![cupa·hr] College and University Professional Association for Human Resources

Chapter Event
Active Shooter on Campus: What Happened, What We Learned and Where Do We Go From Here?

Facilitator Guide

Materials Needed
- Conference room
- Computer with access to the internet
- Computer speakers
- Projector and projector screen
- Webinar access: http://www.cupahr.org/events/webinar-20151208.aspx
- Printed copy of webinar presentation on the same site as above: http://www.cupahr.org/events/webinar-20151208.aspx
- Printed
  - o Active Shooter Checklist (Facilitator)
  - o Active Shooter Checklist (Participant) – *Print one for each attendee*
  - o Homeland Security Pocket Guide – *See **Resources** section*
- Other?

Sample Chapter Meeting Agenda
Noon	Welcome and introductions
12:10 p.m.	Business meeting – approval of minutes
12:15 p.m.	Activity introduction
12:20 p.m.	Watch Active Shooter webinar
1:20 p.m.	Break
1:30 p.m.	Group discussion (use information below)
2:30 p.m.	Thank you/meeting ends

Event Activity

I. Share the following introduction

College campuses are increasingly vulnerable as events involving armed individuals are on the rise. Incidents of a violent nature can never be entirely prevented; the challenge is to plan for, respond to and protect the occupants in institutions from a threat with potentially significant consequences. Getting people to safety in a matter of seconds, leaving little time to react, takes preparation.

Reviewing preparation strategies and conducting response activities are crucial to protecting students, visitors, faculty and staff. It is also critical to educate everyone on how to respond to these types of events and train them in the appropriate actions they might take to remain as safe as possible.

Learning Objectives: This activity is not intended to address every aspect of planning for and responding to an active shooter event. What it is intended to do is:

- Make certain the topic is discussed, allowing everyone to share thoughts, experiences and ideas;

- Assist in preparing the decision-making process and determining how to facilitate the development of plans for an active shooter situation; and

- Start the conversation in building a checklist of critical decision-making factors; protocols for activation, lockdown or evacuation; and assessments of facility risk, safety and community threats posed by an active shooter scenario.

Let's begin.

II. Share the Active Shooter webinar description

"Gunman Identified in Shooting," "Campus on Lockdown," "1 Dead in Shooting on College Campus" — headlines such as these have become all too common. As HR practitioners in higher education settings, it's important that we understand the role of HR in the event of an active shooter or major safety-related incident. During this webinar, you will hear about an active shooter incident on Florida State University's campus and assess safety-related practices and policies during the incident.

You'll learn how to develop threat assessment policies to fit the needs of your campus and identify policies and procedures to support the community and campus during major safety incidents.

III. Start the webinar

Be sure to pause during the webinar to ask questions or give attendees time to write notes. Suggestion: Also pause the webinar when the poll questions appear, and have attendees share their thoughts or experiences. Once the webinar has ended, move to sections IV and V below.

IV. Lead the discussion "Are We Prepared?"

Some prompting questions to ask the group:

- Will our community know what to do in an active shooter scenario?

- Have we made training available to our employees and students?

- What obstacles can we identify now?

- Are we really following safety instructions (and how/when are we allowed to "bend" the instructions/rules — for example, opening the doors to help someone)?

- Do we feel confident we could timeline the event(s)?

- Do we feel confident in dealing with the aftermath?

ACTIVITY
Building an Active Shooter Preparedness Checklist: Preparedness Section

The Facilitator version of the checklist includes highlighted text that has been removed from the Participant version of the checklist. As Facilitator, you will ask the group to break into teams to discuss which items should be identified in the Preparedness section. A couple of action items have been included to help get them started. After 10 minutes, bring the group back to share their results. After they have finished, be sure to share any items in the highlighted section that they have not mentioned. End the activity with asking the group to share any other items not mentioned.

NOTE: The Checklist "Overview," "Mitigation" and "Recovery" are for reference; there is no activity associated with these checklist sections.

V.   Lead the discussion "Are We Ready to Respond?"

Some prompting questions to ask the group:

o   What type of notification system is in place? Have we communicated how employees and students can/need to opt in or out based on the type of system?

o   Who contacts whom?

o   What timely emergency alerts are in place?

o   What preparations are prepared in advance to ensure timely repairs are made?

o   How are we dealing with first responders and others during and after the event?

o   What protocols are in place that deal with the press and social media?

o   What system has been set up to review policies and practices after an event (for example, to acknowledge successes and identify room for improvement) with key stakeholders?

ACTIVITY
Building an Active Shooter Preparedness Checklist: Response Section

The Facilitator version of the checklist includes highlighted text that has been removed from the Participant version of the checklist. As Facilitator, you will ask the group to break into teams to discuss which items should be identified in the Response section. A couple of action items have been included to help get them started. After 10 minutes, bring the group back to share their results. After they have

finished, be sure to share any items in the highlighted section that they have not mentioned. End with asking the group to share any other items not mentioned.

