

ADVANCED Emergency Management

Facilitator Guide

دليل المدرب



مركز تدريب وتطوير القدرات النسائي في
المملكة العربية السعودية

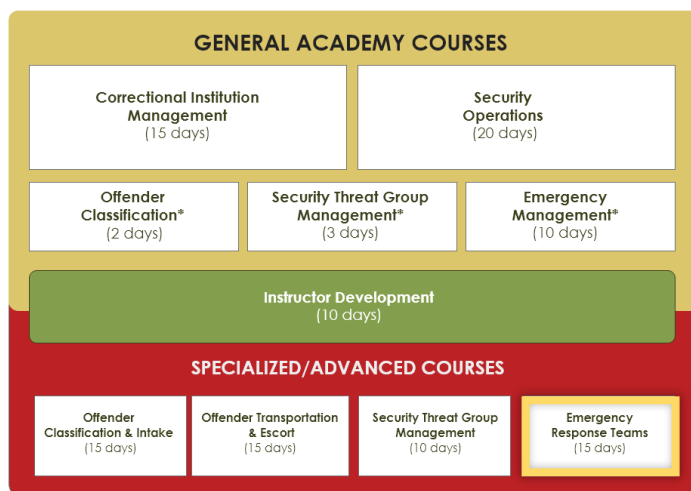
Kingdom of Saudi Arabia
Female Training Center

EMERGENCY MANAGEMENT

The highly interactive 15-day Emergency Management course comprises best practices for preventing, preparing for, mitigating, responding to, and recovering from a critical incident. It discusses requirements for an effective emergency management system, roles and responsibilities of an incident command center, types of emergency response teams and their roles and responsibilities, and best practices for mitigating emergencies. It concludes with two scenarios in which participants are expected to work as teams to determine how to manage increasingly complex emergency incidents.

COURSE DETAILS

This 15-day course is part of the advanced curriculum.



Emergency Management	
Level	Advanced
Prerequisite	General Academy
Duration	15 Days
Location	Riyadh, KSA
Class size	25 participants
Modules	<ol style="list-style-type: none"> 1. Principles of Emergency Management Review 2. Incident Command Overview 3. Emergency Response Teams 4. Mitigating Emergency Incidents 5. Scenario: Managing an Incident 6. Scenario: Managing a Pandemic 7. Teach-Backs

INSTRUCTIONAL APPROACH

- ☑ **LEARN:** During this specialized course, you will learn the globally accepted concepts and components of Security Threat Groups and Prison Intelligence.
- ☑ **APPLY:** You will have the opportunity to apply this knowledge to the Saudi Arabian local context to start developing an STG management strategy for your correctional facility or increase the effectiveness of an existing system.
- ☑ **TRANSFER:** The course will also help you facilitate the transfer of this knowledge to your co-workers and other GDP staff.

COURSE MODULES & OBJECTIVES

MODULE	LEARNING OBJECTIVES	DAYS
1 Principles of Emergency Management Review Provide the foundation for developing an emergency management system, including writing and testing contingency plans and conducting after-action reviews of the contingency plans.	<ul style="list-style-type: none"> ▪ Define emergency ▪ Define emergency management ▪ Explain the five phases of the emergency management cycle ▪ Conduct a vulnerability/risk assessment ▪ List contingency plans required for a prison ▪ Develop contingency plans for a prison ▪ Conduct a table-top drill ▪ Complete an after-action review 	2.5
2 Incident Command Overview Provides an overview of best practices in incident command, procedures, functions, and structure.	<ul style="list-style-type: none"> ▪ Describe the overarching goal of an incident command center ▪ Describe the five major functions of incident command and operation centers ▪ Explain the triggers for initiating an incident command center ▪ Discuss organization and staff of an incident command center ▪ Create a SMEAC action plan for a simulated incident 	1
3 Emergency Response Teams Provides an opportunity to compare the purpose, training, equipment, and qualifications for four types of emergency response teams.	<ul style="list-style-type: none"> ▪ Identify common prison-based crimes ▪ Describe types/sources of evidence ▪ Demonstrate proper crime scene procedures for first responders ▪ Demonstrate search procedures ▪ Determine evidence collection procedures for different types of evidence ▪ Identify tools used in evidence collection 	.5
4 Mitigating Emergency Incidents Provides best practices in mitigating emergencies, including information on contingency plans, after-action reports, how to control for hazardous materials, and reporting incidents to the public.	<ul style="list-style-type: none"> ▪ Describe the mitigation phase of emergency management ▪ Determine the resources necessary to complete functional contingency plans ▪ Describe the purpose of after-action reports ▪ Complete an after-action report based upon a case study ▪ Describe controls for hazardous materials ▪ Discuss the importance of following procedures when releasing information to the media 	2.5
5 Scenario 1: Managing an Incident Provides opportunity to reflect on the knowledge gained throughout the course and use it to determine how to best manage a simulated emergency incident.	<ul style="list-style-type: none"> ▪ Manage a simulated emergency incident using a realistic scenario and following the guidelines provided ▪ Initiate actions according to ongoing information received via injects and following the guidelines provided 	2

