



Homeland Security Sample Programs and Resources for
School-Based Programs
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Project TAHS
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HOMELAND SECURITY

for CNCS School Based Programs

What are CNCS “Homeland Security” Activities?



CNCS homeland security activities engage citizens and communities in the prevention of, preparation for, response to, and the recovery from situations and events that threaten or cause significant harm to people or property. Safe and healthy communities require the coordination of knowledgeable and skilled individuals who are able to assist in times of need. CNCS homeland security initiatives aim to develop the capacities of both individuals and communities to address emergencies and disasters. It is impossible to know exactly when a major threat will happen, but CNCS homeland

security activities can organize communities to manage harmful situations when they occur and mitigate long-term damage.

CNCS school based programs have involved youth in all four stages of homeland security activity. The following description of homeland security activities were submitted by current CNCS programs, including the sub-grantees of the Community College National Center for Community Engagement SAFE Project.*

■ Prevention (Mitigation) Activities

Homeland Security activities can focus on steps and strategies to prevent crises, emergencies and disasters. School based homeland security prevention can include assessing potential dangers, providing diversity training and implementing “bully” prevention programs.

Kenai Peninsula College in Soldotna, AK, is implementing a service-learning project on its campus which focuses on cultural diversity in the region. Among their planned activities are: 1.) helping the community in preparing for the 2006 Arctic Games, a Native-focused sports and cultural sharing event; 2.) spearheading the development, approval, and creation of the Kenai Cultural Arts and Research Center; and 3.) partnering with a Native faith-based organization, Alaska Christian College, to create programs which help Native students transition to higher education. This last program focuses on academic preparedness, but also helps students address societal problems of alcoholism, drug abuse, and sexual abuse. (SAFE Project) **Contact:** Krista Timin, **Phone:** 907-262-0337, **Email:** inklt@uaa.alaska.edu

PREVENT
<p style="text-align: center;">Example Activities</p> <ul style="list-style-type: none"> Conducting Risk/Threat Assessments of Homes, Schools, Business & Public Buildings Clear deadwood and brush to prevent the spread of fires Mental Health Support Violence & “Bully” prevention Diversity Training Conflict Resolution and Civic Engagement

* Supporting Actions for Engagement (SAFE) Project is a CNCS supported initiative of the Community College National Center for Community Engagement. This project provided subgrants to 10 community colleges to implement projects on Homeland Security and Domestic Preparedness, Service-Learning and Civic Engagement.

■ Preparation Activities

School based programs can focus on preparing for an emergency or disaster. This typically involves planning the most effective ways to respond and increasing resources and organizational capacity to do so. Homeland security preparation can take place at the individual, family, or community level.

Fire and police personnel report difficulty in finding addresses because of improper signage in our community. In cooperation with the **City of Eatonville**, 150 high school students support the community by installing house number signs they print through the Information Systems Academy. Additionally, they survey community businesses to create a business phone directory and community history that can be distributed to customers.

Riverside Community College in Riverside, CA is

developing a project which focuses on better preparing their community for meeting the diverse educational needs of various populations. This program will also provide training to students, parents, agencies, and community-based organizations as it relates to critical disaster preparedness and public safety needs. Their project includes identifying short-term actions to reduce the scope of an emergency and to manage necessary resources in the event of a disaster. SAFE Project students will receive training on disaster preparedness and will be involved in providing presentations to 5th graders on improving individual family disaster preparedness plans. Recipients will be asked to return their completed plans with a sign-off form completed by their parent or guardian so that students may measure the outcomes of their presentations. **Contact:** Ola Jackson, **Phone:** 909-222-8858, **Email:** ola.jackson@rcc.edu

Raritan Valley Community College in Somerville, NJ is developing a service learning program which acts as an organizing center, bringing together students, faculty, community members, and scholars, to study the immediate impacts and problems associated with 9-11 and its aftermath from various perspectives. Through their SAFE Project, they will also mobilize senior citizens to take part in volunteer activities with numerous community organizations and specifically address the issues of public health and safety against future terrorist attacks. Their activities include: 1.) developing service learning activities around homeland security and emergency preparedness that involve both students and the wider community; 2.) conducting workshops on the lessons learned for the campus and community; and 3.) offering faculty development workshops that teach and encourage the development of homeland security within all academic disciplines. Disciplines involved include Nursing, Criminal Justice and Paralegal Studies, and Early Childhood Education. **Contact:** Lori Moog, **Phone:** 908-526-1200 x:8284, **Email:** lmoog@raritanval.edu

Northampton Community College in Bethlehem, PA are developing service-learning and civic engagement programs that promote and teach preparedness methods and focus on house fires, flooding, and chemical spill (the top three disasters that residents of the NCC's service area would most likely face, as identified by the American Red Cross). They are implementing a service learning project in cooperation with the American Red Cross, local fire, police and ambulance services, targeting urban schools in underserved communities in NCC's service area. In addition, the faculty from the Veterinary Technician program is developing a service learning project on the subject of pet evacuation in collaboration with

