

Protecting Ohio's Families



Ohio Attorney General's Active Shooter Response: An Educator's Guide

Companion Workbook
August 2018



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August 30, 2018

Dear Educator,

Schools should be safe, nurturing places for children to learn and grow. Ensuring that students and teachers are protected during the school day is an important responsibility for all Ohio communities.

Following the tragedy at Chardon High School in 2012, I formed a School Safety Task Force made up of public safety officials, school personnel, mental health professionals, and others. The task force issued a comprehensive set of recommendations for addressing school safety plans, emergency operations, training, and local partnerships.

Soon afterward, my office's Ohio Peace Officer Training Academy (OPOTA) began offering training on what school employees need to know in the event of a shooting. Since then, OPOTA has provided this training to 14,824 Ohio educators in 98 different sessions.

We are now releasing "Active Shooter Response: An Educator's Guide," a series of 25 videos that provide guidance on ways to prepare for and react during a potentially violent school incident. This accompanying companion workbook provides a summary, definitions, discussion points, and next steps for each video to aid presenters who wish to share the series with a group.

I hope that these videos will be shared and discussed. Safety awareness and prevention efforts involving schools, law enforcement, and communities will go a long way toward improving security at our schools and helping protect our children.

To view the videos, visit www.OhioAttorneyGeneral.gov/SchoolSafety.

Very respectfully yours,

Mike DeWine
Ohio Attorney General

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Introduction



Schools should be safe places for children to learn and teachers to work. Unfortunately, an increase in violent acts caused a re-evaluation of the methods used to secure schools and prompted a fresh look at the response to school violence. Students, school personnel, parents, law enforcement, and the greater community all play a role in maintaining schools as places of peace and security. The Ohio Attorney General's Office and Ohio Peace Officer Training Academy (OPOTA) have developed "Active Shooter Response: An Educator's Guide," a series of videos to provide guidance on ways to prepare for and react during a potentially violent school incident.

This companion workbook provides a summary, definitions, discussion points, and next steps for each video to aid presenters who wish to share the series with a group.

When viewing the series and using this companion workbook, it is important to always refer back to your local plan. Each district and school is different. Schools should be careful to ensure that their plans consider the information presented in the series and make choices that are best for their school and community.

About OPOTA

The Attorney General's Ohio Peace Officer Training Academy provides instruction in basic, advanced, and technical subjects for the Ohio law enforcement community using the latest research and recommended professional practices.

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Planning With Law Enforcement



Video 1

Running time: 1 minute, 33 seconds



Watch Video

Summary:

Schools should work with local law enforcement to create and practice an emergency management plan. Police can perform a vulnerability assessment and identify any weaknesses in the plan before it is filed with the Ohio Department of Education. Schools should make sure local law enforcement has up-to-date information about the school building, alarms, and evacuation plans. If possible, law enforcement should be given access to the video feed from security cameras.

Definition:

School Safety Plan: A document that must be submitted by districts for each school to the Ohio Department of Education via the online SAFE system at https://saferschools.ohio.gov/content/submit_your_k_12_school_safety_plan

Discussion points:

1. Are the district's safety plans up to date?
2. Who in the district is responsible for updating those plans?
3. If you work for a school, do you know where to access your school's safety plan, and are you familiar with the contents of your plan?

Next steps:

- School officials should set up a meeting with first responders to discuss vulnerabilities to the school's safety plans and to talk about where students and personnel might be during emergencies and the location of alarm controls and security cameras.
- School officials should establish a review cycle for emergency plans.
- Schools should hold emergency drills, and, afterward, host a debriefing session so plans can be improved.
- School officials should create a way for the school personnel to submit suggestions to improve the plans.

Coded Language



Video 2

Running time: 1 minute, 24 seconds



Watch Video

Summary:

While it seems to make sense to issue orders in code during an emergency — so the attacker doesn't know the instructions being given — experience has proven that code words lead to confusion among those who most need the message. Short, specific instructions leave less room for doubt or panic and can be understood by school personnel, students, substitute teachers, and guests.

Definitions:

Code word: A word designed to convey a predetermined meaning to a specific audience while remaining inconspicuous to an outsider

Lockdown: An emergency measure in which a danger is detected inside a building and people are temporarily prevented from entering or leaving

Lockout: An emergency measure in which a threat is detected outside and exterior doors are locked to prevent entrance or exit

Shelter-in-place order: An instruction to find the closest safe place in which to take temporary refuge during an emergency

Discussion points:

1. Who oversees emergency communications?
2. What is the protocol and who can issue orders in an emergency?
3. What information would most help people reach safety?
4. Can messages be tailored to various zones in the school to allow some to lockdown, for example, and others to evacuate?

Next step:

- Emergency communication should be practiced during drills. Afterward, school personnel should critique the messages and offer ways in which they could be improved.

