

SAFEGUARDING SCHOOLS AGAINST TERROR

✓ **UNDERSTANDING THE NEW NORMAL**

September 11, 2001 ushered in a new era for the citizens of the United States. Prior to the terror attacks that toppled the Twin Towers of the World Trade Center, tore open the Pentagon building in Washington D.C. and downed four jet liners, the phrase “homeland security” was unfamiliar to most Americans.

As the nation learns to deal with the full impact of a newly recognized vulnerability, Americans are being forced to face the acceptance a new kind of “normal.” Americans must now think about keeping their communities safe and the homeland secure from terrorist threat and attack. The new normal requires a new level of vigilance and responsibility. As individuals, households, neighborhoods and communities prepare to face these unprecedented threats and prolonged uncertainty, so must schools also prepare.

Today’s preparations will not only serve school communities during times of war and terrorism but also during times of stability. Safe school planning — of which crisis preparation and response is one element — is not a new process for most school communities. Many have spent months and years forging critical partnerships, collaborating, planning and problem solving with the goal of providing safe and effective schools. Many have already developed viable and noteworthy crisis response plans. The present call for homeland readiness compels school administrators, SROs and their school communities to update existing safe school plans. In light of recent events and increased vulnerability, it is imperative for schools without a crisis response plan to create one.

DO YOU KNOW TODAY’S RISK ALERT STATUS?

<p>SEVERE Severe risk of terrorist attack (Red)</p>
<p>HIGH High risk of terrorist attack (Orange)</p>
<p>ELEVATED Significant risk of terrorist attack (Yellow)</p>
<p>GUARDED General risk of terrorist attack (Blue)</p>
<p>LOW Low risk of terrorist attack (Green)</p>

In response to the need for citizens and agencies to understand the scope and severity of terror threats, the Department of Homeland Security developed a color-coded Homeland Security Advisory System to alert Americans of current terrorist conditions. The five levels of threat are based upon a number of factors including a review of the intelligence and assessment of current threats.

Safe school preparations serve school communities at all levels of threats and risks. Proactive safe school planning is one that falls within the most basic level of risk condition—green. School safety partnership efforts that serve to safeguard schools against terrorism will also serve to protect schools against other forms of violence and attack. Schools can use the Homeland Security Advisory System to prepare and respond to national threats and acts of terrorism. **See page 152 for a worksheet on using the Homeland Security Advisory System at your school.**

**THE DEPARTMENT OF
HOMELAND SECURITY**

The creation of the Department of Homeland Security (DHS) is the most significant transformation of the U.S. government since 1947, when Harry S. Truman merged the various branches of the U.S. Armed Forces into the Department of Defense to better coordinate the nation's defense against military threats.

DHS represents a similar consolidation, both in style and substance. In the aftermath of the terrorist attacks against America on September 11th, 2001, President George W. Bush decided 22 previously disparate domestic agencies needed to be coordinated into one department to protect the nation against threats to the homeland.

The new department's first priority is to protect the nation against further terrorist attacks. Component agencies will analyze threats and intelligence, guard our borders and airports, protect our critical infrastructure, and coordinate the response of our nation for future emergencies.

Besides providing a better-coordinated defense of the homeland, DHS is also dedicated to protecting the rights of American citizens and enhancing public services, such as natural disaster assistance and citizenship services, by dedicating offices to these important missions.

(Visit <http://www.dhs.gov> for this and other information from the Department of Homeland Security.)

INSTRUCTOR NOTE 1

On the federal level, homeland security is about increasing government services and resources for national security, policing and intelligence. It is also, however, about teaching individual citizens and families to be ready to protect themselves and their communities. The most basic step that school communities can take to participate in homeland security is to apply the national guidelines for family preparedness to their schools. These guidelines encourage responsibility and self-sufficiency and advise individuals and families to create their own emergency plans by:

- Assembling emergency supplies.
- Developing communication plans.
- Learning more about the different types of emergencies they could face.