PREPARE
<p>Example Activities</p> <ul style="list-style-type: none"> • Community Disaster Drills • School Lockdown & Evacuation Drills • Developing/Distributing First Aid Kits • Residential Signage • Disseminating Emergency Information • Learn how to turn off utilities at main lines

Lehigh County Humane Society. **Contact:** Debra Bohr, **Phone:** 610-252-8754, **Email:** dbohr@northampton.edu

West Virginia Department of Education, Learn and Serve program implemented a variety of school-based programs throughout the state. *Manongalia County's Youth United Program* has provided care packages for the military; offered Character Education to reduce violence in schools as well the community and offered training to youth in areas such as CPR/first Aid, disaster preparedness, diversity and tolerance. To apply the skills that they have learned, students from various schools participated in a disaster drill. *Greenbrier County High Schools* served as victims in a disaster drill at the airport with the emergency response teams and medical professionals showing students the importance of practice in preparing for emergency situations with caused by nature or terrorists. The *Taholor County Health Occupations classes* completed the American Red Cross First Aid and CPR training as a part of our Homeland Security effort. **Contact:** Dr. Fred Harrington, **Phone:** 304-558-7881.

■ Response Activities

Providing volunteers the skills and knowledge of what to do in an emergency can reduce the amount of fear and panic in a chaotic situation. Homeland security response activities occur during or immediately following an emergency or disaster. Most activities provide emergency assistance to victims and are designed to reduce the likelihood of secondary damage (e.g. evacuation, first aid, etc.). These include providing emergency skills training to youth and involving them in the emergency plans and public coordination.

RESPOND
<p>Example Activities</p> <ul style="list-style-type: none"> • Critical incident stress management for first responders • Training for medical emergencies (e.g., EMT's, First Responders, First Aid and CPR)

Northampton Community College in Bethlehem, PA, faculty from the Veterinary Technician program are developing a service learning project on the subject of pet evacuation in collaboration with Lehigh County Humane Society.

At Hoboken High School immediately following 9/11, students assisted EMT teams in coordinated triage units across the Hudson River. As a result, the High School started an EMT certification program where students train to be EMTs in case of an emergency. Also NJ Promise Fellows, AmeriCorps community members and school volunteers distributed Potassium Iodide Tablets to members of the South Jersey Communities located within ten miles of nuclear power plants.

Malcolm X College, a City College of Chicago, incorporates Service Learning into courses in liberal arts and health careers to provide an enriched curriculum and to extend our community outreach. Students perform community service relevant to their coursework reflect on the experience, and earn course credit. In one of their programs, nursing students ride along with members of Chicago's fire department in first-responder emergency situations and learn first hand about the city's new emergency guidelines.

■ Recovery Activities

Recovery activities target the time after the immediate danger is over and help the community to recuperate. These types of activities typically include rebuilding physical infrastructures and re-establishing daily routines.

Hillsborough Community College in Tampa, FL is addressing social problems that arise in individuals who have experienced disasters of one kind or another. Students in courses in Human Services, Sociology, History, Education, and Health Sciences will study social problems that occur in the Tampa Bay area; such as domestic violence, readjustment to society of war veterans, living with cancer and other life-threatening illnesses, ‘bullying’ in public schools, and violent crimes. Students will research what services are currently available to help individuals deal with these traumatic stresses; and determine the scope of available resources by interviewing staff in the agencies that provide services to those affected. Lastly, they will also administer a questionnaire to survivors of major life crises. The analyses and interpretations of the questionnaire data will be used to develop recommendations for developing new programs or augmenting existing services to those who have experienced traumatic life events.

Mount Wachusett Community College in Gardner, MA is developing faculty, students, human services providers, and first responders for effective critical incident stress management during community crises that may arise from terrorism attacks or related technological disasters by employing the International Critical Incident Stress Foundation, Inc.’s two-day training program: Critical Incident Stress Management Basic Group Crisis Intervention. Together with their partnering agencies (Gardner Visiting Nursing Association, Montachusett Home Care, and the On-Site Academy), Mount Wachusett Community College will serve 29 cities and towns in North Central Massachusetts.

RECOVER
<p style="text-align: center;">Example Activities</p> <ul style="list-style-type: none"> • Post Traumatic Services • Critical Incident Stress Management • Rebuilding and repair of physical infrastructure

■ Resources for School Based Activities

The following resources and programs were developed/sponsored by diverse local, state, federal and non-profit agencies. CNCS programs may find these helpful in developing or enhancing their programs' Homeland Security components. Brief summaries of each resource are provided on the following pages, including a description of the resource, excerpts from their web pages and/or materials, web page links for further information. (Contact information for program staff also provided.)

