



TLO

Learners will identify preventive school bomb incident measures and address the measures in a response plan.

Developing preventive measures

Prevention and mitigation are the cornerstones of a school bomb incident response plan. Schools typically address prevention with measures such as security cameras, a school resource officer and a curriculum designed to reduce the climate of school violence.



The goal of prevention and mitigation is to decrease the need for response. Mitigation is what schools do to reduce or eliminate risk to life and property. From a legal standpoint, mitigating emergencies means that a school, in good faith, takes all necessary preventive measures. This includes a school response plan tailored to the safety concerns of the school, training that improves staff decision making abilities, and exercising for an organized, orderly response.

A copy of Module 5: Developing Preventive Measures may be downloaded here (Resources section).

Module objectives



After completing this lesson, you will understand the four-step process of bomb threat prevention for schools. Specifically, you will be able to identify:

- Preventive school security measures
- Bomb incident response plan components
- Training components of bomb incident response plans
- Exercise components of bomb incident response plans

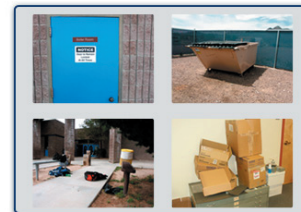


ELO

Learners will identify preventive school security measures.

Security measures

Look at a building through the eyes of a bomber. Do you see entrances that will allow for items to be taken in unnoticed? Do you see places where a device might be easily hidden? Bombers are opportunistic; they exploit any weaknesses or vulnerabilities.



Security measures make a facility a difficult target. After the bomber was arrested for the bombing of a Jewish Community Center in Los Angeles, the police disclosed that he had investigated three other facilities. His final choice of where to place a bomb was based on the security measures of each building.

School security assessment



The first step in implementing security measures is to conduct a building security assessment with a local law enforcement agency. The purpose is to identify security weaknesses and design solutions to the issues identified.

The following measures can be addressed immediately:

- Access controls
- School resource officers
- Physical security features
- Surveillance/security cameras

Controlling access

Controlling who or what enters the school grounds or buildings is an important preventive measure. At a minimum, monitor the parking lot and main entrance. Limit access to the school to those people with a legitimate reason.





ELO

Learners will identify preventive school security measures.

Access controls

Access controls are procedures that identify people who belong on school grounds. Access control measures include:

- Creating a central entrance point
- Requiring staff and students to wear badges
- Requiring all visitors to sign-in at the office
- Restricting parking to at least 300 feet from buildings. If this isn't possible, the nearest parking spots should be reserved for staff.



A central entrance is easily monitored. If a school receives information of an impending attack, law enforcement stationed at this point can screen students, staff, and visitors.



School resource officers

A significant deterrent is a uniformed, highly visible security patrol such as a school resource officer. A school resource officer must have a system of communicating with the office at all times and a backup system.



ELO

Learners will identify preventive school security measures.

Physical features

The physical features of a building can reduce the security of the facility by giving bombers protected places. Look for places where devices may be planted unnoticed or potential hiding places, such as stairwells or vacant classrooms.



- Limit trash receptacles in public areas
This security measure prevents hiding an explosive device in a trashcan.
- Pinged door hinges
Exterior door hinges should be installed with hinges on the inside of the door, and the hinge pins should be pinged—welded in place to prevent their removal and reinstallation.
- Lock doors controlling critical areas
Critical areas such as boiler rooms, mailrooms, and computer rooms should have solid wood, or metal doors and doorframes, and be locked when not in use.
- Good housekeeping
Keeping areas free of trash and debris helps make suspicious devices more noticeable. Also, cut back or remove shrubs, trees, and other landscaping features that may provide areas where a device could be concealed.



Surveillance/security cameras

Install closed-circuit security cameras with video recorders in areas identified in the physical security assessment. The main entrance and cafeteria are common camera locations. Ideally, one person monitors all cameras via television screens.

 **Module 5 Practice 1**



ELO

Learners will identify response plan components.

Developing a response plan

In any incident, everyone needs to know what to do immediately. A well-crafted response plan, and highly trained school staff and students can make the difference between composure and chaos.

School districts should not cut and paste plans from other schools or districts. At best, a response plan from another district may serve as a useful model. Every response plan is customized to meet the needs of the school, the district, and the community.



Bomb incident response plan

A bomb incident response plan is a component of a comprehensive school response plan. School bomb threat responses must be consistent with the policies and procedures of the community agencies.

To ensure this, school districts and emergency response agencies confirm their knowledge of each agency's policies and train to identify potential weaknesses in the response plan.

For a detailed fifteen-step plan that guides the planning process for designing a school response plan, see Bomb Threat Response (Resources section).



ELO

Learners will identify response plan components.

Components of a response plan

There are ten critical components of a bomb incident response plan:

- Threat assessment team

The threat assessment team is responsible for activating the response plan or intervention strategies. Some response plans identify a decision maker for each wing or floor of a building.