This module is designed to help school administrators and their law enforcement partners preserve and enhance the educational mission in times of turmoil and prepare to the best of their ability to effectively respond to a crisis. The module serves in four specific ways:

- To build knowledge and understanding regarding terrorism and school violence;
- To infuse readiness concepts into safe school planning;
- To inspire a commitment to respond appropriately to the call for readiness; and
- To introduce new resources to help schools prepare and be ready.

HOMELAND SECURITY

As a result of 9/11 terrorist attacks, the Homeland Security Department was created. The primary mission of the Department is to:

- prevent terrorist attacks within the United States;
- reduce the vulnerability of the United States to terrorism; and
- minimize the damage, and assist in the recovery, from terrorist attacks that do occur within the United States.

Citizens, households, schools and communities have received a call to action that is reasonable for a nation facing new threats and challenges. The federal "readiness campaign" essentially asks citizens to:

- Be vigilant;
- Take sensible precautions; and
- Remain productive.

The same message promotes the idea that citizens and communities hone their abilities to be self-reliant during a large-scale crisis so that limited resources can be used where they are

needed most.

For school communities, the campaign message is as simple as:

- Be cautious and alert;
- Do those things that are practical and appropriate to your setting;
- Don't let fear of terrorism interfere with your educational mission.

✓ **UNDERSTANDING TERRORISM**

Most official definitions of terrorism include the following elements:

- the systematic use of fear;
- using the threat of violence;
- committed for political, ideological or religious purposes; and
- with a desire to alter the behaviors of others.

As shown by the events of 9/11, all citizens, communities and schools are affected by terrorism, either directly or indirectly. High-profile events often create a ripple effect through communities, institutions, organizations and cultures. The intensity of the ripple effect depends on one's proximity to the event. Proximity can be measured geographically, emotionally, socially, politically, culturally, philosophically and financially. The indirect affects of terrorism are not always obvious.

Terrorism takes on many faces, forms and missions, from the international terror groups led by such individuals as Osama Bin Laden, to domestic terrorists such as Timothy McVey (convicted of blowing up the federal Murrah Building in Oklahoma City) or Buford Furrow (responsible for the Los Angeles Jewish day care center attack), to the notorious school shooters from Columbine High School.

Understanding the mind set of today's terrorists is a challenge to most people. The loss of life, destruction and intimidation that promote the terrorist's agenda are deplorable. A lack of understanding about terrorism can lead one into denying that threats exist.

To understand how a terrorist might plan an attack, consider the questions a terrorist might use to assess a potential target:

- Would an attack on the target undermine public confidence or instill fear and panic nationwide?
- Would an attack on the target promote the terrorists' agenda?
- Does the target provide an essential community service?
- Has this type of target been attacked in the past with success?

THE TERRORIST PERSPECTIVE

Applying the terrorist perspective to profile your community's risks can help increase your understanding regarding both the international or domestic threat of terrorism.

Which of the following potential terror targets are located within or near your community and increase the vulnerability of your community to terrorist attack?

- Transportation venues:** airports, railways, ports, public transit systems
- Infrastructures:** bridges, tunnels, highway interchanges, water supply sources, water and gas storage facilities
- Energy sources:** power plants and substations, dams, refineries
- Communications:** all sources of telecommunications— telephone/cellular/radio /television systems;
- Service sector:** banks, manufacturing plants, airlines, hospitals, hotels, malls, emergency services
- Agriculture:** livestock, crops
- Government:** military facilities, national borders, post offices, federal buildings, court houses, consulates, civic centers, police departments
- Entertainment and special interests:** places of worship, convention and sports centers, concert halls, museums, memorials or historical sites, theme parks, zoos, aquariums
- Natural resources:** rivers, parks, lakes and beaches
- Special events:** fairs, awards ceremonies, inaugural events, parades, patriotic holiday events, other community celebrations

A TERRORIST MISSION

The following is an excerpt from a manual that was found in a computer file at an Al Qaeda member's home in England. Described as "the military series" related to the "Declaration of Jihad," the file was translated into English and was introduced at the embassy bombing trial in New York.