1. CDC and Department of Education Collaboration to Help Schools Prepare for Terrorism
2. Department of Education "Practical Information on Crisis Management" Guide
3. Fairfax County Public Schools Homeland Security Efforts
4. Iowa Department of Education "Safe Schools Leadership Handbook"
5. National School Safety Center (NSSS) Homeland Security Guide for Schools
6. National School Safety Center "Managing Schools Under the Threat of Terrorism" Program
7. National School Safety and Security Services "Terrorism and School Safety" Online Guide.
8. National Education Association "Crisis Communications Guide and Toolkit"
9. Texas Department of Education "Proactive Guide for the Threat of Terrorism in Schools"
10. FEMA "Building a Disaster Resistant University"
11. Department of Education Emergency Planning Website
12. International Association of Campus Law Enforcement Administrators Information Resource Website.
13. Indianapolis Public Schools Homeland Security Code System
14. Montgomery County, MD Public Schools Homeland Emergency Preparedness Program
15. New York State Homeland Security System for Schools
16. Arizona Department of Education "School Safety Plans and Resources"
17. American Red Cross "Homeland Security Advisory System Recommendations For Schools"
18. American Red Cross "Recommended Emergency Supplies for Schools"
19. The American Academy of Experts in Traumatic Stress Guideline Series for Schools

1. CDC and Department of Education Collaboration to Help Schools Prepare for Terrorism

What it is:

A tutorial video (originally a webcast) for State School Superintendents, Health Commissioners, Public Safety Directors, Emergency Management Directors, and Homeland Security Directors that coach these officials how to do the following:

- Identify appropriate actions for school and community personnel to take in the event of possible biological, chemical, or radiological threats (i.e., hoaxes or actual attacks).
- Revise school emergency response plans to address possible biological, chemical, or radiological threats.
- Collaborate effectively at the state and local levels to ensure that schools are involved in emergency preparedness plans and activities.

Text from the program website:

“Each school day about one-quarter of the population is located in our nation's schools. The U.S. Department of Education, U.S. Department of Health and Human Services/Centers for Disease Control and Prevention, Federal Emergency Management Agency, and Federal Bureau of Investigation announce this program to help the nation's schools prepare for possible biological, chemical, or radiological terrorist threats in their vicinities. The purpose of this program is to provide state and local education, health, emergency management, law enforcement and homeland security agencies with updated information on biological, chemical, and radiological threats; answer questions about school preparedness and response; and describe roles of partnering agencies in the case of a terrorist threat.”

For more information, please visit:

<http://www.phppo.cdc.gov/PHTN/schools/>

To Order the Videotape: 877-252-1200, 9:00AM - 5:00PM EST.

Contact Information:

Patrick J. Meehan, MD,
Director, Division of Emergency and Environmental Health Services,
National Center for Environmental Health, CDC, DHHS –
Phone: (404) 639-3534, (404) 639-3311, (800) 311-3435
Email: pthnweb@cdc.gov

Paul Kesner, Education Program Specialist,
Safe & Drug Free Schools Program,
U.S. Department of Education –
Capitol Place (F Street Entrance) Room 202A,
80 F Street, NW, Washington, DC 20202-7582
Phone: (202) 219-1892,
Email: Paul.Kesner@ed.gov

2. Department of Education “Practical Information on Crisis Management” Guide

What it is:

It is a step-by-step guide for schools and communities to use in helping them plan for crises and emergencies that is customized for the specific local community characteristics.

Excerpts from the Table of Contents:

Section 1: Introduction

- What Is a Crisis?
- The Sequence of Crisis Management
- Take Action! Key Principles for Effective Crisis Planning

Section 2: Mitigation/Prevention

Section 3: Preparedness

Section 4: Response

Section 5: Recovery

Section 6: Closer Looks

- Defining What Constitutes a Crisis
- FEMA Resources
- Leadership
- Terrorism
- Volunteers
- Communication
- Preparedness
- Community Collaboration
- Incident Command System
- The Media
- Products
- Considerations of Special Needs Staff and Students
- Student Release
- Preparing Students, Staff, and Stakeholders to Respond
- Staff Training
- Tabletop Exercises
- Families
- Models of Crisis Intervention for Students

Appendix A. Resources

Appendix B. Emergency School Safety, Planning, Response, and Recovery Meeting Participants

Appendix C. Crisis Planning Interview Participants

For more information, please visit:

<http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>

Contact Information:

William Modzeleski, Associate Dep. Under Secretary,
Office of Safe & Drug Free Schools, FOB-6 Room 3E314,
400 Maryland Avenue, SW, Washington, DC 20202,
Phone: (202) 260-1856,
Email: Bill.Modzeleski@ed.gov

3. Fairfax County Public Schools Homeland Security Efforts

What it is:

It is a full online information resource for both administrators and families. It includes a very good step-by-step "Crisis Management Workbook" that is targeted to a school administration audience. Also includes press releases and other information resources in several languages such as Korean, Farsi, etc.