COURSE OVERVIEW



<p>6 Scenario 2: Managing a Pandemic Provides participants an opportunity to incorporate lessons learned and feedback received from the previous module as they work in groups to simulate managing a real-world emergency.</p>	<ul style="list-style-type: none"> ▪ Incorporate lessons learned from the previous activity to simulate managing a real-world, present day emergency ▪ Initiate actions according to ongoing information received via injects 	2
<p>7 Teach-Backs Examine what makes training effective while practicing instructional skills.</p>	<ul style="list-style-type: none"> ▪ Apply instructional skills by preparing and delivering a lesson while giving and receiving constructive feedback for continuous improvement 	4.5

COURSE CALENDAR

Week 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Principles of Emergency Management Review	Principles of Emergency Management Review	Principles of Emergency Management Review	Incident Command Overview	Emergency Response Teams
MORNING BREAK (30 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	Mitigating Emergency Incidents
TEA BREAK (15 min)				
<i>Continued</i>	<i>Continued</i>	Incident Command Overview	Emergency Response Teams	<i>Continued</i>

COURSE OVERVIEW



Week 2

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Mitigating Emergency Incidents	Mitigating Emergency Incidents	Scenario 1: Managing an Incident	Scenario 1: Managing an Incident	Scenario 2: Managing a Pandemic
MORNING BREAK (30 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
TEA BREAK (15 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	

Week 3

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
Scenario 2: Managing a Pandemic	Teach-Backs	Teach-Backs	Teach-Backs	Teach-Backs
MORNING BREAK (30 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
TEA BREAK (15 min)				
Wrap up/Closing	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	Wrap up/Closing

POLICY REFERENCES & RESOURCES

Each course includes a policy reference template with space to include relevant national laws, policies, executive orders, and institutional policies/procedures. This section also includes a definition of key terms and international resources used to develop this course.

RELEVANT POLICIES & PROCEDURES		
NATIONAL LAWS & POLICIES		
Bureau of Experts at the Council of Ministers	Receives executive orders from the King directly and processes them	<ul style="list-style-type: none"> ▪ https://www.boe.gov.sa ▪ Imprisonment and detention
National Center for Archives	Directory of documents and archives	<ul style="list-style-type: none"> ▪ http://ncar.gov.sa
INSTITUTIONAL POLICIES & PROCEDURE		
General Directorate of Prisons		<ul style="list-style-type: none"> ▪ GDP website
(Placeholder)		<ul style="list-style-type: none"> ▪

INTERNATIONAL STANDARDS	
Relevant Resource	Organization/Short Name
United Nations Office of Drugs and Crime (UNODC)	https://www.unodc.org
Prison Incident Management Handbook, United Nations Peacekeeping, Office of Rule of Law and Security Institutions	https://peacekeeping.un.org/en/office-of-rule-of-law-and-security-institutions
<i>The United Nations Standard Minimum Rules for the Treatment of Prisoners</i>	The Mandela Rules
<i>The United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders</i>	The Bangkok Rules

U.S. RESOURCES	
Relevant Resource	Organization
<i>Subject matter expert and research material</i>	U.S. Department of Justice (USDOJ), Federal Bureau of Prisons
<i>Lessons from Hurricane Katrina: Prison Emergency Preparedness as a Constitutional Imperative</i>	University of Michigan Journal of Law Reform
<i>Interim Guidance on Management of Coronavirus Disease 2019 in Correctional and Detention Facilities</i>	Centers for Disease Control and Prevention
<i>Emergency Response Plan</i>	National Commission on Correctional Health Care
<i>General research</i>	American Correctional Association Standards for Accreditation
<i>A Guide for Responding to Prison Emergencies</i>	U.S. Department of Justice, National Institute of Corrections

KEY TERMS & CONCEPTS

TERM	DEFINITION
Mitigation	<ul style="list-style-type: none"> A phase of the emergency management cycle that includes any activities that prevent an emergency, reduce the likelihood of occurrence, or reduce the damaging effects of unavoidable hazards.
Emergency	<ul style="list-style-type: none"> An unplanned, imminent event that threatens the health, security, safety, or welfare of the public, staff, offenders, property, or infrastructure
Emergency Management	<ul style="list-style-type: none"> A unified framework for assessing and responding to an emergency that focuses on the preservation of life and the safety of staff, offenders, and visitors
Risk Assessment	<ul style="list-style-type: none"> An assessment that identifies potential emergencies and analyzes what could happen if an emergency occurs
Vulnerability Assessment	<ul style="list-style-type: none"> An assessment that identifies weaknesses in a security program that can be exploited by a threat
Contingency Plans	<ul style="list-style-type: none"> Plans leverage the risk/vulnerability analyses to allow prisons to anticipate emergencies and how they will affect the facility
SMEAC	<ul style="list-style-type: none"> A type of operations order
Incident Command Center	<ul style="list-style-type: none"> The coordination hub for a major incident response
Tactical Operations Center	<ul style="list-style-type: none"> A command post for police, corrections, or military operations
Negotiations Operations Center	<ul style="list-style-type: none"> A consolidated center located a safe distance from the crisis site for negotiation decisions and tactics to be discussed and critiqued
Armed Tactical Teams	<ul style="list-style-type: none"> Emergency teams that are used for escapes and high-risk transports
Unarmed Tactical Teams	<ul style="list-style-type: none"> Also known as disturbance control teams and corrections emergency response teams
Crisis Support Team	<ul style="list-style-type: none"> A unit of prison staff who respond to critical incidents to provide psychological and faith-based assistance to staff and offender families
Quick Response Force	<ul style="list-style-type: none"> A team that acts as a quick force to back up initial responders until trained emergency response teams can respond