According to the translation, the main mission of the terrorist military organization is... "the overthrow of the godless regimes and their replacement with an Islamic regime." Other missions consist of the following:

1. Gathering information about the enemy, the land, the installations, and the neighbors.
2. Kidnaping enemy personnel, documents, secrets, and arms.
3. Assassinating enemy personnel as well as foreign tourists.
4. Freeing the brothers who are captured by the enemy.
5. Spreading rumors and writing statements that instigate people against the enemy.
6. Blasting and destroying the places of amusement, immorality, and sin; not a vital target.
7. Blasting and destroying the embassies and attacking vital economic centers.
8. Blasting and destroying bridges leading into and out of the cities."

To view this document online, visit www.usdoj.gov/ag/trainingmanual.htm.

- Would an attack on the target warrant national media coverage?
- Does the target symbolize America?
- Would an attack on the target set the bar for future attacks?

To date, no U.S. school has been the target of an international terrorist attack. However, schools could be considered viable terrorist targets for the following reasons:

- An attack at a school would instill fear and panic nationwide. Consider the effects of the student attack at Columbine High School.
- An attack on a school could promote the reputation and power of a terrorist/group.
- Schools provide an essential community service. About one-quarter of the nation's population attends school each school day.
- Domestic terrorists have previously attacked schools and education facilities. Schools were also indirect victims of terrorist attacks on September 11, 2001.
- An attack at a school would warrant national media coverage.
- Schools symbolize America and America's future.
- Many schools remain easy targets due to their accessibility, vulnerability and prominence in the community.

THE TOOLS OF THE TERRORIST TRADE

The tactical elements of international and domestic terrorists and some of those who have perpetrated acts of school violence have been similar in nature. Common elements include:

- Surveillance activities prior to attack;
- Access to the targeted facility;
- Access to weapons or means of attack (guns, explosives, chemicals);
- A strategy requiring intense discipline, planning, patience and optimal timing;
- The staging of rehearsals or trial runs;

- The element of surprise to the unsuspecting victim or community of victims;
- The use of explosives, secondary devices and diversionary tactics;
- The use of the Internet to communicate threats, strategize among cohorts, document activities, learn tactics and recruit followers;
- Suicide missions involving similar mental states and focus on the part of the attacker/s;
- Warning signs that are often overlooked or ignored; and
- Strategies that set the bar for future events in terms of escalating fear, anxiety, destruction and the notoriety of the terrorist.

INSTRUCTOR NOTE 2

✓ THE SCHOOL VIOLENCE CONNECTION

While images of international terrorists and domestic hate groups usually come to mind when discussing terrorism, understanding the similarities between school violence and acts of terrorism is critical for those involved in providing safe schools. Acts of international terrorism, such as the 9/11 attack, and the 1999 Columbine High School shooting in Littleton, Colorado, include similarities: the attackers' goals and hatred of others, the months of planning and rehearsal and several of the elements of the attacks. In another aspect of similarity, both schools and law enforcement agencies now operate differently as a direct result of these two events.

Compare the definition of terrorism to the following definition of terrorism in school:

Terrorism in schools is a threat or criminal act against school personnel, students or property that:

- Creates immediate or prolonged fear/anxiety;
- Manipulates the actions/reactions of others;
- Causes primary and/or secondary victimization; and
- May result or does result in death, bodily injury or significant property damage.

Related to this definition of school terrorism are acts of bullying, harassment, hazing, hate-motivated behaviors/crimes and gang activity.

Consider the case of bullying. Bullying is defined as any hurtful or aggressive act toward an individual or group that is unprovoked, intentional and repeated. Bullying includes a real or perceived imbalance of physical power, a social network, or verbal skills that favor the perpetrator. The elements involved in bullying can readily be aligned with the elements of terrorism:

School Bullying	World Terrorism
Misuse of power	Abuse of power
Intent to harm	Intent to kill or maim
Repetitive in nature	Systematic activity
Causing fear	Causing panic and alarm
Direct/Indirect victims	Direct/indirect victims
Escalation in severity	Intensification of violence

Both bullying and terrorism result in paralyzing effects. At the national level, as a result of terrorist acts, people can begin to withdraw from their “normal” activities — they don’t travel, they don’t spend — generally they become more cautious and hesitant. At the school level, as a result of bullying, some students begin to withdraw from daily activities, they don’t participate, they don’t interact, and they often refuse to attend.