Excerpts from the "Crisis Management Handbook:"

Part I: Crisis Management

- Crisis Management Team
- Incident Command System
- Staging Areas
- Lockdown Procedures
- Evacuation Procedures
- Critical Response Kit (Go-Kit)
- School Partnerships
- Training and Updating
- Resources
- Crisis Phone Directory
- Dealing with the media
- Backpack Letters
- Aftermath

Part II: Crisis Readiness

- Questions for Self Assessment: Activity in Vicinity
- Bomb Threat Checklist
- Field Trip Preparedness: Bus Accident
- Chemical/Bio Hazards
- Death/Suicide
- Fire/Explosion
- Knowing Who to Call - Gas Odor
- Hostage Situations
- Hostile Visitor
- Medical Emergency
- Missing Student
- Public Demonstration
- Shooting / Stabbing
- Student Disruption
- Weapon

For More Information, please visit:

Website - <http://www.fcps.k12.va.us/DOC/support/>

Guide - <http://www.fcps.edu/fts/safety-security/planning/cmw.pdf>

Contact Information:

Kitty Porterfield, Director of Communications,
Burkholder Center, 10700 Page Ave,
Fairfax, VA 22030,
Phone: 703-246-2024,
Email: Kitty.porterfield@fcps.edu.

Alternate: Paul Regnier, Coordinator,
Phone: 703-246-3658,
Email: paul.regnier@fcps.edu

4. Iowa Department of Education “Safe Schools Leadership Handbook”

What it is:

A guide in downloadable or CD formats that provides information on how to develop a comprehensive crisis management plan. In Iowa, this plan is distributed to all superintendents and principals.

Excerpt from the website:

“Schools across the country have crisis management plans for virtually any kind of natural disaster such as a flood or tornado, and violent crimes such as shootings or bombs. Now schools are wondering if those plans will work for the new threats facing our nation such as terrorist attacks, which could involve biological, chemical, or radiological devices. We have again sought the advice of the Iowa Department of Emergency Management and would offer you some suggestions on how you might proceed.

“Existing plans should prove to be very useful. Many parts of an effective emergency response plan - such as emergency notifications and evacuation and lock-down procedures - will apply to all hazards - natural or man-made. What to do when may differ, depending on the type of attack. Remember that continued planning discussions not only build readiness, but also build confidence and greater peace of mind.

Plans should be reviewed regularly, so now would be a good time to evaluate your plan, update the crucial elements such as contact numbers, and add items relevant to emerging threats like bioterrorism. It would be timely to use this review process to ensure that your school's faculty, staff and students, along with local first responders, know their roles and responsibilities. Don't plan in a vacuum. The true value of the planning process is to bring responders together to talk about the actions they'll take in times of emergency. A coordinated effort is key to a successful effort.”

For More Information, please visit:

Website: <http://www.state.ia.us/educate/oofd/security/>

Guide: <http://www.state.ia.us/educate/ecese/cfcs/sdfsc/sslh.html>

Contact Information:

Linda Miller, Safe & Drug Free Schools,

Phone: 515-281-4705,

Email: Linda.miller@ed.state.ia.us

5. National School Safety Center (NSSC) Homeland Security Guide for Schools

What it is:

An online resource for Homeland Security Planning geared towards local schools.

Excerpts from the Guide:

Planning for Safe Schools and Crisis Response

Schools that are dedicated to creating and maintaining a safe environment may have already taken the following measures. At minimum, schools that are beginning the process of planning for a safe atmosphere and employing a crisis response system should review and implement the following actions:

- In the school's mission statement, identify the context for which the school wishes the academic learning to take place
- Identify a specific set of procedures for evaluating and responding to threats
- Identify potential disasters based on the school's setting and climate
- Control campus access
- Identify specifically assigned roles and responsibilities
- Identify whom to call in a crisis
- Provide cultural awareness training for all members of the school community
- Establish an Emergency Operation Communication System
- Implement a uniform school crime reporting and record-keeping system

Preparing for National Emergencies

Schools should begin a process of learning about and keeping informed of potential national security threats. They should also prepare for emergencies by learning how to react during an attack. (In addition to the following recommendations, please visit the U.S. Department of Homeland Security website at www.dhs.gov/dhspublic/ for more information.) (Please note also, that the U.S. Department of Education is expected in Spring 2003 to outline steps schools should take in the event of a biochemical attack.)

- Identify potential and reliable sources of information to be accessed
- Perform an assessment of the school's risk during a national crisis
- Be observant of the things transpiring on campus
- Review and revise crisis plans
- Assemble crisis teams
- Provide training to all school staff members regarding crisis preparation
- Conduct an inventory of campus provisions
- Review and, if needed, revise existing plans for evacuation, alternative shelter, temporary lock-down, and shelter-in-place
- Keep parents informed of crisis plans, procedures and protective policies
- Conduct emergency drills

For More Information, please visit:

http://www.nssc1.org/homeland_security.htm

Contact:

Ronald Stephens, Executive Director of the National School Safety Center,
141 Duesenberg Drive, Suite 11, Westlake Village, CA 91362

Phone: 805/373-9977

Fax: 805/373-9277

Email: Ronald.stephens@nssc1.org

6. National School Safety Center “Managing Schools Under the Threat of Terrorism” Program

What it is:

A training program that is offered to help schools increase protection and preparedness for terrorism.