Lockdown



Video 3

Running time: 3 minutes, 44 seconds



Watch Video

Summary:

During a lockdown, the goal is to quickly get all students, school personnel, and visitors to a secure place. Teachers should quickly assemble students in their classrooms, lock the doors and windows, close the shades, and turn off the lights. Any fire alarms activated during a lockdown should be treated with suspicion since active shooters have been known to set them off. Everyone should gather in the “safe corner” of the room and remain in place until given an “all clear” from an administrator or police, or until the decision is made that it would be safer to exit the building.

Definitions:

Lockdown: An emergency measure in which a danger is detected inside a building and people are temporarily prevented from entering or leaving

Lockout: An emergency measure in which a threat is detected outside and exterior doors are locked to prevent entrance or exit

Safe corner: An area of the room in which people would be most secure from an intruder

Discussion points:

1. How would you secure your area in the event of a lockdown?
2. What items could be used to form a barricade?
3. How will a lockdown work if it occurs during before- or after-school activities, lunch, recess, or class changes?
4. How will locker rooms, auditoriums, and restrooms be secured in a lockdown?

Next steps:

- School personnel should review the district’s policy on lockdowns.
- Lockdown drills should be conducted and timed. If possible, involve law enforcement in the drills.
- The lockdown policy should be shared with substitute teachers.

Lockout



Video 4

Running time: 2 minutes, 11 seconds



Watch Video

Summary:

If criminal activity or violence is happening outside the school, administrators may call for a lockout as a precaution. During a lockout, students and school personnel outside are brought into the building and all external doors and windows are locked to keep intruders from entering. In most cases, classes may continue as usual.

Definitions:

Lockdown: An emergency measure in which a danger is detected inside a building and people are temporarily prevented from entering or leaving

Lockout: An emergency measure in which a threat is detected outside and exterior doors are locked to prevent entrance or exit

Discussion points:

1. Can the school's modular buildings be secured, or do students and personnel in those buildings need to be moved to another building in the event of a lockout?
2. How can the campus be zoned, and which school personnel will be responsible for double-checking the access points in those zones?
3. How will a lockout work if it occurs during before- or after-school activities, lunch, recess, or class changes?

Next steps:

- School personnel should review the district's policy on lockouts.
- Lockout drills should be conducted and timed. If possible, involve law enforcement in the drills.
- The lockout policy should be shared with substitute teachers.

Shelter in Place



Video 5

Running time: 1 minute, 45 seconds



Watch Video

Summary:

A shelter-in-place order may be issued in the event of an emergency outside of class time, such as during lunch or between classes. If this order is issued, teachers should try to get students into safe places as quickly as possible. If a classroom isn't close by, teachers may direct students into a closet or even the kitchen. Lockdown procedures should be followed.

Definitions:

Lockdown: An emergency measure in which a danger is detected inside a building and people are temporarily prevented from entering or leaving

Lockout: An emergency measure in which a threat is detected outside and exterior doors are locked to prevent entrance or exit

Shelter-in-place order: An instruction to find the closest safe place in which to take temporary refuge during an emergency

Discussion points:

1. When would a shelter-in-place order be appropriate?
2. How might students be ushered to safety during a lunch period, assembly, or between classes?

Next steps:

- School personnel should review the district's policy on shelter-in-place orders.
- Shelter-in-place drills should be conducted and timed. If possible, involve law enforcement in the drills.
- The shelter-in-place policy should be shared with substitute teachers.

Evacuation



Video 6

Running time: 3 minutes, 22 seconds



Watch Video

Summary:

During a school emergency, an evacuation may be ordered over the loudspeaker or by an individual teacher. To stay together, students should hold hands or hold the shirt of the person in front of them. They should be prepared to follow the instructions of law enforcement, who may ask everyone to put their hands up. Administrators must decide during the planning process whether to have specific evacuation routes and, if so, whether to keep the plans private.

Definitions:

Evacuation: an immediate exit from a building

Lockdown: An emergency measure in which a danger is detected inside a building and people are temporarily prevented from entering or leaving

Lockout: An emergency measure in which a threat is detected outside and exterior doors are locked to prevent entrance or exit

Shelter-in-place order: An instruction to find the closest safe place in which to take temporary refuge during an emergency

Discussion points:

1. Should there be specific evacuation routes?
2. Should evacuation plans be public knowledge?
3. How often should evacuations be practiced?
4. How will students be accounted for after an evacuation?
5. Could buses be routed to pick up evacuated students?

Next steps:

- School personnel should review the district's policy on evacuations.
- Schools should hold evacuation drills, and, afterward, host a debriefing session so plans can be improved.
- School officials should create a way for the personnel to submit suggestions to improve the plans.

