

Active Threat Annex Template Completion Guide

Prepared by



Section 1 – Purpose and Scope

Section 1 Instructions

The purpose is a general statement on what the annex is meant to accomplish. The statement should be supported by a brief synopsis of the annex.

This section should explicitly state the scope of emergency operations and the entities (e.g., departments, agencies, private sector, citizens) and geographic areas to which the plan applies.

Tailor the purpose and scope to your district environment.

1.1 Purpose

Identify what you intend to accomplish with this document. Why does your district need this annex?

Standard language is included in the annex template.

Can you identify any district-specific elements that are not addressed in this statement?

1.2 Scope

What parts of your district community will be impacted by this annex? To whom does the annex apply?

Standard language is included in the annex template.

Can you identify any district-specific elements that are not addressed in this statement?

Section 2 - General Information

Section 2 Instructions

General information is provided to explain the foundational subject matter of the annex.

Use this section to explore concepts that will assist you in creating and modifying Section 4 of the template Actions and Responsibilities.

Before adopting the standard language in the template, be sure to review it and confirm that it is applicable to your organization's policies and capabilities. Also, consider any district-specific elements that are not included in the standard language.

2.1 Hazard Overview

This section should describe the hazard, how the hazard affects your unique district environment, and what resources are available to your district.

Standard language is included in the annex template.

Can you identify any district-specific elements that are not addressed in this statement?

2.2 District Specific Hazard Risk

Districts across the state have unique risk levels for specific hazards. While the Basic Plan provides the foundation for how districts manage emergencies overall; annexes provide greater detail about managing individual hazards. Depending on the complexity of these individual hazards, it may be necessary to go into even greater detail about how to handle a specific incident with an appendix to the annex. Districts should use the hazard analysis process during the development of the basic plan to identify district hazards. The identified hazards will dictate the need for specific annexes and appendices.

2.3 Hazard Preparedness and Warning

Identify how your district will detect incidents for this hazard and what resources you have at your disposal.

Threat Assessment Team

Describe the basic operations of the threat assessment team, the process the team will follow to identify and analyze threats, and how the team will determine which interventions to implement. While this section provides an overview, district policy will provide further details.

Detecting Suspicious Activity

Describe your district's procedures for the detection and screening of incoming persons. Provide a brief overview of the operation of any system used to screen incoming persons. Identify what measures your district uses for reporting suspicious and concerning activity.

2.4 Safety in Portable Instructional Buildings

Describe how your district ensures safety of students in portable instructional buildings. Discuss how you actively involve the faculty, staff, and students located in portable instructional buildings during drills and exercises. Consider the following when addressing an active threat incident in portable buildings:

- How will the school communicate with students and staff in portable instructional buildings?
- How will students and staff secure themselves in portable instructional buildings during an active threat incident?
- What procedures are students and staff expected to follow and how is this different in a portable instructional building than in a core building of the district?

2.5 Access and Functional Needs

Describe how you will address individuals with access and functional needs in this active threat annex including how they will be involved in drills and exercises. Consider the following when addressing an active threat incident for individuals with access and functional needs:

- Have students with access and functional needs, as well as staff members assigned to assist these students, been educated on active threat procedures? Do they understand how these procedures apply to their access and functional needs?
- Have all faculty and staff been educated on how to respond to assist a member of the campus community with access and functional needs?

Section 3 – Annex-Specific Incident Command System (ICS)

Section 3 Information

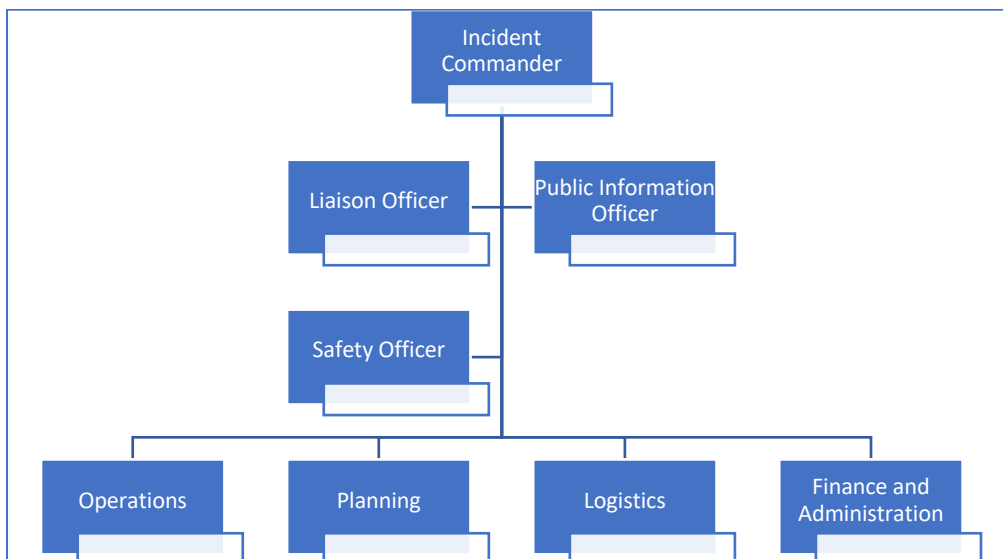
The ICS Organizational Chart provides the line of authority and responsibility for an incident occurring under this annex. The Incident Commander is the top authority, and the organizational chart may include personnel from outside your organization. This is different than the line of succession (chain of command) for overall district operations included in your Basic Plan or Continuity of Operations Plan (COOP). You might include a traditional organizational chart for ease of reference.