Outline of the Training Program:

Managing Schools Under the Threat Terrorism Training Program

Introduction

- Homeland Security and the School Community
- A Review of Potential Threats: Chemical, Biological, Nuclear Blast, Radiation or "Dirty Bomb"
- Train, Practice and Drill: The Next Generation of School Crisis Prevention, Planning and Response

Prevention and Mitigation: What can you do to prevent or mitigate a crisis or terrorist act in your school community?

- Crisis Prevention Through Environmental Design: A New Look at CPTED
- Assessing Risk
- Community-wide Coordination of Crisis Plans
- Continued Vigilance: Future Threats

Preparedness: How can you prepare your school community for a crisis or terrorist act?

- The Safe Schools Plan as a Springboard for Preparedness
- Critical Partnerships, First Responders
- Conducting Inventories: Facilities; Equipment, Supplies and Staff Skills
- Crisis Communication Plans: Staff and Students, First Responders, Parents, Media
- Evacuation, Sheltering in Place, and Reuniting Families
- Action Steps: Train, Practice and Drill

Response: How will you respond to a crisis or terrorist act?

- The Response Plan: Assigning Roles and Responsibilities
- Command Structure
- Developing Plan B: Contingency Planning
- Problem Solving During a Crisis: Tips for Surviving a Crisis

Recovery: How will you heal and reclaim your school community after a crisis or terrorist act?

- Culture and Crisis
- Understanding Trauma
- The Crisis Recovery Team
- The Parent Connection
- Running the Course: Understanding and Responding to Trauma

For More Information, please visit:

<http://www.nssc1.org/Managing%20Schools%20Under%20the%20Threat%20of%20Terrorism.pdf>

Contact:

Ronald Stephens, Executive Director of the National School Safety Center,
141 Duesenberg Drive, Suite 11, Westlake Village, CA 91362,
Phone: 805/373-9977,
Fax: 805/373-9277,
Email: Ronald.stephens@nssc1.org

7. National School Safety and Security Services “Terrorism and School Safety” Online Guide.

What it is:

An online resource for schools to consult that examines various aspects of homeland security and terrorism preparedness that relate specifically to schools.

Topics discussed in the Online Guide:

- Heightened school security procedures during terrorist threats
- Biological & chemical threats (including anthrax, mail handling)
- National School Resource Officer surveys on terrorism & school safety
- General recommendations related to terrorism and school safety
- 9/11 anniversary issues

To support schools, they offer workshops, briefings, community presentations, and other presentations for school personnel and their public safety officials on the impact of terrorism on schools and crisis preparedness planning. Their objective is to reduce fear and prevent overreaction by providing “factual, common sense, and K-12 school-specific security and crisis planning strategies and information.” Topics may include:

- New times, new crimes: The evolution of school safety and crisis preparedness planning
- School responses to 9/11; Issues and resources in responding to specific terrorist acts
- The concept of terrorism: A basic understanding for educators
- Schools as future potential targets of terrorism
- School crisis preparedness guidelines relevant to acts of terrorism
- New school safety considerations due to terrorism
- Professional school security strategies: What is school security?
- Lockdowns, evacuations, shelter-in-place and other procedures; alternative sites, family reunification procedures, emergency kits, testing and exercising your plans
- Communicating school safety issues effectively to students, staff, parents, media and the school community in times of a national crisis
- Challenges to the future of school safety and crisis preparedness

Other topics may be added and programs adapted as related issues evolve nationwide. We also offer tabletop exercises and related consultation services for testing school crisis plans

For More Information, please visit:

http://www.schoolsecurity.org/terrorist_response.html

Contact:

Kenneth A. Trump, President,
Phone: 216.251.3067x03
Email: Kentump@aol.com

8. National Education Association “Crisis Communications Guide and Toolkit”

What it is:

A guide that helps schools respond to both natural and man-made disasters.

The Four Sections of the Toolkit:

- *Being Prepared: Before a Crisis*
 - Plan Ahead: Help Is Available
 - Position the Association in School Crisis Response Plans
 - Checklist - How Does Your School or District Crisis Plan Measure Up?
 - Build Networks and Relationships to Make the Difference
 - Association Roles: National, State, and Local
 - Prepare Materials and Prepare the Team
- *Being Responsive: During a Crisis*
 - Take Action at Critical Stages
 - Focus on Response
 - Focus on Information
 - Focus on Communication
 - Gauge Reach and Level of Response
 - Help Parents and the Community Recognize and Respond to Post-Traumatic Stress
 - Manage Memorials and Funeral Services
 - Manage the Media and the Message
 - Respond to Copycat Threats
- *Being Diligent: Moving Beyond Crisis*
 - Support Long-Term Healing
 - Support Memorials and Donations
 - Manage Benchmark Dates
 - Handle Physical Reminders
- *Hands-On Assistance: Tools for Educators*
 - Tool 1-School Safety Checklist
 - Tool 2-Phone Tree
 - Tool 3-Creating Efficient Information Channels
 - Tool 4-School-Based Crisis Response Roles
 - Tool 5-Building a Crisis Response Team
 - Tool 6-For Teens: Your Reaction to Stress
 - Tool 7-For Parents, Staff, and Media: About Post-Traumatic Stress Disorder
 - Tool 8-School Information Sheet
 - Tool 9-For the Media: An Open Letter on Covering School Crisis
 - Tool 10-Emergency Contact List
 - Tool 11-Initial Press Statement
 - Tool 12-Daily Update Fact Sheet
 - Tool 13-Letter to Local Association from the State President
 - Tool 14-Memo to Faculty on Media Interviews
 - Tool 15-Memo to Press Outlining Parameters for Coverage of Funerals and Memorials
 - Tool 16-Memo to Press Outlining Parameters for Coverage of the First Day Back at School
 - And More*