Calling 911



Video 7

Running time: 1 minute, 58 seconds



Watch Video

Summary:

To avoid overwhelming the 911 system during an emergency, only one person per classroom should call 911. That person should only call if it is safe to do so and should be prepared to answer questions about any injuries and any identifying information about the attackers. Anyone with access to the live video feed should also call 911 to let police know what the cameras are picking up. Parents who are not on the scene and have no information to stop the attack should not call 911 for information. Too many calls at once will tie up phone lines and possibly prevent lifesaving information from being passed on to first responders.

Discussion points:

1. How would you secure your area in the event of a lockdown?
2. What items could be used to form a barricade?
3. Do you have ideas about how to secure other areas, such as the gym, restrooms, offices, and the cafeteria?
4. How will you train teachers and students to prepare for a lockdown?

Next steps:

- School personnel should review the district's policy on lockdowns.
- Share this information about proper 911 use with parents to avoid overwhelming the system during an emergency.

Duties of Responding Officers



Video 8

Running time: 1 minute, 41 seconds



Watch Video

Summary:

The priority for officers responding to an attack at a school is to find and stop the threat. Witnesses who are able should direct officers to the attacker. Unless local law enforcement has a rescue task force, responding officers won't be able to help the injured until the suspect is stopped. To prevent being mistaken for the attacker, individuals on the scene should put their hands up when approached by an officer. Once the threat is over and an evacuation is ordered, students and staff may be asked to leave purses, bags, and backpacks behind to be searched and returned later.

Definition:

Rescue task force: Medical providers who respond along with law enforcement during crisis situations to provide immediate emergency care and to evacuate the wounded

Discussion points:

1. Which agencies will likely respond to the scene?
2. How long will it take for officers to arrive?
3. How can they be recognized? What will they be wearing?

Next steps:

- School officials should ask a law enforcement officer to talk to school personnel about the roles and responsibilities of law enforcement during an emergency situation.
- School officials should review what actions school personnel can take to assist law enforcement, such as clearing the way, providing information, approaching with hands up, and never running toward or grabbing officers.
- School officials should review what school personnel can do to assist the injured.

Reunification



Video 9

Running time: 2 minutes, 30 seconds



Watch Video

Summary:

Schools should have a reunification plan to help bring parents and children together as soon as possible after an emergency. An area should be designated, possibly in an off-site location, for families to wait to receive information. This area should be closed to media and controlled by a staff member trained in what information should be released and when. The plan should include a system so the school can track who has been reunited and who has returned home.

Definitions:

Evacuation: an immediate exit from a building

Lockdown: An emergency measure in which a danger is detected inside a building and people are temporarily prevented from entering or leaving

Lockout: An emergency measure in which a threat is detected outside and exterior doors are locked to prevent entrance or exit

Shelter-in-place order: An instruction to find the closest safe place in which to take temporary refuge during an emergency

Discussion points:

1. What is the best way to provide updates to family members?
2. What precautions should be taken to protect students' privacy?
3. How should schools communicate information about where parents can pick students up?
4. What services should be available to students and families at the reunification location?

Next steps:

- School officials should develop a reunification plan that details when, where, and how school personnel, students, and families will meet after an emergency. These plans should be reviewed by school officials, law enforcement, and first responders.
- When choosing a reunification site, school officials should consider parking, the number of restrooms, and privacy.
- Once a reunification plan is finalized, school officials should inform parents of the process.

Recovery



Video 10

Running time: 1 minute, 42 seconds



Watch Video

Summary:

In the aftermath of an incident, school officials should look to the district's recovery plan as a first step to healing. Once the intruder is no longer a threat, a point person with the school should work with law enforcement to determine how school personnel can assist first responders who will clear the school. Those assisting law enforcement should avoid touching anything, unless they are rendering aid to someone, because the surroundings will be a crime scene. The recovery plan should address how to bring immediate and long-term psychological help to survivors.

Definition:

Crime scene: An area that contains physical evidence pertinent to a criminal investigation

Discussion points:

1. Does the district have a recovery plan?
2. Who could assist law enforcement after the incident?
3. Who would be available locally to provide mental health services?
4. If after an incident the school building is unavailable to use for classes, would busing to another location or online schooling be an option?

Next step:

- School officials should consult with local mental health services, first responders, and school counselors to develop a recovery plan to protect the health of students and staff after a traumatic event and to restart an education program in circumstances where the school building is unavailable.

Window Placards



Video 11

Running time: 1 minute, 23 seconds



Watch Video

Summary:

If students and staff are barricaded in a classroom during an emergency, window placards can be used to communicate with law enforcement outside. Signs with specific information about the number of people in the room and the severity of any injuries can help law enforcement and paramedics prioritize which classrooms to respond to first.

Definitions:

Lockdown: An emergency measure in which a danger is detected inside a building and people are temporarily prevented from entering or leaving

Window placard: A poster or sign that can be placed in a window to convey information to first responders

Discussion points:

1. What classroom items can be used to create a window placard?
2. What information should be included on a window placard?
3. Where should window placards be placed during an emergency?

