



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.