For More Information, please visit:

<http://www.nea.org/crisis/>

Contact:

(Contact name not given)
 Phone: (202) 833-4000,
 1201 16th Street, NW, Washington, DC 20036-3290

9. Texas Department of Education “Proactive Guide for the Threat of Terrorism in Schools”

What it is:

A guide that addresses the potential for terrorist activity in schools, and provides information on preparedness for school administrators.

Table of Contents from the Guide:

- Introduction
- Will our Schools be targeted?
- The Approach
- Prevention / Awareness Checklist
- Biological Terrorism
- Recognizing suspicious packages
- A suspicious package or threat by mail
- If you receive a bio-threat by phone
- Anthrax Questions & Answers
- Children and Anthrax (a handout for parents)
- Botulism Questions & Answers
- Smallpox Questions & Answers
- Chemical Terrorism
- Bombs and Explosives
- A Final Note Disaster Planning

For More Information, please visit:

http://www.txssc.swt.edu/terrorism_proactive_guide.pdf

Contact:

Texas School Safety Center,
Texas State University-San Marcos, 601 University Drive,
ASB South, Suite 309,
San Marcos, Texas 78666.
Phone: 512.245.2696
Email: txssc@txstate.edu.

10. FEMA “Building a Disaster Resistant University”

What it is:

Guidebook designed by the University of California Berkeley to help colleges and universities become more prepared for natural and technological disasters.

Table of Contents from the Guide:

1. A DISASTER-RESISTANT UNIVERSITY
 - Characteristics
 - Commitments
2. RISK ASSESSMENT
 - Initial Steps
 - Detailed Risk Analysis
 - Resources for Performing the Analysis
3. DEVELOPING INTEREST AND SUPPORT
 - Steps Toward Partnership
 - Stakeholders on Campus
 - Community Partners
4. LOSS REDUCTION PLAN
 - Set Priorities and Goals
 - Decide on Objectives
 - Review Mitigation Alternatives
 - Write the Plan
 - Support the Plan
5. MAINTAINING INTEREST
 - Leadership
 - Publicity Plan
 - Publicity
 - Events and Exercises
 - Messages and Audiences
6. ADDITIONAL INFORMATION

For More Information, please visit:

<http://www.scup.org/emp/DRU-Draft.pdf>
<http://www.fema.gov/fima/dru.shtm>

Contact:

FEMA, 500 C Street, SW,
Washington, D.C. 20472,
Phone: 202.566.1600

11. Department of Education Emergency Planning Website

What it is:

This site provides information and publications related to planning for and responding to disasters at schools.

Resources include the following documents:

- **Bomb Threat Assessment Guide – www.threatplan.org**
Created by The Office of Safe and Drug-Free Schools and the Bureau of Alcohol, Tobacco, Firearms, and Explosives - an interactive CD-ROM on responding to bomb threats.
- **Practical Information on Crisis Planning: A Guide for Schools and Communities**
Created by The U.S. Department of Education – a guide to provide schools and communities with basic guidelines and useful ideas on how to develop emergency response and crisis management plans. Hard copies of the Guide are now available and can be ordered from www.edpubs.org/webstore/content/search.asp or downloaded at www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf
- **School Emergency Response and Crisis Management Plan Discretionary Grant Program**
The list of successful 2003 awardees is organized by state. This document can be found at www.ed.gov/programs/dvpemergencyresponse/2003awardees.doc
- **Campus Public Safety: Weapons of Mass Destruction Terrorism Protective Measures**
Created by the Office for Domestic Preparedness, U.S. Department of Homeland Security - a series of suggestions to guide and inform public safety planning efforts to prevent, deter or effectively respond to a weapons of mass destruction terrorist attack on college campuses. www.ed.gov/admins/lead/safety/emergencyplan/campussafe.html
- **The Centers for Disease Control and Prevention and the U.S. Department of Education Collaborate to Help Schools Prepare for Possible Terrorism**
This website provides state and local education, health, emergency management, law enforcement and homeland security agencies with updated information on biological, chemical, and radiological threats; answers questions about school preparedness and response; and describes the roles of partnering agencies in the case of a terrorist threat. www.phppo.cdc.gov/phtn/schools/
- **The 3 R's to Dealing with Trauma in Schools: Readiness, Response and Recovery**
This teleconference, sponsored by the U.S. Department of Education and the Harvard School Public Health, explores issues related to trauma, its impact on children, and implications for schools and school personnel. www.walcoff.com/prevention/
- **National Clearinghouse for Educational Facilities - Disaster Preparedness for Schools**
This clearinghouse provides a list of links, books, and articles on building or retrofitting schools to withstand natural disasters and terrorism, developing emergency preparedness plans, and using school buildings to shelter community members during emergencies. www.edfacilities.org/rl/disaster.cfm
- **The Safe School Initiative - A Guide to Managing Threatening Situations and to Creating Safe School Climates and Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School attacks in the United States**
Created by the U.S. Department of Education and the U.S. Secret Service - two reports that outline a process for identifying, assessing, and managing students who may pose a threat of targeted violence in schools as well as ideas for creating safe school climates. www.ed.gov/about/offices/list/osdfs/resources.html#safeschool |
- **Project SERV: School Emergency Response to Violence**
Project SERV provides education-related services to school districts where the learning environment has been disrupted due to a violent or traumatic crisis. Funds may be used to assist schools facing an undue financial hardship in providing extraordinary services due to an event