Next steps:

- Schools should consider pre-positioning materials that can be used to create window placards in the event of an emergency.
- School officials should run drills with teachers to practice creating window placards with classroom materials.

Barricade Locks



Video 12

Running time: 1 minute, 15 seconds



Watch Video

Summary:

School administrators may choose to install barricade locks on interior and exterior doors to provide an extra layer of security in the event of a lockdown. Barricade locks can prevent an intruder from entering a secure room, but the devices could be challenging to maneuver during a high-stress situation. Ohio Administrative Code Section 4101:1-10-01 outlines the standards for installing barricade locks in schools. The pertinent portion of this code can be found in the appendix of this guide.

Definitions:

Barricade lock: A heavy-duty brace or bracket that can be added to a door to allow it to be secured from the inside

Lockdown: An emergency measure in which a danger is detected inside a building and people are temporarily prevented from entering or leaving

Discussion points:

1. What are the pros and cons of barricade locks?
2. What other classroom items (desks, belts, zip ties) could be used to secure a door during an emergency?
3. In what situation would barricading a door be helpful? When could barricading a door be harmful?

Next step:

- School officials should conduct drills with trained first responders using barricade locks or materials available in classrooms to secure doors. The drills should test decision-making skills and allow practice in effectively using a barricade lock or creating a barricade.

Duties of a Rescue Task Force



Video 13

Running time: 1 minute, 17 seconds



Watch Video

Summary:

Some law enforcement jurisdictions have created specialized rescue task forces that can respond to a school in an emergency situation. Members of rescue task forces are trained to enter a building while an active shooter emergency is in progress. Such teams focus on rescuing those who are injured as other responding officers focus on finding and stopping the threat. Coordinated training between schools and rescue task forces is encouraged.

Definition:

Rescue task force: Medical providers who respond along with law enforcement during crisis situations to provide immediate emergency care and to evacuate the wounded

Discussion point:

1. Does your area have a rescue task force?

Next steps:

- If there is a rescue task force in the area, school officials should meet with its members to discuss what to expect and how the task force will operate during an emergency.
- School officials should include rescue task force members in pertinent trainings or drills.

What to Expect When Law Enforcement Arrives



Video 14

Running time: 1 minute, 39 seconds



Watch Video

Summary:

Law enforcement's response to a school in crisis will vary depending on where the school is located and the size of the law enforcement agencies in the region. Administrators and teachers should be aware of the type of law enforcement response to expect in an emergency. Responding officers will be wearing various types of uniforms and equipment, and they may be carrying weapons. Students and staff should be prepared to respond to law enforcement commands and give short, clear answers to questions.

Definitions:

Detective/undercover officer: A law enforcement investigator who typically does not wear a patrol uniform and may be dressed in casual clothing or a suit

Long gun: A rifle or shotgun with a long barrel that is designed to be held with two hands and braced against the shoulder

Patrol officer: An officer or deputy who wears a standard uniform and badge to patrol communities and respond to 911 calls

Service weapon: A handgun issued to law enforcement officers for use while on duty (typically a semi-automatic firearm)

Tactical equipment: Law enforcement gear, including bulletproof vests, helmets, battering rams, and ballistic shields

Discussion points:

1. What type of law enforcement response can be expected during a school emergency?
2. What do the uniforms of area first responders look like?
3. What other agencies could respond to the school to provide backup?

Next steps:

- School officials should talk to local first responders about what students and staff could expect from responders during an emergency.
- First responders should discuss their response time and actions during these types of incidents.

Stay Safe



Video 15

Running time: 1 minute, 36 seconds



Watch Video

Summary:

Highly stressful situations are known to cause physical reactions. Temporary loss of vision and hearing may occur when a person is so focused on something that the person loses sight of his or her surroundings or doesn't hear sounds in the background. School administrators, teachers, and students should be aware that these physical responses to stress can occur. During a crisis situation, students and school personnel should make a conscious effort to pay attention to their surroundings, especially when trying to help someone who has been injured.

Definitions:

Auditory exclusion: Temporary hearing loss caused by high stress, which can cause muffled hearing or ringing in the ears

Tunnel vision: The temporary loss of one's peripheral vision during a time of stress, leading to a narrow, tunnellike field of view

Discussion points:

1. How can tunnel vision be avoided?
2. How can auditory exclusion be avoided?

Next step:

- School officials should run scenarios that could induce stress responses in an effort to train staff on tactics to avoid physical reactions.

Moving the Injured



Video 16

Running time: 1 minute, 29 seconds



Watch Video

Summary:

If someone is seriously hurt during a crisis incident and must be moved, common school items can be used as tools to help relocate the injured person to a safer place. For example, a table with folding legs can be used as a makeshift stretcher, or chairs can be used to move someone. School personnel are encouraged to examine objects in their classrooms in advance and plan for what could be used to transport someone during an emergency.

