders and others assisting in recovery
- Ensure those providing mental health services are supported with daily stress debriefing
  - Debriefing helps staff to cope with their own feeling of vulnerability
- Remember anniversaries, but minimize accidental glorification and sensationalizing of a perpetrator's actions (i.e. shooter or suicide victim). A memorial may or may not be appropriate depending on the incident.
- Evaluation recovery efforts
  - Which interventions worked and which didn't?
  - Which assessment and referral strategies were most successful and why?
  - Gaps in partners or strategies necessary for recovery.
  - Need for additional training.
- Evaluate this plan with community partners, stakeholders and responders to determine how we'll interact in a crisis.

#### **Incident Command System Team Members**

- Members List (Business and Community Partners)
- Communications Team (District Communications Team – Media, Social Media, Web updates)
- Death Notification Team (Law Enforcement)
- Points of Contact for family and victim support (Counselors, Police Officers)
- Integration with local, state and federal resources

#### **Maintaining Procedure**

- Law enforcement and medical examiner procedures must be followed, families should receive accurate information as soon as possible.

#### **Ongoing or Evolving Emergency Communication when Reunification is not possible**

- A plan for communicating when a tenant/employee is missing, injured, or killed, including how and when this information is provided to families, is critical.
- Planning team must determine how, when, and by whom loved ones will be informed if their loved one is missing or has been injured or killed.
- Communications when Reunification is not immediately possible (timely, accurate, and relevant information is paramount)



- Ensuring effective communication with those who have language barriers or need other accommodations, such as sign language interpreters for deaf family members.
- Non-incident response and procedures

### **Prevention**

- Training of staff and voluntary training provided to stakeholders (community, parents/visitors/tenants). Make sure that your family has a plan in place and practices what to do in emergencies at home. This will translate into readiness at work. Being able to talk to them about the seriousness of emergencies and listening to whoever is in charge also plays a large role while organizing and practicing preparedness.
- Proper prevention and mitigation action can help prevent or reduce incident related losses. Detailed emergency planning, training of staff and other personnel, and conducting periodic emergency drills and exercises can improve readiness to deal with emergency situations.
- Establish/Confirm building crisis response teams
- Inventory staff with specific skills/training at each site. Consider First Aid, CPR/AED, Community Emergency Response Teams and/or Incident Command System training as appropriate for selected staff in each building.



## ACT: An Example Emergency Preparedness Schedule

A key element of any EOP (and often the most lacking) is functionality. Policy must turn into action. An Emergency Preparedness Schedule, mandated by leadership, can help your team stay ahead of the curve and help turn your policy into action elements. This example schedule assumes an EOP is already in place.

DATE DUE	Annual Program Actions
	<input type="checkbox"/> Review Facility Emergency Operation Plan with Staff.
	<input type="checkbox"/> Update Incident Command Organization Chart with team roles and responsibilities.
	<input type="checkbox"/> Update Building Personnel Information– add new and delete old personnel.
	<input type="checkbox"/> Review Evacuation Plan (make sure they are posted properly in all rooms, kitchen, offices, and building exit doors), Building Emergency Response Map - ICS Team Stations & Staging Areas with Staff.
	<input type="checkbox"/> Ensure required Training is completed by Staff.
Monthly	<input type="checkbox"/> Conduct & evaluate Emergency Drills / and Input into documentation system
DATE DUE	<b>NEW Program Competencies &amp; Attainables</b>
Monthly	<input type="checkbox"/> Site Safety meetings, including reviewing drill incident reports.
Monthly	<input type="checkbox"/> Incident Reports submitted for incidents
	<input type="checkbox"/> Knowledge of Building & Company-Wide Emergency Communications Plan – located in District Emergency Operation Plan
	<input type="checkbox"/> Daily Two-Way Radio Use is understood by Staff.
	<input type="checkbox"/> Daily ID Badge Use & Visitor Management Plan is reviewed by Staff.
	<input type="checkbox"/> A Building Safety/Emergency Preparedness Team has been appointed to monitor Annual Program Actions, Competencies & Attainables, address building-specific Safety/Emergency Preparedness concerns; including conducting Emergency Supplies inventory.
	<input type="checkbox"/> Building Emergency Supplies inventory and locations are reviewed and updated.
	<input type="checkbox"/> <b>Staff have been certified in Move/Evade/Defend Curriculum, De-escalation, and Threat Assessment Team facilitation (schedule training with Safety/Risk Manager)</b>

## **On-Going Trainings & Assistance**

Trainings, Workshops, Drill Assistance, and Exercise facilitation is available and scheduled upon request.