that has had a traumatic affect on the learning environment.

www.ed.gov/programs/dvppserv/index.html

- **International Meeting on Helping Schools Prepare for and Respond to Terrorist Attacks, February 13-14, 2002**

Proceedings of an international meeting hosted by the U.S. Department of Education, the Organization for Economic Cooperation and Development, and the U.S. State Department focusing on helping schools plan and respond to terrorist attacks.

Source: www.ed.gov/emergencyplan/

Contact:

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Safe & Drug Free Schools Program, U.S. Department of Education
Capitol Place (F Street Entrance) Room 202A,
80 F Street, NW,
Washington, DC 20202-7582

Phone: (202) 219-1892

Email: Paul.Kesner@ed.gov

12. International Association of Campus Law Enforcement Administrators Information Resource Website.

What it is:

A website that is maintained by the IACLEA that provides Background Kits, Standards, Monographs, Videos, Training, Crime Reports, and a Journal, for both Members and Non-Members, that pertain to security issues.

IACLEA Mission:

The International Association of Campus Law Enforcement Administrators advances public safety for educational institutions by providing educational resources, advocacy and professional development.

Products listed include:

- Handling Natural Disasters on Campus
- Handling Institutional Violence on Campus
- Using Students in Campus Public Safety
- Handling Media on the Campus

Most of these products are available for a fee

For More Information, please visit:

<http://www.iaclea.org/pubs/>

Contact Information:

Peter J. Berry, Chief Staff Officer,
Phone: 860-586-7517x3
Email: pberry@iaclea.org

Delores Stafford, President, Chief of Police,
George Washington University,
Phone: 202-994-6948,
Email: dstafford@upd.gwu.edu.

13. Indianapolis Public Schools Homeland Security Code System

What it is:

A system of actions that are to be taken in the local school system that coincide with the five-color coded National Homeland Security Alert System. This system is provided online.

Excerpts from the system:

Red and Orange Codes:

FEDERAL CODE RED Severe Risk of Terrorist Threat

- Alert all schools and support buildings of Code Red status via CIRT Alert
- Lock down all schools and support buildings
- Cancel outdoor recess until further instruction is given
- Cancel field trips until further instruction is given
- Monitor local/national news broadcasts for current information
- Assess threat level to determine whether or not to open/close schools
- Work with local/state/federal public safety officials to meet critical emergency needs
- Distribute letters to parents daily to communicate how threat is being addressed
- Follow procedures for all previous threat levels

FEDERAL CODE ORANGE High Risk of Terrorist Threat

- Assess risk level with local/state/federal public safety officials
- Review district-wide crisis plan with staff
- Assess need to lock down schools and support buildings
- Assess need to cancel field trips
- Assess need to cancel recess
- Inventory emergency supplies and equipment
- Central Office provides tips for answering questions to reduce student anxiety & parent concerns
- Follow procedures for all previous threat levels

For More Information, please visit:

http://167.217.251.156/homeland/security_codes.html

Contact Information:

Rebecca Bibbs,
Assistant Director, School and Community Relations,
Phone: 317-226-4530,
Email: bibbsr@mail.ips.k12.in.us

14. Montgomery County, MD Public Schools Homeland Emergency Preparedness Program

What it is:

County program that addresses homeland security issues. Includes an online information resource for school administrators and families, and links to preparedness resources throughout the internet.

Excerpt from the Website:

“The Montgomery County Public Schools are working closely with public health and safety officials at the local, county, state, and federal levels in response to national warnings about potential terrorist threats. Depending on the nature and scope of an emergency — including situations involving chemical, biological and/or radiological materials — school system staff will act at the direction of appropriate emergency management personnel.”