Discussion point:

1. What classroom items could be used to help move someone who is injured?

Next step:

- School officials should practice using items in their classrooms as part of a scenario.

Caring for the Injured — Bleeding



Video 17

Running time: 1 minute, 50 seconds



Watch Video

Summary:

The word *BATH* is a mnemonic device that can help a first-aid provider remember the steps to take to help a gunshot victim until paramedics arrive. “B” stands for bleeding.

Adults can lose 40 percent of their blood in three to four minutes, and blood loss happens even faster in children. The most common way to stop bleeding to the arms and legs is with a tourniquet. School officials should consider keeping tourniquets in their classrooms in case of an emergency. Ties, belts, or other items of clothing can also be used to improvise a tourniquet. To stop the flow of blood from a wound, a tourniquet should be tightly placed high above the injury.

Definitions:

Mnemonic device: A formula that serves as a memory aid

Tourniquet: Any device, such as a piece of cloth or strip of rubber, for compressing blood vessels to stop bleeding

Discussion points:

1. Should tourniquets be placed in classrooms?
2. What other items could be used to improvise a tourniquet?

Next step:

- School personnel should practice the use of tourniquets under the guidance of trained first responders.

Caring for the Injured — Airway



Video 18

Running time: 56 seconds



Watch Video

Summary:

The word *BATH* is a mnemonic device that can help a first-aid provider remember the steps to take to help a gunshot victim until paramedics arrive. “A” stands for airway.

An individual who is unresponsive, but still breathing, is at risk of choking. A first-aid provider can prevent choking by moving the victim into the “recovery position.” The aid provider should place the victim’s far arm under the head, roll the person onto his or her side, and position the person’s upper arm and leg across his or her body. The aid provider should tilt the individual’s head back to open the airway, and monitor the victim’s breathing by watching his or her chest rise and fall with each breath.

Definitions:

Mnemonic device: A formula that serves as a memory aid

Recovery position: The placement of an unconscious person’s body to prevent airway obstruction and choking

Discussion points:

1. How do you place an unresponsive individual into the recovery position?
2. How do you determine if the person’s airway is open?

Next step:

- School personnel should practice using the recovery position and ensuring the airway is open.

Caring for the Injured — Tension Pneumothorax



Video 19

Running time: 2 minutes, 51 seconds



Watch Video

Summary:

The word *BATH* is a mnemonic device that can help a first-aid provider remember the steps to take to help a gunshot victim until paramedics arrive. “T” stands for tension pneumothorax.

A tension pneumothorax is more commonly referred to as a collapsed lung, punctured lung, or sucking chest wound. The first-aid provider should “rake” a victim’s chest and back to feel for any wounds and identify the source of bleeding. If a wound is found, the aid provider should tightly pack the wound using gauze, a T-shirt, or any other clean material. The wound should then be sealed with a chest seal, laminated paper, or any other item that could be used to cover the wound. If the victim has labored breathing or shortness of breath after the wound has been packed and sealed, the aid provider should “burp” the wound by removing the seal and asking the victim to breathe out as if blowing out candles on a birthday cake.

Definitions:

Chest raking: The act of running one’s fingers down a victim’s chest and back to identify the source of bleeding

Mnemonic device: A formula that serves as a memory aid

Tension pneumothorax: A chest trauma that prevents air from refilling the lungs (also referred to as a collapsed lung, punctured lung, or sucking chest wound)

Wound burping: The act of allowing air to escape from a chest wound to aid in breathing

Discussion points:

1. What is tension pneumothorax?
2. Are chest seals and gauze available in school first-aid kits?
3. What are other classroom items could be used to pack and seal a chest wound?

Next step:

- School personnel should practice closing a sucking chest wound with materials that are available to staff.

Caring for the Injured — Hypothermia



Video 20

Running time: 1 minute, 49 seconds



Watch Video

Summary:

The word *BATH* is a mnemonic device that can help school personnel remember the steps to take to help a gunshot victim until paramedics arrive. “H” stands for hypothermia.

When a person is seriously injured, the body loses heat faster than it can be produced, causing the body’s temperature to drop to dangerously low levels. Signs of hypothermia include dizziness, shivering, difficulty breathing and speaking, confusion, and a weak pulse. A first-aid provider can help a victim who is suffering from hypothermia by wrapping him or her in something or by embracing him or her to transfer body heat. Warm drinks (with no caffeine or alcohol) can also aid in maintaining a person’s body temperature.

Definitions:

Hypothermia: A medical emergency that happens when a person’s body loses heat faster than it can produce heat, leading to the failure of the heart and respiratory system

Mnemonic device: A formula that serves as a memory aid

Discussion points:

1. What are the different ways to combat hypothermia during an emergency?
2. What classroom items can help maintain a person’s body temperature?

Next step:

- During active shooter drills, school personnel should practice alleviating hypothermia in a victim.