- Evacuation
- Earthquake
- Shelter-in-Place
  - Drills, Exercises, and Table-Tops
- Violent Intruder with Move, Evade, Defend
- Emergency Communications (Radios, All-Calls)

*Each Facility will be reviewed monthly and annually on meeting the program schedule.*

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**2017-18 Company-Wide Schedule (on flipside)**



<b>January</b>	<input type="checkbox"/> Updated Building Personnel & Emergency Contacts Information <input type="checkbox"/> Updated Emergency Preparedness content for campus <input type="checkbox"/> Update policy, new-hire procedures, and training plans <input type="checkbox"/> Review Workplace Communications Plan with Staff (Emergency Operations Plan) <input type="checkbox"/> Begin scheduling staff training for Move/Evade/Defend Violent Intruder certification program
<b>February</b>	<input type="checkbox"/> 09/13 Emergency Radio Roll Call <input type="checkbox"/> Update Incident Command System (ICS) Organization Chart for campus <input type="checkbox"/> Create Campus Safety/Emergency Preparedness Team <input type="checkbox"/> Review Emergency Procedures, Evacuation Routes & Emergency Supplies/AED locations <input type="checkbox"/> Site Safety Meeting <input type="checkbox"/> <b>Company-Wide Emergency Drill: Evacuation Drill (Fire)</b>
<b>March</b>	<input type="checkbox"/> Schedule staff training for Threat Assessment Teams <input type="checkbox"/> Review ICS Team Roles & Responsibilities, Team Stations and Staging Areas <input type="checkbox"/> Review/Update Emergency Plans – (remove old outdated plans) <input type="checkbox"/> Site Safety Meeting <input type="checkbox"/> <b>Company-Wide Emergency Drill: Earthquake Drill</b>
<b>April</b>	<input type="checkbox"/> Schedule staff training for De-Escalation <input type="checkbox"/> Review Move/Evade/Defend Procedures w/Lockout and Lockdown <input type="checkbox"/> Site Safety Meeting <input type="checkbox"/> <b>Company-Wide Emergency Drill: Violent Intruder</b>
<b>May</b>	<input type="checkbox"/> Managers: conduct table-top exercise (environmental “cold weather”) <input type="checkbox"/> Review Reunification Plan ( <i>indoor &amp; outdoor reunification</i> ) <input type="checkbox"/> Site Safety Meeting <input type="checkbox"/> <b>Company-Wide Emergency Drill: Evacuation Drill (Fire)</b>
<b>June</b>	<input type="checkbox"/> Review emergency plans with Fire/EMS/Law Enforcement <input type="checkbox"/> Review Shelter-in-Place Procedures <input type="checkbox"/> Site Safety Meeting <input type="checkbox"/> <b>Company-Wide Emergency Drill: Shelter-in-Place (Isolate inside environment)</b>
<b>July</b>	<input type="checkbox"/> Managers: conduct table-top exercise (Hostile Termination) <input type="checkbox"/> Review Lockout & Lockdown with Move/Evade/Defend Procedures <input type="checkbox"/> Site Safety Meeting <input type="checkbox"/> <b>Company-Wide Emergency Drill: Lockout, Violent Intruder</b>
<b>August</b>	<input type="checkbox"/> Update EOP from after action reports; Begin end of year data assessment <input type="checkbox"/> Review Reunification Plan ( <i>when offsite relocation is necessary</i> ) <input type="checkbox"/> Site Safety Meeting <input type="checkbox"/> <b>Company-Wide Emergency Drill: Evacuation Drill (Chemical Evacuation)</b>
<b>September</b>	<input type="checkbox"/> Schedule Fire/Life/Safety training for management <input type="checkbox"/> Review the Visitor Management Evacuation Plan/Utilities for your Building <input type="checkbox"/> Site Safety Meeting <input type="checkbox"/> <b>Company-Wide Emergency Drill: Shelter-in-Place (Isolate inside environment)</b>



## Appendix 1: Draft Violent Intruder Annex (TEMPLATE)

# **ACTIVE KILLER/VIOLENT INTRUDER**

### *Corporation Resources*

Communications Director  
 Transportation Manager  
 Safety/Risk Management Officer  
 Facilities Director  
 Executive Director  
 District Crisis Team  
 Director of Human Resources