Experts tell us that it is bullying, not a terrorist attack, that teens see as the biggest threat that most frightens them and interferes with their education. While the threat of international terrorism is real, the average student will be much more affected by the internal terrorism of bullying, violence in the community, and the possibility that a troubled classmate could attack the school.

✓ FINDING THE APPROPRIATE RESPONSE

Schools have always struggled with finding an appropriate balance between providing security and creating a warm and welcoming learning environment that promotes the academic mission.

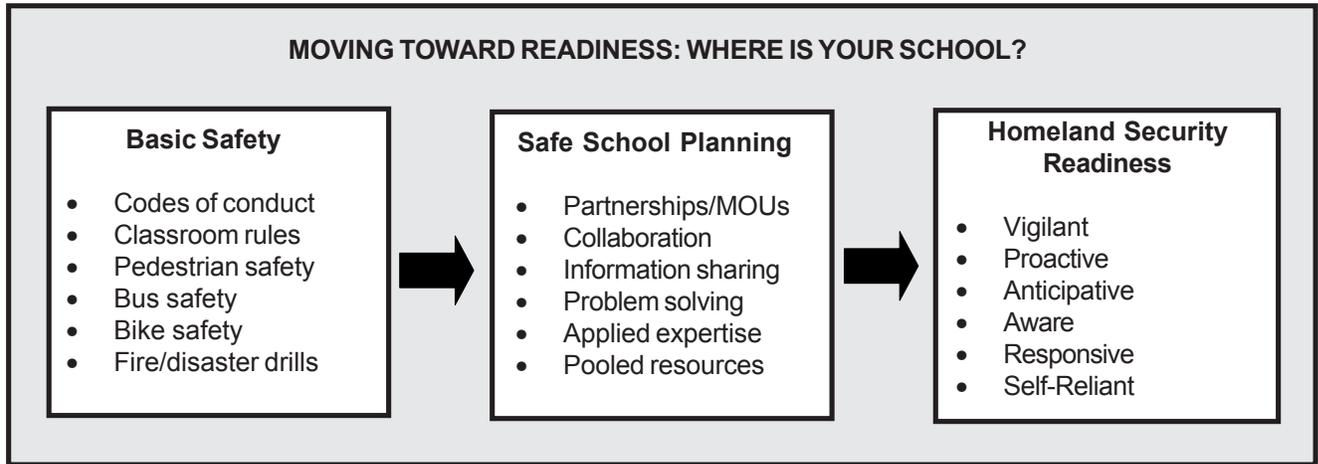
In the 1950s, school safety efforts focused on providing safe, orderly and disciplined environments. This was accomplished by managing the individual behaviors of students through classroom rules, codes of conduct and discipline. Safety efforts focused on bus, pedestrian and bike safety education. Emergency planning took the form of practicing periodic escape drills in case of fire or other natural disasters.

The era of the Cuban Missile crisis and the fear of nuclear attacks during the 1960s generated a national call for preparedness. Many individuals and communities accepted the challenge by creating disaster response plans, bomb shelters and stocks of emergency supplies. This era also generated for schools the practice of disaster drills in which teachers and students alike were asked to duck and cover under their desks in case of nuclear attack. The present call for readiness with regard to terrorism echoes the events, activities and emotions of this earlier time.

The 1970s ushered in a time in which some schools faced racial tensions and many schools were challenged by the impact of wide-scale drug use. The times also included the politics of war and social unrest. During this period, school rules, drills and student discipline existed as fragmented strategies for school safety. Some schools began to employ school security officers and campus supervisors to help manage these challenges.