School Safety Plan Requirements



Video 21

Running time: 1 minute, 40 seconds



Watch Video

Summary:

School administrators, by law, must create a school safety plan for every building under their control. Administrators must develop and maintain these emergency management plans by following rules adopted by the Ohio Board of Education. Each plan must include a floor plan, site plan, emergency contact sheet, an emergency response protocol, and a procedure for addressing serious threats to safety. School safety plans must be submitted to the Ohio Department of Education and each law enforcement agency in the school's jurisdiction.

A model plan can be found at <http://saferschools.ohio.gov>, and the full text of the Ohio law governing school safety plans (Ohio Revised Code Section 3313.536) can be found in the appendix of this guide.

Definitions:

Floor plan: A scale diagram of the arrangement of rooms, windows, doors, and other physical features on each level of a building

School safety plan: A document that must be submitted by districts for each school to the Ohio Department of Education via the online SAFE system at https://saferschools.ohio.gov/content/submit_your_k_12_school_safety_plan

Site plan: An aerial view of a building and the surrounding area, including roadways

Discussion point:

1. What are the school safety plan requirements as outlined in Ohio Revised Code Section 3313.536?

Next step:

- School administrators should create a plan development team to ensure that school safety plans meet the requirements of Ohio law.

Plan Development Team



Video 22

Running time: 1 minute, 27 seconds



Watch Video

Summary:

A plan development team can be formed to create or update school safety plans. The team may be made up of administrators, teachers, parents, and first responders. The group should work together to formulate or modify lockdown, lockout, shelter-in-place, and evacuation plans. Plans should be simple and flexible and include information from law enforcement on what to expect from first responders in an emergency situation.

Definitions:

Evacuation: An immediate exit from a building

Lockdown: An emergency measure in which a danger is detected inside a building and people are temporarily prevented from entering or leaving

Lockout: An emergency measure in which a threat is detected outside and exterior doors are locked to prevent entrance or exit

Plan development team: A group — often made up of educators, first responders, and community members — that works to create or update a school's safety plan

Shelter-in-place order: An instruction to find the closest safe place in which to take temporary refuge during an emergency

Discussion point:

1. Are all relevant groups — such as teachers, parents, and first responders — represented on the plan development team?

Next step:

- Members of the plan development team should review the school's safety plan, including lockdown, lockout, shelter-in-place, and evacuation procedures, and offer suggestions to improve it.

Vulnerability Assessment



Video 23

Running time: 1 minute, 46 seconds



Watch Video

Summary:

A plan development team should take time to examine its school and identify any weaknesses. Team members should conduct a vulnerability assessment to determine when the school is most vulnerable and how structural hazards, maintenance hazards, and ground hazards could complicate the school's response to an emergency. The team should also consider community vulnerabilities that could affect their school. During their assessment, they should rank any identified vulnerabilities by order of importance and develop a plan to correct or mitigate those weaknesses.

Definitions:

Community vulnerabilities: Locations in the surrounding community, such as areas of mass transportation, military sites, and culturally significant sites, which might be at risk of attack

Ground hazards: Characteristics of the property surrounding the school, such as overgrown landscaping, that make it vulnerable during a school crisis

Maintenance hazards: Characteristics of a building's layout that could make it vulnerable during a school crisis, such as hallways and entrances that cannot be closed to intruders

Plan development team: A group — often made up of educators, first responders, and community members — that works to create or update a school's safety plan

School safety plan: A document that must be submitted by districts for each school to the Ohio Department of Education via the online SAFE system at https://saferschools.ohio.gov/content/submit_your_k_12_school_safety_plan

Structural hazards: Characteristics of a building's design that could make it vulnerable during a school crisis, such as windows on classroom doors that could allow an intruder to see inside

Vulnerability assessment: An examination that identifies potential threats and hazards within a school

Discussion point:

1. What structural hazards, maintenance hazards, and ground hazards could pose problems during an emergency?

Next step:

- School personnel should walk around the school and identify possible hazards.

Capability Assessment



Video 24

Running time: 54 seconds



Watch Video

Summary:

After the plan development team has identified their school's vulnerabilities, the team should also work to identify any strengths within the school that could be useful in the event of a violent incident. A capability assessment can help to determine what actions are practical and most likely to work during a time of stress. The team should also conduct an assessment of the capabilities of community partners, such as law enforcement, fire departments, and emergency management services, to gauge what type of response the agencies can provide in a crisis situation.

Definitions:

Capability assessment: An examination to identify the strengths of a school and its community partners

Plan development team: A group — often made up of educators, first responders, and community members — that works to create or update a school's safety plan

School safety plan: A document that must be submitted by districts for each school to the Ohio Department of Education via the online SAFE system at https://saferschools.ohio.gov/content/submit_your_k_12_school_safety_plan

Discussion point:

1. What community partners are available to assist during and after a crisis situation?

Next step:

- School administrators should invite community partners to speak to the staff about the help they are able to provide in an emergency.