For More Information, please visit:

<http://www.mcps.k12.md.us/info/emergency/preparedness/index.cfm>

Contact:

Brian Porter,
Director, Dept. of Communications (Assistant Director Kate Harrison),
850 Hungerford Drive, Room 112, Rockville, Maryland 20850
Phone: 301.279.3391
Email: Brian_porter@mcpsmd.org,

15. New York State Homeland Security System for Schools

What it is:

Its purpose is to provide a uniform system for notifying school districts of possible threats and appropriate response actions. It is meant to provide guidelines for school officials to make informed decisions in consultation with local law enforcement and emergency personnel in the context of district and building School Safety Plans.

Excerpts from the Table of Contents:

- Color Coded Risk Level System and Recommended Actions for Schools: Flowchart
- Definitions
- School Safety Plan Review, including guiding questions for use in this review
- Response Actions
- School Safety Audit Checklist
- Resources
- Bomb Threat Response Instruction Card
- Legal Citations

For More Information, please visit:

<http://www.emsc.nysed.gov/deputy/Documents/alerts/homelandsecurityguidance.PDF>

Contact:

Laura Sahr, State Education Department Emergency Planning Liaison,

Phone: 518.474.3906

Email: lsahr@mail.nysed.gov

16. Arizona Department of Education “School Safety Plans and Resources”

What it is:

Very simple online resource for school administrators and families to locate information about terrorism and homeland security as they relate to schools.

Excerpt from the website:

Throughout the rest of the world schools have been the targets of terrorist activity in the past. Although we are not currently aware of specific threats against schools in the United States, we believe that circumstances warrant our schools to adopt a heightened state of awareness. Many security experts believe that schools are viable targets for terrorist activity. How can school officials be proactive? Talk to your local emergency management, fire and law enforcement officials. Enlist their help in planning for a terrorist event.

The following are some precautions that school administrators should consider:

- Review your emergency operations plan.
- Train your personnel on the plan and conduct drills to test the plan.
- Review your employment screening policy & procedures.
- Review the physical security of school bus yards and garages; review transportation security in general.
- Review the adequacy of physical security in and around campus buildings.
- Review access control procedures and heighten employee awareness.
- Train staff to report suspicious activity on or about school property.
- Implement a tip-line program that allows users to report concerns anonymously, if they choose.
- Work closely with the local law enforcement.
- Train mailroom and other key personnel to recognize suspicious packages.

For More Information, please visit:

<http://www.ade.state.az.us/health-safety/health/schoolsafety/plansresources.asp>

Contact:

Layton Dickerson, School Safety Specialist,
Phone: 602.542.8717
Email: ldicker@ade.az.gov

17. American Red Cross “Homeland Security Advisory System Recommendations For Schools”

What it is:

A tool for school administrators to use in planning for actions to be taken according to the levels announced by the Department of Homeland Security five-color coded Homeland Security Advisory System.

Example of recommendations:

Red Alert

- Complete recommended actions at lower levels
- Listen to radio/TV for current information/instructions
- Be alert for suspicious activity and report it to proper authorities immediately
- Close school if recommended to do so by appropriate authorities
- 100% identification check (i.e.-driver's license retained at front office) and
- escort of anyone entering school other than students, staff and faculty
- Continue offering lessons from the Masters of Disaster “Facing Fear: Helping Young People Deal with Terrorism and Tragic Events” curriculum
- Ensure that mental health counselors are available for students, staff and faculty

For More Information, please visit:

<http://www.redcross.org/services/disaster/beprepared/hsas/schools.pdf>

Contact:

The Red Cross suggests that local chapters be contacted for information.

The contact information for the National Headquarters is:

American Red Cross National Headquarters,

2025 E Street, NW, Washington,

DC 20006,

Phone: 202. 303.4498

18. American Red Cross “Recommended Emergency Supplies for Schools”

What it is:

A guide created by the American Red Cross that helps schools to stockpile necessary supplies that would be necessary in case of emergencies.

Sample of Sections Discussed in the Guide:

- What to store
- Budget
- How much to store
- Storage
- Individual Kits
- Recommended Supplies
- Classroom kit

For More Information, please visit:

<http://www.redcross.org/disaster/masters/supply.html>

Contact:

The Red Cross suggests that local chapters be contacted for information.
The contact information for the National Headquarters is:
American Red Cross National Headquarters,
2025 E Street, NW, Washington, DC 20006,
Phone: 202. 303.4498

19. The American Academy of Experts in Traumatic Stress Guideline Series for Schools

What it is:

A series of documents that addresses crisis response in schools and with school-age children; and explores ways in which traumatic stress can be treated. Created for administrators, support personnel, and faculty. Provides critical information to assist schools in responding effectively to crises.

List of the 'Guideline' Documents:

- Parent Guidelines for Crisis Response
- Teacher Guidelines for Crisis Response
- The 10 States of Acute Traumatic Stress Management
- How Do People Respond During Traumatic Exposure?
- "High Risk" Indicators of Post Traumatic Stress Disorder
- Others.

For More Information, please visit:

<http://www.aaets.org/documents.htm>

Contact:

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Phone: 631.543.2217
Email: aaets@traumatic-stress.org