### *Community Resources*

Fire/EMS  
 Law Enforcement  
 Media  
 Reunification Site

<b>Immediate Response Action</b>	<b>Responsible</b>
1. Call 911 Immediately. <b>Information to provide to 911 operators:</b> <ul style="list-style-type: none"> <li>o Location of the active shooter.</li> <li>o Number of shooters.</li> <li>o Physical description of shooters.</li> <li>o Number and type of weapons shooter has.</li> <li>o Number of potential victims at location.</li> </ul>	Staff
2. MED: Move & Evacuate, Evade and Barricade, or Defend Against Intruder.	Staff
3. <u>Activate Incident in ICS Alert System</u> . Once law enforcement arrives assign an employee to Unified Command. Corporate Office will be notified when the incident is activated.	Building Administrator/Office Staff/Safety Risk Management Officer/Executive Director
<b>The first officers to arrive on scene will NOT stop to help the injured.</b> <ul style="list-style-type: none"> <li>• Expect rescue teams to follow initial officers. These rescue teams will treat and remove the injured.</li> <li>• Once you have reached a safe location, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned.</li> <li>• Do not leave the area until law enforcement authorities have instructed you to do so.</li> </ul>	
4. Notification to all corporate staff that incident has occurred.	Communications Director
5. Activate Tenant/Staff/Student Accountability Team. <ul style="list-style-type: none"> <li>o Account for all Staff/Parents/visitors/tenants in attendance.</li> </ul>	District Crisis Team/ Staff
6. Activate Tenant/Staff/Student Reunification Team. <ul style="list-style-type: none"> <li>• Work with law enforcement.</li> <li>• Identified witness(es) – notify law enforcement</li> </ul>	Staff/Law Enforcement
7. Activate District Crisis Team.	Executive Director
8. Community Notification – Unified Command	Executive Director/Communications Director
9. Complete if needed: <ul style="list-style-type: none"> <li>o Employee Accident/Incident Report</li> <li>o Property/Vehicle Incident Report</li> </ul>	Building Administrator



<b>ACTIVE SHOOTER: PREVENTION &amp; MITIGATION LOG</b>	<b>Date Completed</b>	<b>Reference</b>
Bi-annual staff trainings in situational awareness and de-escalation		Attendance Lists
Multi-year drills and exercises		Annual Drill Log
Schedule and review CPTED upgrades		
Submit a plan of the EOP to local L.E. and review your plans with them.		
Threat Assessment Team Training and Activation→ Safety Plan Implementation		Confidential Folder
Communication Protocols reviewed and tested		
Continue to cultivate a positive, options-based relationship with all parents/visitors/tenants while maintaining clear healthy boundaries		Evaluation Log
Review and update hiring policies		
CPTED upgrades: Prune front bushes, remote front door lock, laminate on front door window and side windows, emergency exit door installed at the end of the south hall, pedestrian exit gates put in the back fence.		Facility Use Log
Regular staff training in public relations, personal boundaries, and Workplace policies		



