



## Requirements

- Provide parents, staff, and students a schedule of drills to start the school year.
- Announce in advance to everyone that a drill is happening.
- Determine students and staff who may be negatively impacted by drills because of past trauma and make accommodations for them in advance and after the drill.
- De-brief and provide emotional support to students and staff following a drill and training.
- Communicate with parents after a drill.
- Distribute the drill response survey to students, staff, and parents.

## Best Practices

Use a **multi-disciplinary team** to plan and respond to drills and trainings.

**Prepare** for drills using training materials and activities that are language inclusive and accessible to individuals with disabilities.

**Conduct** drills at different times of the school day to test different procedures.

**After a drill** gather information from students and staff to provide support to those who experienced distress and make improvements to procedures.

Plan in advance of drills to make sure **students with unique needs** can participate with success.

## Prohibitions



- Noises to mimic gunfire, explosions, or an assailant trying to gain entry to a locked space.
- People pretending to be injured victims.
- People pretending to be an active assailant.
- Conducting a drill in a way that may cause trauma.

## Key Terms

**Active Assailant/Active Attacker/Active Shooter** are all terms used to refer to one or more individuals actively engaged in killing or attempting to kill people in a populated area.

**DRILL** is a practice exercise designed to test a function of a school emergency plan in an effort to prepare students and staff for how to respond to various emergency situations.

**Training** is an education and practice designed to prepare individuals and organizations to effectively respond to and manage crisis situations.