Tailor the included chart to your district-specific information.

3.1 Annex-Specific ICS Organizational Chart

Districts should identify and name qualified individuals in this Annex to assume the role of Incident Commander. It might seem compelling to use traditional lines of authority, such as a Superintendent, as the Incident Commander; however, knowledge of the subject matter is more important than positional authority. Therefore, it is more important that the selected individual has sufficient knowledge of the hazard, the National Incident Management System (NIMS), and the resources needed to respond to the incident and return to normal operations. During large incidents, it may be necessary to send a district representative to participate as part of Unified Command while you maintain your own command structure.

This is a basic ICS Organizational Chart. You may expand or condense it as needed, including the names of assigned individuals.



The size and complexity of an incident may determine which ICS positions need to be filled. For more information on NIMS and ICS, attend training through the Federal Emergency

Management Agency's (FEMA) Emergency Management Institute (EMI) at <https://training.fema.gov/emi.aspx>

Suggested minimum trainings for anyone responding to an incident:

IS-100.C: Introduction to the Incident Command System, ICS 100

IS-200: Basic Incident Command System for Initial Response

IS-700.B: An Introduction to the National Incident Management System

IS-800: National Response Framework, An Introduction

Suggested additional trainings for Incident Commanders and Section Chiefs:

ICS-300: Intermediate Incident Command System for Expanding Incidents (in-person training)

ICS-400: Advanced Incident Command System, Command and General Staff-Complex Incidents (in-person training)

Section 4 – Actions and Responsibilities

Section 4 Instructions

This section is used to list the broad district actions necessary for the five phases of emergency management.

Use the table below to assist you in completing the table in the template. This section should also illustrate the difference between operations (Annex) and tasks (Appendix).

Identify the internal and external roles you assign to general areas of responsibility, and group these by the corresponding phase of emergency management (prevention, mitigation, preparedness, response, recovery).

The annex should address broad actions in the five phases of emergency management for all incidents of this hazard, while tasks specific to an incident should be addressed in an appendix attached to the annex. For example: specific tasks that need to occur before, during, and after an active shooter incident should be included in the Active Shooter Appendix attached to this Annex. See the table below for more guidance on district actions and responsible roles. The questions found in the table are not exhaustive of all district actions, but they offer a starting point for discussion.

District Actions and Responsibilities Table

Prevention Phase

Safeguard against consequences unique to an active threat incident.

District Actions Questions to answer in developing district actions	Responsible Role <u>Individual or position responsible for this action</u>
Have you identified common interior and exterior building features that would be susceptible to an active threat? Do any common features make it easier for attackers to injure your school population? Can each classroom lockdown with a door lock?	
Who is responsible for restricting access to incoming visitors? Is there a visitor access policy? Who is responsible for enforcing that policy?	
Who is responsible for ensuring that your facilities are designed to maximize the detection, delay, and denial of suspicious persons? How often will these inspections take place?	
How will you identify and prioritize improvements to the physical security of your facilities?	
How will you manage school behavioral threat assessments? Who is responsible for threat assessment training, operations, and case management?	
Do you use the Department of Homeland Security K-12 School Security Guide and Survey Tool to evaluate school safety at any district campus? For more information, visit https://www.cisa.gov/k-12-school-security-guide .	
What measures do you have in place to increase the attacker's perception of risk in carrying out an armed attack within your facilities? More risk involves more offender effort and a higher chance that an armed attack will be detected, delayed, and denied.	

Mitigation Phase

Reduce the impact of an active threat incident.

District Actions Questions to answer in developing district actions	Responsible Role <u>Individual or position responsible for this action</u>
Who is responsible for identifying physical security options to stop an attacker from injuring or killing the school community? (e.g., building lockdown and door reinforcement tools)?	
Who is responsible for an armed response to an active threat incident? Who from the district will ensure that armed	

Mitigation Phase

Reduce the impact of an active threat incident.