The increase in youth gang activity and violence in schools during the late 1980s and 1990s gave rise to the concept of safe school planning. Schools were no longer asked to bear the sole responsibility for school safety. Broad-based planning teams took a comprehensive look at the safety and prevention needs of their school community. They then developed long-term plans and multifaceted approaches to creating safer schools. The school safety language began to include such terms as collaboration, partnerships, memorandums of understanding, joint power agreements, interagency cooperation, problem solving, information sharing and pooled resources. Many schools and municipalities began to place sworn peace officers on campus to serve as peace keepers, safety experts, community liaisons, educators and problem solvers.

The high-profile shootings that occurred on school campuses across America during the mid to late 1990s tested the emergency response plans for both schools and law enforcement. No longer could school communities deny that a crisis could occur on campus on any day, at any



time. These major crisis events resulted in changes within both education and law enforcement cultures. Joint efforts included the prevention of acts of school violence by attempting to detect early warning signs among students, becoming more knowledgeable about mental health issues, and addressing bullying and harassment behaviors. The sharing of critical information was extended beyond educators and law enforcement to include mental health professionals and students and parents through the use of tiplines, dialogue and training. Emphasis was placed on creating and preparing crisis response teams to assist in response and recovery.

The events of 9/11 were a springboard for changes regarding safety and security issues throughout our nation and beyond. New levels of vigilance and preparedness have been created through such initiatives as the Department of Homeland Security, new funding streams, new levels of training, and the enlistment of entire communities and everyday citizens to be ready.

The post 9/11 era has created a greater need for school communities to assess their readiness, too. Today, schools must engage in the process of securing and protecting themselves in light of new terrorist threats and challenges. Schools can move beyond the old standards of safety and security by adopting a new focus on awareness, proactivity, vigilance and responsiveness toward a goal of readiness and self-reliance.

✓ THE CASE FOR SELF-RELIANCE

As a result of the safe school planning efforts occurring in school communities across America, school-based partnerships with community agencies and emergency responders have been established and continue to grow. Schools are now better positioned to work with their partners to respond to a crisis that may occur on or near their campuses. However, in the event of a large-scale disaster—either man-made or natural—schools may find that the event exceeds the planning and preparation. In such cases, existing plans and partnerships for emergency response may not apply. For example, during a large-scale crisis:

- Emergency resources may be limited.
- Schools may not be a high priority for response.
- Community emergency responders may be deployed elsewhere.

In the event of a crisis of significant magnitude, schools will be required to depend heavily upon the relationships, resources and problem-solving skills that have already been established. The

midst of a crisis is not the time to establish critical relationships, assess strengths or hone crisis response skills.

When preparing for a large-scale crisis, planning and cross training among school safety partners takes on new meaning and value. Schools are encouraged to consider and anticipate a degree of isolation and the expanded roles and responsibility they will assume in the absence of or limited availability of emergency responders during such a crisis. The training and preparation that takes place now among schools, law enforcement, emergency service providers and community leaders will inspire confidence and help schools develop the capacity to be self-sufficient and self-reliant during any kind of crisis.

✓ **STRATEGIES FOR PREPARATION AND RESPONSE**

The following key actions for school-based partnerships support the choice to “be ready.” They are not unlike what schools across America have engaged in over the last decade, particularly since the Columbine shooting incident. The difference now is the heightened awareness that terrorism, no matter what form it takes — bullying, hate crimes, terror bombings — can strike anywhere and any time.

1. Renew and augment school safety partnerships.

- Review incident command structures with safety partners in light of new threats.
- Assess community readiness and acceptance regarding crisis preparedness.
- Interface your plan with community crisis response plans.
- Reestablish contact and update memorandums of understanding with critical safety partners, including emergency responders.
- Walk your facility with a team of emergency responders to assess its security, vulnerability and accessibility. Assess:
 - the proximity of the school to other terrorist targets in the community
 - the ease of access to the school
 - the integrity of existing fences and barriers
 - the effectiveness of existing security measures
- Confirm the availability of specialized emergency services, including bomb squads, hazardous materials management, and state and federal emergency management agencies.
- Develop contingency plans for self-reliance in case emergency responders are deployed elsewhere.
- Renew contact and update procedures for the school crisis response team.
- Identify contacts in the community who could provide food, water, shelter, medical aid,

ARE YOU READY?