- Threat documentation

Threat documentation includes protocols for preserving evidence consistent with local law enforcement policy.

- Staff alerts

The decision to use plain language or a code to alert staff of a threat should be made at the school district level and implemented consistently throughout the district. Substitute teachers, visitors, and students with special needs must be able to immediately understand any system. Schools are advised to have two methods of communicating with the staff. For example, a bell system might supplement a school wide public address system.

- Notifications

In a crisis, several agencies may need to be notified, including first responders, the school district administration and the school parent organization. The response plan lists the names of contacts, pertinent information, and identifies who notifies each agency and describes the circumstances to begin the process.

- Evacuations

An evacuation decision tree helps ensure the protocols are followed in the decision making process. A model is included in the resource section of the course.



ELO

Learners will identify response plan components.

Components of a response plan

There are ten critical components of a bomb incident response plan:

- Searches

The search component clearly identifies who will conduct a search, the circumstances under which a search is needed, the extent of the search, and the procedure for organizing search teams.

- Pre-blast actions

Response plans define critical response actions, necessary documentation forms and mandatory consequences for bomb threats and suspicious items.

- Post-blast actions

The critical actions and roles of each emergency response agency and the school district are commonly defined within a memo of understanding.

- Continuing incident actions

This type of scenario will take the most thought and coordination, but the basic responsibilities of emergency response agencies and school staff are unchanged from less complex incidents.

- Reoccupation of the building

The school response outlines the process for determining when to occupy a building for each scenario type and is consistent with the policies of the community's emergency response agencies.

 **Module 5 Practice 1**



ELO

Learners will identify training components necessary for an effective response.

Introduction to training

The purpose of training is to communicate new behaviors, policies or procedures. School staff must clearly understand their responsibilities in an emergency, and how they are expected to carry them out. In addition, training is coordinated between schools and the emergency response community.



Training design

Effective training focuses on basic roles and responsibilities rather than a myriad of complex scenarios. Questions used to define training needs include:

- Who should be trained?
- What tasks should they be trained to perform?
- Which training methods and training sites should be used with which tasks to maximize success in training?
- What methods are most capable of evaluating competency and performance when training is completed?
- What gaps need to be remedied in existing training to assure training consistency?

Training resources

Training frequently is focused on each component of a bomb incident response plan. Training typically includes:

- Threat reception protocols
- Evacuation
- Search teams
- Evacuation units

Bomb Threat Response in the Resources section has detailed training resources.



 **Module 5 Practice 2**



ELO

Learners will identify components of an effective exercise plan.

Introduction to exercising

Response exercises identify weaknesses in a response plan. Once the weaknesses are identified, corrective actions are designed to improve performance during an actual response.

Interagency exercises allow various agencies to become familiar with policies, procedures and staff.



Purpose of exercising

The purpose of an exercise or drill is to:

- Reveal planning weaknesses
- Reveal resource needs and shortfalls
- Improve coordination within the district and community
- Clarify roles and responsibilities
- Improve the overall performance of first responders and school staff

Exercises involving school staff and emergency responders should occur at least once a year.



ELO

Learners will identify components of an effective exercise plan.

Tabletop exercises

During a tabletop exercise, participants test the procedures outlined in a school response plan by informally walking through a hypothetical emergency. The purpose is to bring first responders and key school staff responsible for emergency management together to identify and resolve issues identified through the tabletop exercise.



Tabletop exercises provide the opportunity to resolve coordination and responsibility issues through a low-stress discussion of the issues.



Full-scale exercises

Full-scale exercises test an entire community's response capability. These exercises use actual equipment in a simulation of an emergency under high-stress conditions. The purpose is to test the coordination among functions and emergency response agencies.

 **Module 5 Practice 3**



TLO

Learners will identify preventive school bomb incident measures and address the measures in a response plan.

Module 5 Summary

- **Preventive security measures**

The physical security measures of a building may be improved with a security assessment conducted with local law enforcement personnel. The purpose is to identify security weaknesses and design solutions to the issues identified. Other methods of increasing school security measures include implementing access controls and utilizing school resource officers.

- **Response plan components**

Response plans are designed to meet the unique needs and situation of a school. It is not a single document. Ideally, a response plan is a series of documents or items such as crisis response box for teachers, a detailed response guide for administrators, and master keys and floor plans for custodians. Response plan components include descriptions or protocols for a threat assessment team, threat documentation, staff alerts, notifications, evacuations, searches, pre-blast actions, post-blast actions, continuing incident actions, and reoccupation of the building.

- **Training to the response plan**

Training communicates new behaviors, policies or procedures. The purpose of training is to facilitate the school staff’s understanding of their responsibilities in an emergency. Training is coordinated with community emergency responders.

- **Exercising the response plan**

The purpose of an exercise is to reveal planning weaknesses and resource needs, improve coordination within the district and community, clarify roles and responsibilities, and improve the overall performance of first responders and school staff. Tabletop and full-scale exercises are two means of exercising a response plan.

 **Module 5 Knowledge Check**