Review and Revise Existing Plans



Video 25

Running time: 2 minutes



Watch Video

Summary:

Ohio law requires that school safety plans be reviewed at least once a year, no later than July 1. Plans should also be reviewed if there is a change in policy, personnel, the facility, or equipment. A plan's objectives could include prevention, protection, reduction, response, and recovery. The process of reviewing and revising a school's plan should include exercises and drills to help administrators identify any gaps or weaknesses.

Definitions:

Prevention: An objective that aims to prevent a violent incident from taking place

Protection: An objective that focuses on protecting students and staff from danger

Recovery: An objective to aid staff and students in returning the school to operation after a crisis

Reduction: An objective to reduce loss of life and minimize the impact of an attack

Response: An objective to react to a threat and stabilize the situation once an attack has occurred

School safety plan: A document that must be submitted by districts for each school to the Ohio Department of Education via the online SAFE system at https://saferschools.ohio.gov/content/submit_your_k_12_school_safety_plan

Discussion points:

1. Does the school's safety plan address prevention, protection, reduction, response, and recovery?
2. How can the school's safety plan be improved?

Next steps:

- School administrators should run exercises and drills to help identify any gaps or weaknesses in the safety plan.
- Community partners should participate in the drills whenever possible.

Appendix

Ohio Revised Code Section 3313.536

School emergency management plans

(A) As used in this section:

(1) “Administrator” means the superintendent, principal, chief administrative officer, or other person having supervisory authority of any of the following:

(a) A city, exempted village, local, or joint vocational school district;

(b) A community school established under Chapter 3314. of the Revised Code, as required through reference in division (A)(11)(d) of section 3314.03 of the Revised Code;

(c) A STEM school established under Chapter 3326. of the Revised Code, as required through reference in section 3326.11 of the Revised Code;

(d) A college-preparatory boarding school established under Chapter 3328. of the Revised Code;

(e) A district or school operating a career-technical education program approved by the department of education under section 3317.161 of the Revised Code;

(f) A chartered nonpublic school;

(g) An educational service center;

(h) A preschool program or school-age child care program licensed by the department of education;

(i) Any other facility that primarily provides educational services to children subject to regulation by the department of education.

(2) “Emergency management test” means a regularly scheduled drill, exercise, or activity designed to assess and evaluate an emergency management plan under this section.

(3) “Building” means any school, school building, facility, program, or center.

(B)

(1) Each administrator shall develop and adopt a comprehensive emergency management plan, in accordance with rules adopted by the state board of education pursuant to division (F) of this section, for each building under the administrator’s control. The administrator shall examine the environmental conditions and operations of each building to determine potential hazards to student and staff safety and shall propose operating changes to promote the prevention of potentially dangerous problems and circumstances. In developing the plan for each building, the administrator shall involve community law enforcement and safety officials, parents of students who are assigned to the building, and teachers and nonteaching employees who are assigned to the building. The administrator shall incorporate remediation strategies into the plan for any building where documented safety problems have occurred.

(2) Each administrator shall also incorporate into the emergency management plan adopted under division (B)(1) of this section all of the following:

(a) A protocol for addressing serious threats to the safety of property, students, employees, or administrators;

(b) A protocol for responding to any emergency events that occur and compromise the safety of property, students, employees, or administrators. This protocol shall include, but not be limited to, all of the following:

(i) A floor plan that is unique to each floor of the building;

(ii) A site plan that includes all building property and surrounding property;

(iii) An emergency contact information sheet.

(3) Each protocol described in divisions (B)(2)(a) and (b) of this section shall include procedures determined to be appropriate by the administrator for responding to threats and emergency events, respectively, including such things as notification of appropriate law enforcement personnel, calling upon specified emergency response personnel for assistance, and informing parents of affected students.

Prior to the opening day of each school year, the administrator shall inform each student or child enrolled in the school and the student's or child's parent of the parental notification procedures included in the protocol.

(4) Each administrator shall keep a copy of the emergency management plan adopted pursuant to this section in a secure place.

(C)

(1) The administrator shall submit to the department of education, in accordance with rules adopted by the state board of education pursuant to division (F) of this section, an electronic copy of the emergency management plan prescribed by division (B) of this section not less than once every three years, whenever a major modification to the building requires changes in the procedures outlined in the plan, and whenever information on the emergency contact information sheet changes.

(2) The administrator also shall file a copy of the plan with each law enforcement agency that has jurisdiction over the school building and, upon request, to any of the following:

(a) The fire department that serves the political subdivision in which the building is located;

(b) The emergency medical service organization that serves the political subdivision in which the building is located;

(c) The county emergency management agency for the county in which the building is located.

(3) Upon receipt of an emergency management plan, the department of education shall submit the information in accordance with rules adopted by the state board of education pursuant to division (F) of this section, to both of the following:

(a) The attorney general, who shall post that information on the Ohio law enforcement gateway or its successor;

(b) The director of public safety, who shall post the information on the contact and information management system.