Knowledge Survey

المسح المعرفي



SPECIALIZED COURSE: Security Threat Groups & Prison Intelligence **Knowledge Survey**

1. Security threat groups are organized associations with three or more individuals who collectively identify themselves based on a group identity and whose purpose is criminal activity and/or _____:
 - a. Radicalizing
 - b. Recruiting
 - c. Mutual protection
 - d. Terrorizing non-members

2. A grouping of offenders that bands together based on regional affiliations for protection and for countering other groups or gangs that attempt to intimidate or harm them are known as _____:
 - a. Domestic terrorists
 - b. Non-affiliated groups
 - c. Regional gangs
 - d. Transnational terrorists

3. Nearly all prison gangs comprise a single _____:
 - a. Prison system
 - b. Housing type
 - c. Ethnicity
 - d. Age group

4. The safest prisons in the world have the _____ :
 - a. Best intelligence-gathering mechanisms
 - b. Most staff members
 - c. Latest technologies
 - d. Best trained sharpshooters

5. _____ is a powerful tool for enabling prison officials to prevent escapes, predict potential events that might lead to disorder, and disrupt criminal activity within the prison.
 - a. After-action reports
 - b. Intelligence
 - c. Threat assessments
 - d. Trip authorizations

6. The following personnel should be responsible for gathering security information and passing it to the intelligence unit:
 - a. All supervisors
 - b. Only high-level managers
 - c. Only intelligence experts
 - d. All prison staff



7. The product of a series of processes in which information is collected, organized, analyzed, and interpreted to give it meaning and context is _____:
 - a. Intelligence
 - b. Raw data
 - c. Information
 - d. Policy

8. Raw data on a person, place, thing, or event is known as _____:
 - a. Intelligence
 - b. Raw data
 - c. Information
 - d. Policy

9. The four stages of the intelligence cycle are tasking, gathering, analyzing, and _____:
 - a. Identifying
 - b. Collecting
 - c. Filing
 - d. Disseminating

10. Intelligence-based prisons employ intelligence-based practices to ensure that strategic and operational plans are based on _____:
 - a. High-level procedures
 - b. Plans that were not fulfilled the previous year
 - c. Warden's or deputy warden's orders
 - d. Identified needs, challenges, threats, and resources

11. Any material left at the scene of a potential crime is referred to as _____:
 - a. Trash
 - b. Evidence
 - c. Suspicious
 - d. Proof

12. First responders to a crime scene must _____:
 - a. Try to find the evidence as quickly as possible
 - b. Make every effort to preserve the integrity of the scene
 - c. Avoid walking on the crime scene
 - d. Not enter the crime scene until someone else helps

13. First responders to a crime scene must _____:
 - a. Tend to victim until medical response arrives
 - b. Not approach the victim until the medical team arrives
 - c. Remove the victim as soon as possible
 - d. Run to get help to treat the victim

14. The initial responding office should document as soon as possible all activities and observations made at the scene of the crime:
 - a. Including her ideas about what happened
 - b. Except for who enters the area
 - c. Including his or her own actions
 - d. Except for her own actions



15. Identifying membership can be accomplished through intelligence, self-admission, and _____:
- Common identifiers
 - Prison rumor
 - Intuition
 - Personal attitude
16. The system that allows prison staff to manage each STG efficiently, prioritizing the groups that pose the greatest threat to security and control is known as the _____ system.
- Verification
 - Identification
 - Administration
 - Classification
17. STGs are classified according to size of the group, number of incidents linked to the group, and _____:
- Category of the group
 - Attitude of the group
 - Severity of incidents
 - Comradery within the group
18. The single most important source of intelligence available to prisons is _____:
- Communications between offenders and the outside world
 - Inside surveillance team
 - Communications between offenders
 - Communications between offenders and staff
19. Sound practices for managing STGS include communication monitoring and minimizing access to communication, live monitoring and enhanced supervision, making prison intelligence staff part of criminal or intelligence task force, and _____:
- Posting the intelligence online so that everyone is aware
 - Not sharing the intelligence with anyone in case it is incorrect
 - Sharing intelligence with outside law enforcement officials
 - Sharing intelligence only with management to keep it safe
20. The first step in managing STG groups is to _____:
- Move the STGs into one prison
 - Develop a national strategy
 - Spread the STGs among a number of prisons
 - Keep the STGs in lockdown



SPECIALIZED COURSE: Emergency Management
Pre- and Post-Knowledge Survey – ANSWER KEY

1. An unplanned, imminent event that threatens the health, security, safety, or welfare of the public, staff, offenders, property, or infrastructure is known as:
 - a. An assessment
 - b. A contingency
 - c. **An emergency**
 - d. A vulnerability

2. A unified framework for assessing and responding to an emergency that focuses on the preservation of life and safety of staff, offenders, and visitors is known as:
 - a. **Emergency management**
 - b. Classification
 - c. Operations order
 - d. Operations plan

3. The five phases of an emergency management cycle are mitigation, preparedness, response, recovery, and _____:
 - a. Assessment
 - b. **Prevention**
 - c. Operational
 - d. Analytical

4. The three types of vulnerability are physical, organizational, and _____:
 - a. Progressive
 - b. Terrestrial
 - c. Procedural
 - d. **Institutional**

5. The plans that leverage the risk/vulnerability analyses to allow prisons to anticipate emergencies and how they will affect the facility are known as:
 - a. Emergency plans
 - b. Operations plans
 - c. **Contingency plans**
 - d. Strategic plans