Activity conclusion: Facilitator to ask group to share:

- What they learned from today's webinar and activities
- Action items they will need to take back to their institutions
- What their institutions still need to address to prepare for and respond to an active shooter event
- Other comments or suggestions they would like to share with the group

VI.   Close the meeting

APPENDIX

Prepare and Respond Checklist Activity
(Facilitator Version)

Plan Component		
Overview	**Reference/Location**	**Status**
A. Document active shooter policies and procedures		
B. Define scope and applicability		
C. Identify activation authorities (immediate)		
D. Define activation criteria and decision making		
1. Mitigation	**Reference/Location**	**Status**
A. Reference lockdown as potential response to event (for example, disgruntled family member enters area, takes hostages — "code silver, lockdown" overhead page announcement		
B. Reference mitigation activities that may support lockdown plans (for example "go kits" for arriving law enforcement responders; food and comfort supplies for units under lockdown and law enforcement responders; unit-specific plans for specialty areas such as labs, plant divisions, etc.)		
C. Review community threat assessment data to evaluate adequacy of facility policy and protocol		
D. Consider using standardized emergency codes – "code blue"		
E. Perform facility site assessment with security and law enforcement response partners		
F. Other?		
2. Preparedness	**Reference/Location**	**Status**
A. Preparedness activities based on review and analysis of facility and law enforcement community threat assessment data and the facility risk assessment review • Include a thorough review of surveillance camera capabilities on a regular basis • Incorporate surveillance video in exercises and use to augment planning		
B. Response plans incorporate lockdown and/or evacuation option(s) as appropriate; develop a coordinated plan for training staff, faculty and students on the critical elements in the plan		
C. Integration and coordination of institution plans with law enforcement responders' plans to identify: • Law enforcement response protocols • Coordination/communication plans with institution security and emergency managers • Information/resources needed to assist in response (e.g., floor plans, entrances and exit diagrams, etc.)		

Plan Component		
D. Communication plans • Develop risk communication • Develop internal alert/notification (students, staff, faculty and visitors) • Develop external communications plan (law enforcement, community response partners, media) • Test law enforcement communications equipment • Consider enrolling all cell phones in text alert system • Review protection of critical nodes in area of facility with power, gas, etc.		
E. Conduct violence in the workplace training addressing active shooter and other threat situations consistent with facility emergency codes and plans		
F. Build critical connections (for example with community law enforcement response partners, area healthcare partners, labor representatives, the media)		
G. Stage critical access and entry supplies ("go kit") for law enforcement responders (example contents of "go kit" include facility maps, keys/card access entry options, etc.); familiarize/brief law enforcement personnel in advance to facilitate knowledge of contents ahead of potential events • Drills/exercises should incorporate critical decision-making activities and realistic "active shooter" response options; repetitive and focused training can assist by having a positive impact on reaction and response in "survival situations" • Check power redundancy, oxygen supply redundancy • Confirm computer driven lockdown actions (i.e. can security activate remote door locks via computer program?) • Assure communications redundancy (i.e., in-house paging system vs. SMS or net-driven backup)		
H. Prepare business continuity and recovery plans and protocols in coordination with facilities, risk management and finance officers		
I. Documentation of drills/exercises • Document exercise summaries • Document evaluation (after action reports) • Document improvement plans (corrective action plans)		
3. Response	Reference/Location	Status
A. Issuance of alert for code for lockdown activation		
B. Initiation of facility lockdown and/or evacuation activities/plan clearly indicating which area(s) are being locked down • Criteria and decision-making process • Assessment/reassessment of "real time" event information/intelligence • Assessment/reassessment of internal response • Assessment/reassessment of facility needs if under lockdown		

Plan Component		
C. Activation of "active shooter," "code blue," lockdown" declaration		
D. Establishment of a coordinated command and communications between local law enforcement, SWAT and/or FBI and the hospital command center • Procedure to designate an agency representative from the facility to liaison with arriving law enforcement and communicate with hospital officials (i.e. campus security, facility/building engineer or equivalent who has facility knowledge critical for law enforcement's response)		
E. Develop protocol and procedures for evacuation of the areas not impacted by the event, as necessary, and in coordination with security and law enforcement • Reevaluate need for further evacuation on an ongoing basis and implement safe and effective evacuation		
F. Procedure to initiate/maintain internal and external event communications • Ensure communications into the incident area		
G. Activate policy and procedure(s) to provide mental health support for students, visitors, family, faculty and staff • Ensure human resources and risk management department(s) inclusion in policy and procedure development		
H. Maintain communications with community response partners such as law enforcement, emergency medical services, emergency operations center, other healthcare facilities, media, etc. • Process to ensure ongoing communications with law enforcement responders • Routinely communicate the situation and provide regular updates to patient(s)' family members, in coordination with law enforcement and hospital public information officer • Process to provide staff alerts and ongoing event notifications • Communicate the situation and provide regular updates to the media, in coordination with law enforcement and university public information officer		
I. Address hostage plan and support needs (water, medications, illness/injury) under the direction of law enforcement (as relevant to the scenario)		
J. Process to document operational response procedures (what, who, where, how) that are coordinated with law enforcement, such as protocols for: • Lockdown and access control • Evacuation of non-impacted areas; movement of patients, staff and visitors to safe locations • Providing supplies, equipment, water and food to lockdown areas (as relevant to the scenario)		