In the event of a large-scale disaster, what will you do if:

- current and accurate information about a crisis is not available or there is no official government communication?
- direction from the district office is not immediately available?
- your school site loses electrical power, water or land-line communication?
- the crisis response plans do not meet the reality of the situation?
- emergency responders or designated safety partners are deployed elsewhere and not available?
- despite preparation, staff and students are overwhelmed and display strong reactions?
- a high degree of panic, reaction, and limited cooperation develops among parents?
- An onslaught of media attention interferes with school plans and operations?

Homeland Security Basics

- **Watch for warning signs** — behaviors and events — that are out of the ordinary or suspicious. Examples: observing someone photographing your school or receiving unusual inquiries for information about or access to your campus.
- **Use your safe schools plan** or crisis response plan as a springboard for continued planning and preparation in light of new threats. Develop plans where none exist.
- **Keep informed and current.** New threat scenarios can develop daily. Talk with your school safety partners on a regular basis.
- **Report your concerns** to appropriate authorities.
- **Embrace your school’s mission.** Don’t let the fear of terrorism interfere with your educational mission.

power sources and other forms of emergency support.

- Practice and drill on site with emergency responders.
- 2. Assess preparedness.**
- Identify school staff members who possess response skills and training (for example, first aid and CPR training or multiple language skills).
- Develop a school site chain of command that adapts to available personnel and resources during a crisis.
- Inventory campus and classroom provisions, including food, water, alternative power sources, materials for sealing doors and windows, flashlights, and medical and first aid supplies.
- Assemble emergency kits and food and water supplies as appropriate for your school community.
- Update staff and student rosters and emergency contact information. Make such information portable for use in a crisis.

3. Keep informed and be aware of the potential threats.

- Use reliable sources for information regarding preparedness and response to biological, chemical, and radiological threats.
- Map your school’s proximity to power plants,

bridges, airports and other transportation venues, government buildings, military bases, dams and reservoirs, and other potential terrorist targets.

- Watch for suspicious people or items and changes in typical patterns of activities surrounding your school.
- Direct threat assessment teams to monitor the behaviors of agitated or troubled students, staff, parents and members of the community at large.
- Screen and badge all visitors, including vendors, delivery/service personnel and volunteers. Enforce sign-in/sign-out procedures.
- Confirm the identity of anyone seeking access to operational systems such as heating, ventilation, or air conditioning units. Maintain accurate records of service calls.
- Reassess the risk related to various school activities, including field trips and athletic events, in accordance with the color-coded national threat conditions established by the Homeland Security Advisory System. **(See Worksheet, page 152)**

4. Update, train, cross-train and practice crisis response procedures.

- Identify facilities and options for sheltering-in-place or evacuation.
- Review emergency codes, signals and procedures.
- Conduct drills for lockdown, shelter-in-place, evacuation, portable record keeping and transportation procedures.

- Anticipate and prepare the key messages used in crisis communications, such as announcements, parent letters, school fact sheets, press releases and factual statements.
- Update crisis communication methods used with safety partners and the broader community.
- Identify alternative means of communication other than traditional phone lines, such as cell phones, two-way radios, bull horns or other voice/video data networks.
- Assess parent and family notification and reunification plans.
- Share crisis response procedures with school community members as appropriate.
- Review media contact protocols.
- Anticipate the need to expand the parameters of a crisis to include systems, organizations and agencies outside your control.

5. Promote a civil, safe and orderly campus.

- Maintain a predictable routine for students.
- Include students, teachers, school staff and the parent community in crisis response preparation and threat assessment.
- Boost the presence and visibility of the administrative team by wearing badges, hats or designated items of clothing.
- In the aftermath of a terror attack and subsequent events, anticipate the impact of political diversity, social unrest and protests in the community.
- During times of political diversity and social unrest, proactively communicate personnel policies that address academic freedom, staff sensitivity, and conduct toward individuals, groups and controversial subjects. Communicate expectations regarding student conduct, freedom of expression, mutual respect, civil behavior and dress code issues regarding clothing with political sentiments.
- Proactively manage student or staff unrest, disruption, protests, or demonstrations.
- Fairly and consistently enforce policies, rules and sanctions.
- Identify and respond to hate-motivated behaviors.