6. Contingency plans identify threats, vulnerabilities, available resources, and _____:
 - a. Communications
 - b. **Processes**
 - c. Testing
 - d. Planning

7. Key components of an emergency drill are an established contingency plan, details of the simulation, clear objectives, and _____:
 - a. Risk and vulnerability assessments
 - b. Communications and warning technology
 - c. **A timeline for how the events will unfold**
 - d. Probability and consequence determinations

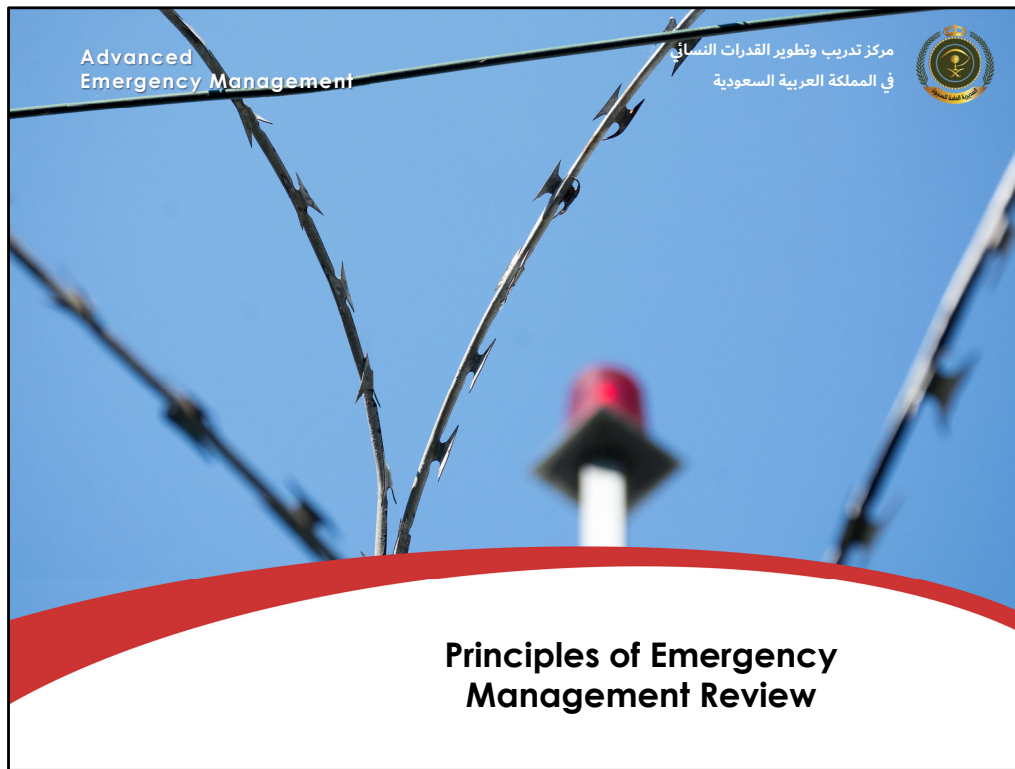


8. The center that serves as the coordination hub for a major incident response is known as:
- Incident command center**
 - Negotiations center
 - Tactical center
 - Crisis support center
9. The five major functions of an incident command center are command, planning, operations, logistics and:
- Coordination/support
 - Finance/administration**
 - Communications
 - Operations/logistics
10. The center that is activated to coordinate the prison's response to requests from staff and offender families for updates during a protracted incident response is known as the:
- Incident management center
 - Tactical operations center
 - Negotiations center
 - Crisis support center**
11. A clear, concise statement detailing what you want to achieve is known as the:
- Situation
 - Operation
 - Mission**
 - Logistics
12. Types of emergency teams in a prison include armed tactical response teams, crisis support teams, quick response teams, and _____:
- Financial management teams
 - Hostage negotiations teams**
 - Medical alert teams
 - Strategic planning teams
13. One responsibility of the disturbance/riot control teams is to manage _____:
- Hostage negotiations
 - Crowd control**
 - Active assailants
 - Community outreach
14. A unit of prison staff who respond to critical incidents to provide psychological and faith-based assistance to staff and offender families is known as:
- Tactical response teams
 - Quick response teams
 - Hostage negotiations team
 - Crisis support teams**



15. The team that backs up initial responders until trained emergency response teams can respond is known as:
- Tactical response teams
 - Hostage negotiation teams
 - Quick response teams**
 - Crisis support teams
16. Actions taken to lessen the severity or reduce the chance of an emergency are known as:
- Mitigation**
 - Recovery
 - Preparedness
 - Prevention
17. Post orders detail what specific tasks are to be done, when they are to be done, and _____:
- Who will do them**
 - Why it is to be done
 - How it is to be done
 - What kind of support is needed
18. After-action reviews are intended to _____:
- Name staff who made mistakes during an emergency
 - Help prisons solve problems and prevent future incidents**
 - Provide a set of requirements for the next emergency
 - Help during the recovery phase of an emergency
19. A best practice during a prolonged emergency is to _____:
- Establish a media center to provide a centralized source for information**
 - Ensure that only the crisis support center can provide information to the media
 - Prevent any information from being released to the media
 - Establish a negotiations center to provide information to the media
20. Mitigation activities take place _____:
- Only before an emergency
 - Only during an emergency
 - Only after an emergency
 - Before, during, and after an emergency**

Principles of Emergency Management Review



Principles of Emergency Management Review

Purpose: To provide the foundation for developing an emergency management system, including writing and testing contingency plans and conducting after-action reviews of the contingency plans.

