Columbus City Schools
Emergency Drill Guide

Evacuation
Evacuate students by primary routes unless instructed to use alternate routes.
Minimum initial distance is 300 ft. If other than in case, evacuate to a minimum distance of 800 ft.
All persons must leave the facility.
Close, but DO NOT lock doors behind you.
Do NOT return to building using a bell signal (bells can malfunction). Return to building when instructed by incident commander or follow further instructions.
This response is used for fire, unsafe building (after explosion or severe weather damage), and bomb threat.

Reverse Evacuation
- Move indoors quickly.
- Close doors behind you.
- Close windows once you are inside.
- Follow instructions based on incident.
This response is used for severe weather, hazardous material release.
A tornado threat (e.g., funnel or crescendo). May be rapidly followed by lockdown or shelter-in-place.

Duck, Cover, and Hold
For tornado event, move to pre-designated areas and assume protective position. If you are unable to report to pre-designated areas:
- Take cover under tables or desks. Hold onto table/desk leg or position desk as shield.
- Keep as much of body shielded as possible.
- Cover face, arms, close eyes, cover ears.
- If outside, lie on stomach with face away from event, cover head, face, and as much of body as possible. Close eyes, cover ears.
If desk is needed and not possible to remove from wheelchair, place sandbag under window.
This response is used for earthquake, explosion, and severe weather. May be followed by evacuation when safe to move.

Hit the Deck
Anyone recognizing immediate danger shouts, "Hit the Deck." Everyone immediately drops to the ground and lies flat.
Remain on the ground until given further direction.
This response is used in the event of syringe usage. Usually followed by lock down or shelter-in-place.

Lock Down: Level 1
Monitor: possible threat
- Exterior doors and windows are locked and secured.
- Free movement within the school building.
- May release by PA announcement.
This response is usually used for an outside threat.

Lock Down: Level 2
Standby: probable threat
- Students in halls and restrooms move to the nearest classroom.
- Classroom doors and all exterior doors/windows are immediately locked.
- Students may move about the locked classroom.
May only be released from lock down by police, administrator, or designated staffing.

Lock Down: Level 3
Emergency: Full crisis, activate Command Post
- Students in halls and restrooms move to the nearest classroom.
- Classroom doors and all exterior doors/windows are immediately locked.
- Cover windows and door window panels if can be accomplished safely.
- Sit on floor out of sight of windows.
- Face attendance include the names of people who have entered and are not usually in your class.
Do not open doors or windows.
May be released from Command Post by designated staff.

Shelter in Place
- Move everyone inside. If possible, move to interior rooms on upper level floors.
- Close all lockable windows and doors. Assign personnel to stand in front of doors.
- Immediately shut down all HVAC units.
- Unplug all solid state equipment (if possible) Call 513-989-2847 for immediate shut down in drill.
- Seal off all openings with tape and plastic (windows, doors, files, outlets, electrical outlets, etc.)

Await instructions from public officials before leaving shelter.
This response is used for hazardous material or in the environment.
The School Shooter: A Quick Reference Guide

REMEMBER
- There is not a "profile" of a school shooter-instead the students who carried out the attacks differed from one another in numerous ways.
- School shootings are rarely impulsive acts.
- They are typically thought out and planned in advance.
- Prior to most school shootings other students knew the shooting was going to occur but failed to notify an adult.
- Very few of the attackers ever directed threats to their targets before the attack.
- The most common goal was retribution. The justifications and excuses offered indicated this stemmed not from an absence of values but from a well-developed value system in which violence was acceptable.
- In many cases, other students were involved in the attack in some capacity.
- Many offenders experienced a significant personal loss in the months leading up to the attack, such as a death, breakup, or divorce in the family.
- Many offenders engaged in repetitive viewing of violent media and were often fascinated with previous school shootings. Repeated viewing of movies depicting school shootings, such as "Zero Day" and "Elephant," may indicate a fascination with campus attacks.
- Be aware of the subject's online videos, blogs, and social networking activities.

Motives
- 24% motivated by desire for attention or recognition.
- 27% motivated by suicide or desperation.
- 34% motivated by attempt to solve problem.
- 54% had multiple motives.
- 61% motivated by desire for revenge.
- 75% felt bullied/persecuted/threatened by others.

Statistics
- 27% of attackers exhibited interest in violent movies.
- 37% of attackers exhibited interest in violence in their own writings, poems, essays, and journal entries.
- 59% of attacks occurred during the school day.
- 63% of attackers had a known history of weapons use.
- 68% acquired the weapon used from their own home or that of a relative.
- 93% of attackers engaged in some behavior prior to the attack that caused others to be concerned.
- 93% of attackers planned out the attack in advance.
- 95% of attackers were current students.
- Odds are one in 1 million that a student will die at school as a result of a violent act.

Warning Signs
- Investigators should probe to discover if the subject has engaged in research, planning, or preparation (e.g., researched weapons or made attempts to obtain a weapon). Movement from thought to action represents a severe escalation of the risk of violence.
- In around 80% of school shootings at least one person had information that the attacker was thinking about or planning the school attack. In nearly 2/3, more than one person had information about the attack before it occurred. In nearly all of these cases, the person who knew was a peer, a friend, schoolmate, or sibling.
- Despite prompt law enforcement responses, most attacks were stopped by means other than law enforcement intervention.
- Be conscious of the "Werther Effect," defined as a duplication or copycat of another suicidal act. School shootings are typically well-publicized, sensationalized events that can trigger an increase in similar acts for roughly days or weeks after the attack.

Assessing Threatening Communications - Five Dimensions (Mohandie, 2000)
- Organized vs. disorganized thought processes
- Fixed vs. variable themes
- Focused vs. general target identification
- Violent action imperative vs. alternative coping means
- Short time imperative vs. lack of urgency

Threat assessment - 11 Key Questions (U.S. Secret Service, 2002)
- What are the student's motive(s) and goals?
- Have there been any communications suggesting ideas or intent to attack?
- Has the student shown inappropriate interest in school attacks, weapons, and/or mass violence?
- Has the student engaged in any attack-related behaviors?
- Does the student have the capacity to carry out an act of targeted violence?
- Is the student experiencing hopelessness, desperation and/or despair?
- Does the student have a trusting relationship with at least one responsible adult?
- Does the student see violence as an acceptable/desirable way to solve problems?
- Is the student's version of events consistent with his/her actions?
- Are other people concerned about the student's potential for violence?
- What circumstances might affect the likelihood of an attack?