6. Help manage turbulent times by embracing the time-honored mission of schools.

- Continue to reinforce and promote your school's academic and social mission statement.
- Continue to build knowledge and understanding of world history and conflict, geography, economics, and current issues.
- Continue to foster a personal understanding of the rights and responsibilities of citizenship.
- Identify and explore the challenges of diversity within your school, community, nation and the world.
- Engage in perspective building that is grounded in civil discourse and mutual respect.
- Practice critical thinking, analysis and nonviolent problem solving.

✓ **WEB RESOURCES AND TOOLS
REGARDING HOMELAND SECURITY, READINESS AND ANTI-TERRORISM**

American Academy of Pediatrics www.aap.org

- **Online Information:** Family Readiness Kit <http://www.aap.org/family/frk/frkit.htm>
- **Resource List and Links on Children, Terrorism & Disasters:** <http://www.aap.org/terrorism/index.html>
- **Fact Sheet:** The Youngest Victims: Disaster Preparedness to Meet Children's Needs <http://www.aap.org/terrorism/topics/PhysiciansSheet.pdf>

American Association of School Administrators www.aasa.org

- **Fact Sheet:** The Central Office Role in School Emergencies
http://www.aasa.org/publications/sa/1997_11/focmcelvoy.htm

American Red Cross www.redcross.org

- **Brochure:** Terrorism: Preparing for the Unexpected
<http://www.redcross.org/services/disaster/keepsafe/terrorism.pdf>
- **Fact Sheet:** Homeland Security Advisory System Recommendations
<http://www.redcross.org/services/disaster/beprepared/hsas/schools.pdf>
- **Fact Sheet:** Recommended Emergency Supplies for Schools
<http://www.redcross.org/disaster/masters/supplies.html>

Centers for Disease Control www.cdc.gov

- **Publication:** Biological and Chemical Terrorism: CDC Strategic Plan for Preparedness and Response
<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr4904a1.htm>
- **Publication:** Public Health Emergency Preparedness and Response
<http://www.bt.cdc.gov/>
- **Satellite Broadcast and Webcast:** CDC & U.S. Department of Education Collaborate to Help Schools Prepare for Possible Terrorism, Originally aired May 16, 2002
<http://www.phppo.cdc.gov/PHTN/schools/default.asp>

Counter-Terrorism Training and Resources for Law Enforcement

- **Training information:** <http://www.counterterrorismtraining.gov/mission/index.html>

Department of Defense www.odedodea.edu

- **Online Information:** Crisis Management Toolkit
<http://www.odedodea.edu/instruction/crisis/index.htm>

Fairfax County Public Schools, Office of Security and Risk Management Services

- **Publication:** Crisis Management Workbook
<http://www.fcps.k12.va.us/DGS/safety-security/planning/cmw.pdf>

Federal Emergency Management Agency www.fema.gov

- **Directory:** State Offices and Agencies of Emergency Management
<http://www.fema.gov/fema/statedr.shtm>
- **Fact Sheet on Terrorism:**
<http://www.fema.gov/hazards/terrorism/>
- **Resources and Links for Parents and Teachers:**
<http://www.fema.gov/kids/98wdgen.htm>
- **Publication:** Emergency Management Guide For Business & Industry
<http://www.FEMA.gov/library/bizindex.shtm>
- **Online Information:** Integrating human-caused hazards into mitigation planning
http://www.fema.gov/fima/planning_toc6.shtm
- **Brochure:** Are You Ready? <http://www.fema.gov/areyouready/>

Montgomery County (MD) Public Schools

- **Information on Emergency Preparedness:**
<http://mcps.k12.md.us/info/emergency/preparedness/index.cfm>

National Association of School Psychologists

- **Resources and Links on Coping in Unsettling Times:**
<http://www.nasponline.org/NEAT/unsettlingtimes.html>