Activities:

- Your Thoughts on Best Practices (15 min.)
- What Are Your Risks (30 min.)
- What Are Your Needs (30 min.)
- Develop a Contingency Plan (45 min.)
- Complete a SMEAC (45 min.)
- Conduct an After-Action Review (30 min.)
- Individual Activity (10 min.)
- Ensuring a Safer Environment (20 min.)

Estimated Time: 2.5 days (12 hours)

Classroom Material: Flipchart paper, PPT slides, handouts

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to the next slide to review module objectives.

Handouts/Worksheets:

- Risk and Vulnerability Matrix
- Sample Contingency Plan
- Contingency Plan Guidelines
- SMEAC Form

Learning Objectives



- Define emergency



- Define emergency management



- Explain the five phases of the emergency management cycle



- Conduct a vulnerability/risk assessment

- List contingency plans required for a prison

- Develop contingency plans for a prison

- Conduct a table-top drill

- Complete an after-action review

2

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—to gain a thorough understanding of the best practices associated with emergency management as applied to the field of corrections.

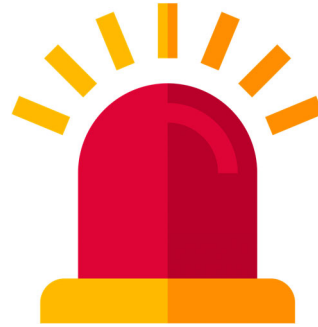
Facilitator Notes

1. EXPLAIN the objectives to the participants to set expectations for the module.
2. ASK whether participants have any questions or need clarification on the objectives.



Emergency Defined

- An unplanned, imminent event that threatens the health, security, safety, or welfare of the public, staff, offenders, property, or infrastructure



Provide examples of the types of emergencies that could impact or have recently impacted prisons in the KSA

3

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Emergency Defined

Natural hazards are naturally occurring physical phenomena caused either by rapid or slow onset events that can be:

- Geophysical (earthquakes, landslides, tsunamis, and volcanic activity)
- Hydrological (avalanches and floods)
- Climatological (extreme temperatures, drought, and wildfires)
- Meteorological (cyclones and storms/wave surges)
- Biological (disease epidemics and insect/animal plagues)

Technological or man-made emergencies include complex hazards/conflicts, famine, displaced populations, and industrial and transport accidents.

Facilitator Notes

1. PROVIDE the definition of an emergency.
2. ENGAGE participants in the discussion question.
3. WRITE the various responses on a whiteboard.
4. PROBE the participants for a response until you think you have an ample list of examples of emergencies that could impact or have recently impacted prisons in the KSA. Make sure that participants understand the meaning of emergency before moving on—being able to explain what an emergency is ensures that participants can meet the first learning objective.
5. TRY to research some headlines of prison emergencies in the KSA or region that you can share with and ask questions of participants.
6. POST responses and include others from your experience.
7. SEPARATE responses by external causes (e.g., earthquake) and internal (e.g., riot).
8. LEAVE responses posted.



Emergency Management Defined

- A unified framework for assessing and responding to an emergency that focuses on the preservation of life and the safety of staff, offenders, and visitors
- The focus is on the preservation of life and the safety of the public, staff, offenders, and visitors



5

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Emergency Management Defined

Emergency management protects corrections facilities by coordinating and integrating all activities necessary to build, sustain, and improve the capability to mitigate against, prepare for, respond to, and recover from threatened or actual natural or man-made emergencies.

Facilitator Notes

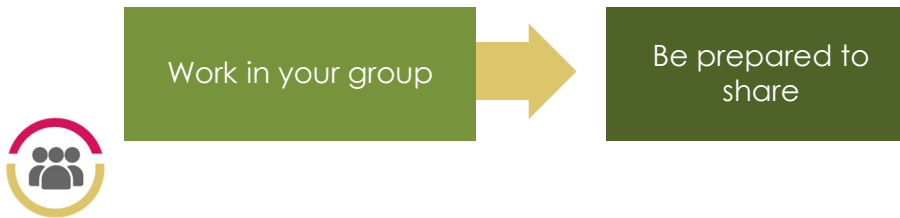
1. ENGAGE participants in a discussion on the definition of emergency management.
2. EXPLAIN the purpose, as described in the left column. Being able to explain emergency management is the second learning objective for this module. Make sure that participants can meet this objective.
3. ADD that the focus of emergency management is on the preservation of life and safety of the public, staff, offenders, and visitors.
4. EXPLAIN that a management SYSTEM is not the same as a contingency PLAN. An emergency management system includes:
 - Contingency plans
 - Memoranda of understanding
 - Pre-positioned resources
 - Standardized planning tools
 - Emergency management protocols
 - Risk/vulnerability assessments
 - Early warning notification mechanism
 - Staff/partner agency training
 - Recovery strategies
 - Continual EM testing/evaluation programs
5. ADD that some of these steps will be discussed in this module; others will be discussed in the following modules.