(4) Any department or entity to which copies of an emergency management plan are filed under this section shall keep the copies in a secure place.

(D)

(1) Not later than the first day of July of each year, each administrator shall review the emergency management plan and certify to the department of education that the plan is current and accurate.

(2) Anytime that an administrator updates the emergency management plan pursuant to division (C)(1) of this section, the administrator shall file copies, not later than the tenth day after the revision is adopted and in accordance with rules adopted by the state board pursuant to division (F) of this section, to the department of education and to any entity with which the administrator filed a copy under division (C)(2) of this section.

(E) Each administrator shall do both of the following:

(1) Prepare and conduct at least one annual emergency management test, as defined in division (A)(2) of this section, in accordance with rules adopted by the state board pursuant to division (F) of this section;

(2) Grant access to each building under the control of the administrator to law enforcement personnel and to entities described in division (C)(2) of this section, to enable the personnel and entities to hold training sessions for responding to threats and emergency events affecting the building, provided that the access occurs outside of student instructional hours and the administrator, or the administrator's designee, is present in the building during the training sessions.

(F) The state board of education, in accordance with Chapter 119. of the Revised Code, shall adopt rules regarding emergency management plans under this section, including the content of the plans and procedures for filing the plans. The rules shall specify that plans and information required under division (B) of this section be submitted on standardized forms developed by the department of education for such purpose. The rules shall also specify the requirements and procedures for emergency management tests conducted pursuant to division (E)(1) of this section. Failure to comply with the rules may result in discipline pursuant to section 3319.31 of the Revised Code or any other action against the administrator as prescribed by rule.

(G) Division (B) of section 3319.31 of the Revised Code applies to any administrator who is subject to the requirements of this section and is not exempt under division (H) of this section and who is an applicant for a license or holds a license from the state board pursuant to section 3319.22 of the Revised Code.

(H) The superintendent of public instruction may exempt any administrator from the requirements of this section, if the superintendent determines that the requirements do not otherwise apply to a building or buildings under the control of that administrator.

(I) Copies of the emergency management plan and information required under division (B) of this section are security records and are not public records pursuant to section 149.433 of the Revised Code. In addition, the information posted to the contact and information management system, pursuant to division (C)(3)(b) of this section, is exempt from public disclosure or release in accordance with sections 149.43, 149.433, and 5502.03 of the Revised Code.

Notwithstanding section 149.433 of the Revised Code, a floor plan filed with the attorney general pursuant to this section is not a public record to the extent it is a record kept by the attorney general.

Added by 130th General Assembly File No. TBD, HB 487, §1, eff. 9/17/2014.

Ohio Administrative Code Section 4101:1-10-01

1010.4. Temporary door locking device in school buildings. A temporary door locking device shall be permitted when approved by the building official and noted on the certificate of occupancy only in school buildings where the requirements of sections 1010.4.1 and 1010.4.2 are met.

1010.4.1 Conditions of use. A temporary door locking device shall only be used on doors under the following conditions:

1. Proof is provided by the administrative authority of a school building that a school safety plan has been adopted and filed pursuant to section [3313.536](#) of the Revised Code; and
2. The temporary door locking device shall only be used in an emergency situation and during active shooter drills; and
3. The temporary door locking device is engaged only by a staff member of the school building; and
4. The temporary door locking device shall only be engaged for a finite period of time as determined by the administrative authority of a school building in accordance with the school safety plan adopted pursuant to section [3313.536](#) of the Revised Code; and
5. Proof is provided by the administrative authority of a school building that police and fire officials having jurisdiction for the school building have been notified prior to the use of the temporary door locking device; and
6. In-service training on the use of the temporary door locking device is provided for school staff members and records verifying this training shall be maintained on file and provided to the fire official upon request.

1010.4.2 Operational requirements. The temporary door locking device shall be permitted to be used in accordance with the following items:

1. The temporary door locking device shall not be permanently mounted to the door.

Exception: Individual parts of the temporary door locking device assembly such as bolts, stops, brackets, pins, etc. that do not prevent normal ingress and egress through the door may be permanently mounted provided that when such parts are mounted on a labeled fire door assembly such installation does not affect the fire rating of the fire door assembly.

2. The removal of the temporary door locking device, after it is engaged, shall not require more than one operation.

Exception: Two operations may be permitted to remove a temporary door locking device, after it is engaged, if the school building is equipped throughout with an automatic sprinkler system in accordance with section 903.3.1.1.

Provisions of the “Americans with Disabilities Act of 1990,” 104 Stat. 327, 42 U.S.C.A. 12101, as amended, may apply to the use of the temporary door locking device but are outside the scope of this code.



Ohio Attorney General's
Active Shooter Response:
An Educator's Guide

Companion Workbook



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