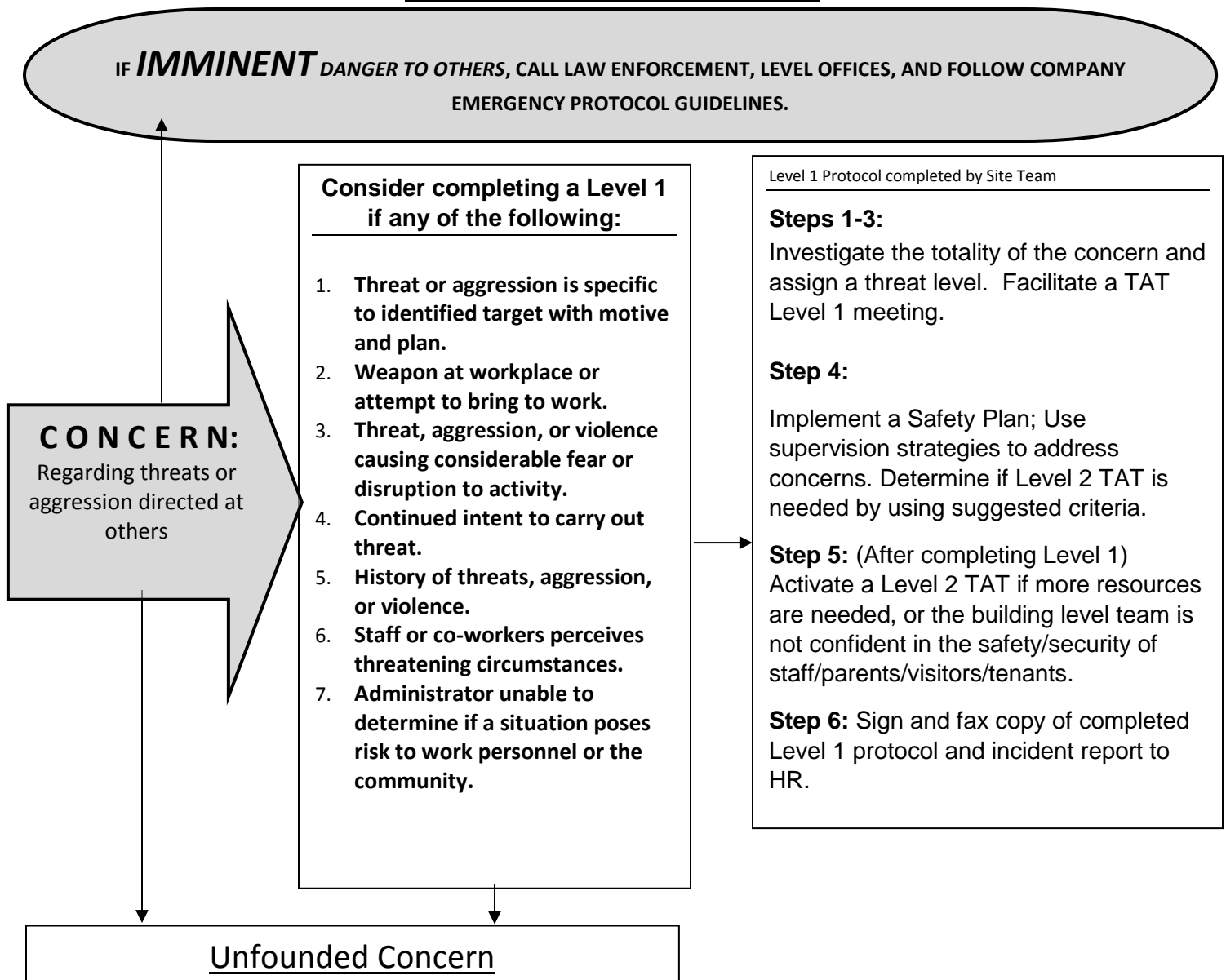


## Appendix 2: Threat Assessment Team (TAT) Training

The Threat Assessment Team process is set of assessment protocols and safety planning procedures overseen and administered by a unique collaborative team comprised of your local business, law enforcement, public mental health, and other local agency representatives. The primary goal of the TAT is to provide an immediate and systematic response to staff, parents/visitors/tenants, community members, or students who pose a serious threat to commit violence to others. Furthermore, the TAT also reduces over-reactive responses to Zero-Tolerance Policies that often result in a triggering event.

The TAT process is a two-level system that includes the different perspectives of a site-based local team called a Level 1 Screening and a multi-agency community team called a Level 2 Assessment. Thus, the two-gate process maximizes business' ability to handle the incident in-house and involving community resources if necessary. This community involvement also shares liability during the development and implementation of a safety planning process.