Your Thoughts on Best Practices

EXERCISE

- Determine how often the following activities should be conducted. Include who should conduct them and who should attend them.
 - Risk/vulnerability assessments
 - Emergency drills or tabletop exercises
 - Briefings on emerging threats



6

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Your Thoughts on Best Practices

Duration	15 minutes
Purpose	The purpose of this activity is learn your thoughts on various best practices associated with emergency management.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Determine what you consider to be best practices for conducting: <ul style="list-style-type: none"> • Risk/vulnerability assessments • Emergency drills • Briefings on emerging threats 3. Include who should conduct the activities and who should attend the activities. 4. Your response can be based on what you currently do at KSA or on what you believe to be best practices. 5. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN the activity to participants:
3. REGROUP on the following slide.



Your Thoughts on Best Practices

REGROUP

- How often should the following be conducted? Who should conduct them? Who should attend or be aware of the results?
 - ✓ Risk/vulnerability assessments
 - ✓ Emergency drills or tabletop exercises
 - ✓ Briefings on emerging threats



7

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Your Thoughts on Best Practices

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses.
3. COMPARE participant responses.
4. ENCOURAGE a class discussion on similarities and differences between the responses. Have participants talk through any differences.



Discussion

- What steps must prison staff take in an emergency?
 - ✓ Assess nature and scope of the incident and risks
 - ✓ Quickly contain and control the incident area(s)
 - ✓ Continue regular operation of unaffected areas of the prison
 - ✓ Devise a clear command structure to direct response
 - ✓ Identify the options for intervention
 - ✓ Determine the appropriate intervention (proportionality)
 - ✓ Intervene effectively to resolve the incident
 - ✓ Follow a plan to resume normal prison routines
 - ✓ Review the incident and implement corrective action plan



8

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Discussion

In general, emergency responses progress through seven separate phases:

- Respond before the situation escalates
- Isolate and contain
- Report and record
- Identify response resources
- Manage the incident
- Resume normal routine
- Review actions

Facilitator Notes


1. CLICK on the slide to bring in the expected responses to the discussion question.
2. REVIEW each bullet:
 - Accurately assess the nature and scope of the incident and the risks posed to the public, staff, offenders, visitors, and facility
 - Quickly contain and control the incident area(s)
 - Continue regular operation of the rest of the prison
 - Devise a clear command structure to direct the response
 - Identify the options for intervention
 - Determine the appropriate intervention (proportionality)
 - Intervene effectively to resolve the incident
 - Follow a plan to resume normal prison routines
 - Harden the prison against future occurrences of the same type of emergency
3. EXPLAIN that emergencies in a prison environment can escalate quickly because of population density, prison security restrictions, offender actions to escalate or leverage, and difficulty of bringing in outside assistance.



Emergency Management Cycle


What steps would you take under:

- Prevention?
- Preparedness?
- Response?
- Mitigation?
- Recovery?



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Emergency Management Cycle

This five-step emergency management system encompasses the steps discussed in the previous slide and more.

A good emergency management system is the best defense against emergencies; time spent developing the system is time saved when responding to the emergency.

Facilitator Notes

1. REVIEW the five phases on the slide to bring in the expected responses to the discussion question.
2. DRAW a table with five columns on a whiteboard.
3. ASK probing questions to engage participants in the discussion question.
4. WRITE their answers in the appropriate column and leave posted.
5. Expected answers are listed below. Add any you may have.
 - **Prevention:** actions taken on lessons learned from previous emergencies; creating plans, training, and exercises to prepare for an emergency; standardizing planning tools; developing emergency management protocols

- **Preparedness:** a continuous cycle of activities such as emergency planning, staff training, exercising, threat/vulnerability assessment, and remedial actions; developing mutual aid agreements, memorandums of understanding, and contingency plans to manage and counter risks; action taken to build the capabilities needed to implement the plans, including communication plans
 - **Response:** activating the command center and first responders at the incident site/area, emergency lockdown, command notifications, staff callbacks, use of mutual aid agencies, etc.
 - **Recovery:** restoring the affected area to its previous state; restoring normal prisoner daily routines (food, exercise, hygiene, visits, health care, access to courts, etc.)
 - **Mitigation:** actions taken to lessen the impact/severity or reduce the chance of the emergency; identifying risks, generally through a physical risk assessment that identifies and evaluates hazards, their perceived risks, the probability of their occurrence, and the range of effects they are likely to have
6. Being able to name the five steps to the emergency management system is a learning objective, so ensure that participants are able to meet that objective before continuing.



Risk/Vulnerability Assessment

تقييم المخاطر / نقاط الضعف

10

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NOTES



Risk/Vulnerability Assessment

- A risk assessment identifies potential emergencies and analyzes what could happen if an emergency occurs
- A vulnerability assessment identifies weaknesses in a security program that can be exploited by a threat
- Three types of vulnerabilities:
 - ✓ Physical
 - ✓ Organizational
 - ✓ Institutional



11

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Risk/Vulnerability Assessment

Prison officials must understand the range and scope of potential emergencies before beginning planning activities. This process starts by defining the nature of the potential threat.

Begin by identifying the most likely threats, the potential area affected by each threat, and the probability of occurrence.

Look for vulnerabilities—weaknesses—that make an asset more susceptible to damage from an emergency. Vulnerabilities contribute to the severity of damage when an incident occurs. For example, a building without a fire sprinkler system could burn to the ground while a building with a properly designed, installed and maintained fire sprinkler system would suffer limited fire damage.