District Actions Questions to answer in developing district actions	Responsible Role <u>Individual or position</u> responsible for this action
responders are familiar with the district layout and have the resources to enter facilities?	
Who is responsible for reviewing interior hardware and classroom design to reduce the likelihood of death during an active threat incident? How will your district address deficiencies in facility design that make it easier to injure or kill the school community?	

Preparedness Phase

Regularly review district readiness for an active threat incident.

District Actions Questions to answer in developing district actions	Responsible Role <u>Individual or position</u> responsible for this action
Have you identified equipment needed for response to an active threat incident and any storage and safekeeping processes to ensure that the equipment is ready and available when needed? (Language will vary here depending on your options for armed defense. For instance, if there is no School Resource Officer or ISD Police Department, this section might focus solely on district equipment.)	
Does your district have access to immediate assistance from armed personnel who can respond to an active threat? How will your district summon assistance from local first responders who are off campus and how will you incorporate this communication into your drills and exercises?	
Who is your liaison with local first responders and what does the district expect from them?	
Have you designated best available lockdown areas for outside classrooms and activities? What staff are expected to direct students engaged in outside activities to safety?	
Does your district actively involve first responders as part of your drills and exercises?	
How will you plan to assist students and staff with access and functional needs during an active threat incident? Who is responsible for ensuring that this is a component of drills and exercises?	
How will you assist students and staff in portable buildings during an active threat incident? Who is responsible for ensuring that this is a component of drills and exercises?	

Response

District actions during an active threat incident.

District Actions Questions to answer in developing district actions	Responsible Role <u>Individual or position responsible for this action</u>
Do students and staff follow Standard Response Protocol (SRP) during an active threat incident? How will those actions be communicated?	
What steps will district leadership take to manage the response?	
How and when will you communicate with the community during an active threat incident?	

Recovery

Return to normal district operations following an active threat incident.

District Actions Questions to answer in developing district actions	Responsible Role <u>Individual or position responsible for this action</u>
Does your district have plans and policies that address psychological support after the incident? Who is responsible for psychological safety?	
How will you plan to accomplish an immediate incident debriefing while first responders are on scene?	
Do you have a policy in place to conduct an After-Action Review (AAR)?	
Who will create an Improvement Plan for needs identified in your AAR?	
Who will be responsible for implementing improvements from your Corrective Action Plan?	

Section 5 - Resources

Section 5 Instructions

This section includes helpful resources to better understand the various parts of the document.

Emergency Management plans often use specialized language or terms that may not be familiar to a nonspecialist reader. To promote a better understanding of the document, you can define the terms and acronyms for easy reference.

5.1 Acronyms

Acronyms are abbreviations for words. Provide the terms for all acronyms used in this document.

5.2 Definitions

Collect terms not previously defined in the document and define them using the best resources available such as relevant local, state, and federal agencies and organizations producing best practice documents. Examples:

After-Action Review: After-Action Reviews will be conducted by the district following every drill, exercise, planned event, and incident. An AAR captures feedback on what went right, and what went wrong; gathers information and perspectives to create lessons learned; generates recommendations for the next drill, exercise, planned event, or incident; and becomes a catalyst for updating the current EOP.

After-Action Report: Documentation of the After-Action Review process.

Corrective Action Plan: Used to establish and track the resolution of each identified gap or need.

Hot Wash: a guided discussion usually held immediately following an exercise or event, while elements of the exercise are fresh on participants' minds. This discussion is meant to capture the perspectives of those that may not be available for later review.

Additional Information

- [DHS K-12 School Security Guide, 2nd Edition \(2019\)](#)
- [DHS K-12 School Security Survey](#)
- [USSS NTAC Mass Attacks in Public Spaces \(2019\)](#)
- [USSS NTAC Averting Targeted School Violence \(2021\)](#)
- [USSS NTAC Enhancing School Safety Using a Threat Assessment Model \(2018\)](#)
- [FBI Active Shooter Incidents: 20-Year Review, 2000-2019](#)

Texas School Safety Center (TxSSC) References

Cybersecurity and Infrastructure Security Agency. (2018). *K-12 School Security Guide*.

<https://www.cisa.gov/publication/k-12-school-security-guide>

FEMA. (2021). *National Incident Management System*.

<https://www.fema.gov/emergency-managers/nims>

“I Love U Guys” Foundation (2020). *Standard Response Protocol for K-12 | The “I Love*

U Guys” Foundation. [https://iloveugys.org/2020/programs/standard-response-](https://iloveugys.org/2020/programs/standard-response-protocol-for-k-12/index.html)

[protocol-for-k-12/index.html](https://iloveugys.org/2020/programs/standard-response-protocol-for-k-12/index.html)