### The Threat Assessment Team Process

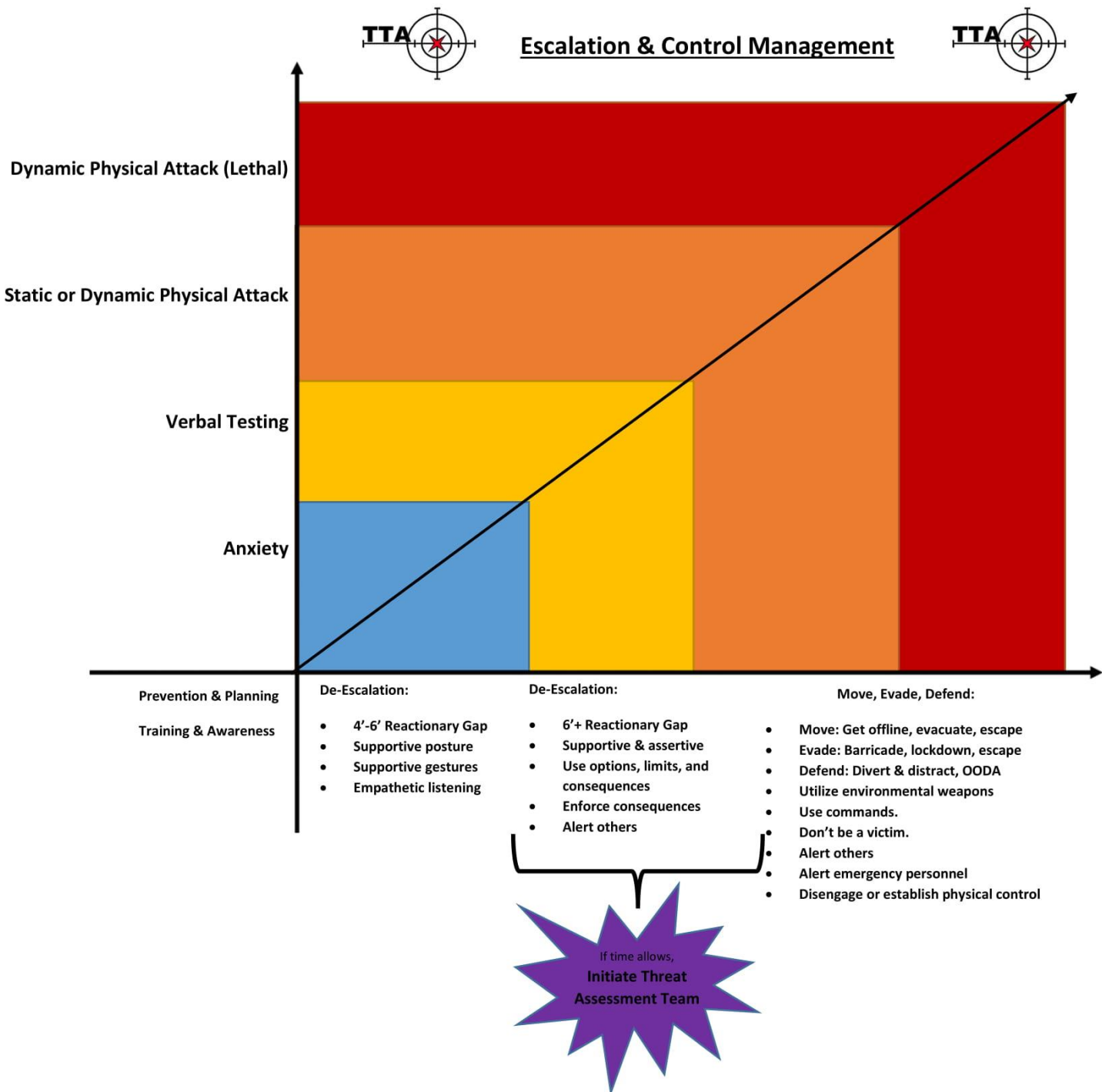




## Appendix 3: De-Escalation and Violent Intruder (Move, Evade, Defend) Training

No EOP is complete without functional hands-on training. When a violent intruder is in your vicinity, you must be prepared both mentally and physically to deal with the situation. The first and consistent WIN is prevention: Activate an early threat assessment team. Train your staff. Create a safe environment.

However, even with these important protocols in place, escalating violent circumstances will happen. Training on De-escalation techniques is key. Knowing when De-escalation must transition to immediate life-saving action is mandatory. Review the following chart and contact the Tactical Training Academy for more information on training your staff and stakeholders.





## Appendix 4: EOP Full Outline (FEMA)

This tutorial is not designed as an all-inclusive EOP formatting tool. To create a fully functional EOP, consult with the Tactical Training Academy and/or your local emergency preparedness professionals. The Department of Homeland Security provides full EOP templates to assist with in-house EOP creation. These templates can seem lengthy and formal, but may be useful for your EOP drafting team to review. Remember, any EOP should be both functional to your staff and also applicable when reducing liability.

If you have further questions, comments, or a desire to partner with a professional team to assist with assessments, training, policy, or procedure implementation...

Contact your Emergency Preparedness Professionals:

*Tactical Training Academy*

[www.Training-Academy.org](http://www.Training-Academy.org)

[Info@Training-Academy.org](mailto:Info@Training-Academy.org)

(425) 773-2930