The three types of vulnerabilities prisons should assess include:

- **Physical:** Presence and condition of facility infrastructure (e.g., security measures, available communication networks)
- **Organizational :** Skill of response teams, decision-making requirements, date of last training event
- **Institutional:** Availability of outside assistance, resources

Facilitator Notes

1. EXPLAIN the basics of risk/vulnerability assessments as illustrated in the slide and left column.
2. ADD that simple color codes (e.g., green/yellow/red to signify different levels of awareness and capacity to respond) can help prison officials determine their vulnerability to an identified risk. They can use these codes or other scoring methods to build a vulnerability matrix.
3. EXPLAIN that analyzing each layer of security early in the assessment process allows corrections officials to identify and prioritize critical assets and mitigations or countermeasures.
4. EXPLAIN that a vulnerability assessment must consider the consequences of an exploited vulnerability.
5. The assessment reveals exploitable weaknesses; corrections officials must:
 - Evaluate those weaknesses
 - Identify consequences of an exploited vulnerability
 - Prioritize resources to address the weaknesses



What Are Your Risks?


EXERCISE

- Refer to the Worksheet: Risk and Vulnerability Matrix
- Determine five probable emergencies and list in the appropriate column
- For each probable emergency, determine the consequences should the emergency occur


Work in your group

➔

Be prepared to share



RISK AND VULNERABILITY MATRIX



12
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What Are Your Risks	
Duration	15 minutes
Purpose	The purpose of this activity is to think about the five most probable emergencies that can happen in a prison environment and then determine the consequences should the emergency occur.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers • Risk and Vulnerability Matrix Worksheet
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Refer to the Risk and Vulnerability Matrix Worksheet. 3. List 5 probable emergencies and place them in the appropriate columns in Part I of the Risk and Vulnerability Matrix. 4. For each emergency, determine the likely consequences should the emergency occur. 5. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their small groups.
2. DISTRIBUTE the Risk and Vulnerability Matrix.
3. EXPLAIN the activity to participants.
4. REGROUP on the following slide.



What Are Your Risks?

Risk and Vulnerability Matrix

Emergency	High Probability	Medium Probability	Low Probability

REGROUP

13

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What Are Your Risks?

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses.
3. COMPARE participant responses.
4. ENCOURAGE a class discussion on similarities and differences between the responses. Have participants talk through any differences.



Determine Your Needs

- ✓ People
- ✓ Facilities
- ✓ Communications and warning technologies
- ✓ Fire protection and safety systems
- ✓ Equipment
- ✓ Materials and supplies
- ✓ Special expertise
- ✓ Outside resources
- ✓ Information about the threats or hazards



14

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Determine Your Needs

The availability and capability of resources must be determined immediately; each need must be specified and prioritized.

Resources may come from within the prison—trained staff, protection and safety systems, communications equipment, etc.

If an incident cannot be resolved internally, depending on the nature of the incident and the risks involved, prison management may seek assistance from external organizations (police, fire services, etc.) to either supplement or replace prison staff in managing the emergency.

Facilitator Notes

1. EXPLAIN the importance of determining needs.
2. DISCUSS the resources that may be required immediately and those that may be required if the emergency is extended for hours or days.
3. PROVIDE examples.
4. DISCUSS the need to coordinate training with external agencies to ensure effective support of prison emergencies.



What Are Your Needs?


EXERCISE

- Refer to the previous activity: What Are Your Risks?
- Select your biggest risk, considering probability and consequences
- In Part II of the handout, determine your needs should this emergency occur

Work in your group

➔

Be prepared to share



**RISK AND
VULNERABILITY MATRIX**



15 Kingdom of Saudi Arabia Female Training Center
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What Are Your Needs	
Duration	20 minutes
Purpose	The purpose of this activity is determine your needs should a selected emergency occur.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers • Risk and Vulnerability Matrix Worksheet
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. From the list of five potential emergencies, select your biggest risk, given the probability of the emergency happening and the consequences should it happen. 3. For that potential emergency, list all your resource needs. 4. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide.



What Are Your Needs?

REGROUP

Needs and Resources Matrix

Emergency	List resources needed immediately	Where will you obtain these resources?	What resources will you need if the incident extends several hours/days?	Who should be involved in responding to the emergency?	Who should be notified?

16
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What Are Your Needs?

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses.
3. COMPARE participant responses.
4. ENCOURAGE a class discussion on similarities and differences between the responses. Have participants talk through any differences.



Contingency Plans

- Contingency plans leverage the risk/vulnerability analyses to allow prisons to anticipate emergencies and how they will affect the facility
- Contingency plans identify:
 - ✓ Threats
 - ✓ Vulnerabilities
 - ✓ Processes
 - ✓ Available resources



Discussion:
Name potential correctional emergencies for which contingency plans should be developed

18

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Contingency Plans

Contingency plans allow the prison officials to highlight needs in advance of an actual emergency, pre-dedicate or pre-position resources to address the needs, and establish procedures for deploying the resources.

A robust contingency plan mitigates emergencies by breaking each one down into a set of planned responses.