Plan Component		
K. Management of facility and perimeter security in coordination with law enforcement • Process to establish and coordinate internal safety and security • Process to activate facility and perimeter security plans • Process to control access and movement in the facility • Process to coordinate communication of facility lockdown status with area healthcare partners		
L. Process for when the facility is under lockdown for monitoring, conserving and alternatives for life safety critical systems and utilities (for example, fire safety systems, overhead paging, patient call lights, etc.)		
4. Recovery	**Reference/Location**	**Status**
A. Process for termination of facility lockdown activities/plan; coordinate <u>any</u> "all clear" declaration with law enforcement • Procedures to update and local area notifications (such as declaration of "code clack;" EM systems; ReddiNet; etc.)		
B. Procedures to first restore critical care services and reopen unit(s) to normal operations		
C. Process for activation of facility recovery procedures for activities initiated during response phase (for example, areas where evacuation was ordered; cessation of elective procedures; emergency department diversion; etc.)		
D. Process to secure and initiate clean-up and decontamination of any contaminated facilities or grounds in coordination with fire and safety		
E. Process to address hostage support needs after the event has concluded • Procedure to reunite hostages with family • Procedure to coordinate press conferences with hostages • Plan for providing mental health support and debriefing services to the hostage(s)		
F. Process to address facility staff support needs after the event has concluded • Activation of protocol and mechanism to provide mental health support and debriefing services for hospital staff • Coordinate staff recovery and re-entry into the workplace with HR		
G. Procedures to return facility to normal operations (phased, approvals, priorities, checklists) in coordination with law enforcement investigations and post-event demobilization procedures • Conduct immediate debriefing with law enforcement response agencies • Process for evidence collection and preservation		
H. Process to coordinate comprehensive event evaluation • Multi-disciplinary incident debriefing • Evaluation of response plans (after action reports) • Improvement plans/emergency operations plan update (corrective action plans)		

Prepare and Respond Checklist Activity
(Participant Version)

Plan Component		
Overview	Reference/Location	Status
A. Document active shooter, policies and procedures		
B. Define scope and applicability		
C. Identify activation authorities (immediate)		
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Resources

- Department of Homeland Security Active Shooter Pocket Guide:
http://www.dhs.gov/publication/active-shooter-pocket-card

COPING
WITH AN ACTIVE SHOOTER SITUATION

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in an office, stay there and secure the door
- Attempt to take the active shooter down as a last resort

Contact your building management or human resources department for more information and training on active shooter response in your workplace.

CALL 911 WHEN IT IS SAFE TO DO SO

PROFILE
OF AN ACTIVE SHOOTER

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.

CHARACTERISTICS
OF AN ACTIVE SHOOTER SITUATION

- Victims are selected at random
- The event is unpredictable and evolves quickly
- Law enforcement is usually required to end an active shooter situation

HOW TO RESPOND
WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

1. RUN
- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible

2. HIDE
- Hide in an area out of the shooter's view
- Block entry to your hiding place and lock the doors
- Silence your cell phone and/or pager

3. FIGHT
- As a last resort and only when your life is in imminent danger
- Attempt to incapacitate the shooter
- Act with physical aggression and throw items at the active shooter

CALL 911 WHEN IT IS SAFE TO DO SO

HOW TO RESPOND
WHEN LAW ENFORCEMENT ARRIVES

- Remain calm and follow instructions
- Put down any items in your hands (i.e., bags, jackets)
- Raise hands and spread fingers
- Keep hands visible at all times
- Avoid quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming or yelling
- Do not stop to ask officers for help or direction when evacuating

INFORMATION
YOU SHOULD PROVIDE TO LAW ENFORCEMENT OR 911 OPERATOR

- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons held by shooters
- Number of potential victims at the location

- **Department of Homeland Security Resources**, which include the pocket guide, trainings, webinars and resources: http://www.dhs.gov/active-shooter-preparedness
- White House Training for First Responders and School Officials on Active Shooter Situations: https://www.whitehouse.gov/sites/default/files/docs/fact_sheet_training_first_responders_and_schools_on_active_shooter_situations.pdf
- FBI Study: A Study of Active Shooter Incidents in the United States Between 2000-2013
- **CUPA-HR Knowledge Center**: Crisis Management Toolkit