National Association of School Nurses www.nasn.org

- **Resources and Links on Disaster Preparation:**
<http://www.nasn.org/disasterprelinks.htm>

National Clearinghouse for Educational Facilities www.edfacilities.org

- **Resources and Links on Disaster Preparedness for Schools:**
<http://www.edfacilities.org/rl/disaster.cfm>

National Crime Prevention Council <http://www.ncpc.org>

- **Press Release:** Bullying, Not Terrorist Attack, Biggest Threat Seen By U.S. Teens
<http://www.ncpc.org/ncpc/ncpc/?pg=5878-5886-6652>

National Education Association www.nea.org

- **Online Information:** Crisis Communication Guide and Toolkit
<http://www.nea.org/crisis/b1home.html#response>

National Homeland Security Knowledgebase

- **Free information service for receiving e-mail notification of domestic terror alerts and warnings:** <http://www.twotigersonlin.com/alerts.html>

North Carolina State Department of Education www.ncpublicschools.org

- **Resources and Link on Crisis Management:**
http://www.ncpublicschools.org/school_improvement/crisis_resources.html

Office for Domestic Preparedness www.ojp.usdoj.gov/odp

- **Information about the National Domestic Preparedness Consortium:**
www.ojp.usdoj.gov/odp/about/consortium.htm

Office of Safe and Drug-Free Schools, U.S. Department of Education

www.ed.gov/offices/OSDFS

- **Resources and Links on Emergency Planning:**
<http://www.ed.gov/emergencyplan/resources.html>
- **Publication:** Practical Information on Crisis Planning
<http://www.ed.gov/emergencyplan/crisisplanning.pdf>
- **Publication:** Threat assessment in schools: A guide to managing threatening situations and to creating safe school climates
<http://www.ed.gov/offices/OSDFS/publications.html>

Ready Campaign www.ready.gov

- **Brochure:** Preparing Makes Sense. Get Ready Now

http://www.ready.gov/readygov_brochurev3.pdf

**U.S. Department of Health and Human Services
Substance Abuse and Mental Health Services Administration**

- **Publication:** Communication in a Crisis: Risk Communication Guidelines for Public Officials, 2002
<http://www.riskcommunication.samhsa.gov/index.htm>

U.S. Department of Homeland Security www.dhs.gov

- **Directory:** Homeland Security State Contacts
www.whitehouse.gov/homeland/contactmap.html

Terrorism at School: A Guide to Action

1

Precautions to Take

- Readily draw upon relationships with law enforcement, emergency responders, mental health and social service agencies to promote school safety.
- Maintain a viable crisis response plan that includes procedures, options and drills for lockdown, evacuation and shelter in place or a combination thereof.
- Closely monitor cases of serious bullying, gang activity, rivalries, threats of revenge or violence, tiplines, student gossip or rumors, troubled or suicidal students.
- Share critical safety information with students, staff, parents and community partners.
- Maintain open, dynamic and responsive communications throughout the school community.

2

Watch and Report:

- a person or student hanging around school perimeter or loitering in or near the campus without purpose;
- a person or student seeking access to school after hours or at irregular times;
- a stranger or student seeking information about school operations;
- a person or student who appears disoriented or who has a “blank look” on his or her face;
- a person or student wearing unseasonable or unusual clothing which may conceal a weapon or explosives;
- disgruntled students, staff, parents or members of the community;
- threatening websites, e-mail messages; graffiti and slam books; and
- a deviation from normal patterns of activity by vendors, delivery and service personnel.

3

During an Attack at School:

- Call for assistance. Secure the area of attack. Manage the crisis until help arrives.
- Activate the chain of command and implement the response plan as appropriate.
- Improvise as needed when the original plans do not match the actual needs of the crises.
- Manage the immediate needs of students, staff and parents.
- Manage the curiosity of community members and the media.

4

In the Aftermath:

- Provide crisis counseling.
- Gather feedback. Assess the effectiveness of the response.
- Revise plans and procedures as appropriate.
- Replenish emergency supplies.
- Monitor the mental health of the school community over time.
- Anticipate crisis anniversaries and memorial activities.