Contingency plans include the following:

- Roles and responsibilities for prison staff and outside agencies
- Chain of command for incident response
- Detailed processes and the triggers for activating each
- Communications protocols

Facilitator Notes

1. EMPHASIZE the importance of highlighting needs, pre-dedicating or pre-positioning resources to address those needs, and establishing procedures for deploying those resources.
2. EXPLAIN what should be included in a contingency plan.
3. ENGAGE participants in the discussion question. Write their responses on the flipchart/whiteboard and **leave posted for the remainder of the course. They will need to refer to this list multiple times in upcoming modules.** Being able to name potential emergencies for which contingency plans should be developed satisfies a learning objective. Expected answers include:
 - Disturbances (e.g., riots)
 - Adverse weather
 - Internal hostage/external hostage
 - Pandemic
 - Prison lockdowns
 - Escapes
 - Serious assaults
 - Employee job actions
 - Civil disturbance
 - Shelter-in-place
 - Fires
 - Power outages
4. DISTRIBUTE Handout: Sample Contingency Plan and review with participants.



Testing and Evaluation of Contingency Plans

- These plans are tested, evaluated, and improved through training events, simulations, and joint exercises with outside agencies



19

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Testing and Evaluation of Contingency Plans

These plans are tested, evaluated, and improved through training events, simulations, and joint exercises with outside agencies (e.g., emergency medical services).

The planning process must be coordinated with all stakeholders, including outside agency partners. These outside partners must agree to their responsibilities under the plan(s) through binding written agreements signed by the head of each participating agency. All stakeholders should be given a full tour of the facility before their assistance is needed.

Plans must be updated annually and/or after a critical incident.

Facilitator Notes

- EXPLAIN that plans must be detail-specific (checklist works best for this) and available to all staff.
- NOTE that the actual plans must be controlled to ensure they cannot leave the prison or be left in an area to which offenders have access. Number each plan individually (including the copy number on each page) and employ sign in/sign out to restrict access.



Discussion

- What procedures should be included in the contingency plan for:
 - ✓ Isolating and containing?
 - ✓ Obtaining response resources?
 - ✓ Managing the emergency?
 - ✓ Resuming normal routine?



20

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Discussion

All steps listed in the slide are universally applied in all types of emergencies, but what procedures should be included in the contingency plan that would ensure the proper steps are taken?

Facilitator Notes

1. ENGAGE participants in the discussion question.
2. EXPLAIN that all of these steps are universally applied in all types of emergencies, but what procedures should be included in the contingency plan that would ensure the proper steps are taken?
3. ASK participants probing questions to get them to brainstorm procedures that should be in place and included in the contingency plan. Some examples follow:
 - Isolate and contain: activate lockdown, close containment grills and gates
 - Obtaining response resources: seeking assistance from external organizations; role of police, fire services, staff, etc.
 - Managing the emergency: decision-making on whether to resolve through negotiation or tactical intervention; plans of the prison; contact lists for external support organizations; roles and procedures of key participants
 - Resuming normal routines: procedures for restoring normal offender daily routines; restoring normal daily staff activities



Developing Contingency Plans

EXERCISE

- Refer to the Worksheet: Contingency Plan Guidelines
- Groups will develop a contingency plan for one of the following: weather emergency, homicide, fire, and escape
- Include all information requested in the guidelines



Developing Contingency Plans

Duration	45 minutes
Purpose	The purpose of this activity is to have you practice writing contingency plans.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers • Worksheet: Contingency Plan Guidelines
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. The facilitator will assign one of the four categories listed in the slide to each group. 3. You are to develop a contingency plan on the assigned topic, following the Worksheet: Contingency Plan Guidelines. 4. Be prepared to share with the class.


Facilitator Notes

1. ASK participants to work in their small groups.
2. DISTRIBUTE Worksheet: Contingency Plan Guidelines.
3. EXPLAIN the activity to participants.
4. REGROUP on the following slide.



Developing Contingency Plans

REGROUP

<p>Contingency plan for a</p> 	<p>Contingency plan for an</p> 
<p>Contingency plan for a</p> 	<p>Contingency plan for a</p> 

22

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Developing Contingency Plans

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

Facilitator Notes

1. *REGROUP* from the previous activity.
2. *ASK* a spokesperson from each group to present her group's responses.
3. *DO NOT PROVIDE* any feedback at this time—other than thanking each group and explaining that they will be referring to this activity later in the module.

Emergency Drills and Exercises



- Contingency plans should be tested through drills at least annually
- Each drill should be as realistic as possible without compromising security
- Use each drill as an opportunity to improve the contingency plan



24

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Emergency Drills and Exercises

An example of an emergency drill is a flood exercise for a corrections facility in a flood-prone area. A flood drill should help prepare the facility to answer such questions as:

- At what point do we no longer shelter in place?
- What is our back-up plan if we need to evacuate?
- How will we transport the offenders?
- What measures do we have in place to provide medical care to staff and offenders during an evacuation?
- If sheltering in place, do we have enough food to sustain ourselves for some time?

Although a facility may not know what it needs during an emergency, drills help corrections officials recognize what should be in place.

Mutual aid agreements and memorandums of understanding are critical to have in place prior to any emergency.

Facilitator Notes

1. EXPLAIN that testing contingency plans enables corrections officials to identify and address deficiencies. Drills and exercises serve to validate policies, procedures, systems, staffing, and facilities to be used during an emergency, which helps evaluate the timeliness and ability of the staff to implement the plan.
2. EXPLAIN that drills should be conducted at least annually; however, once per month is preferred, with all plans undergoing testing in any given year.
3. EXPLAIN that key partners should be identified and invited to send representatives to participate in the drill.
4. EXPLAIN that participants of the pre-drill briefing should be assigned key roles to play. For instance, name a controller who will manage and direct the exercise, players who will respond as they would in a real emergency, simulators who will deliver planned messages and present unexpected problems to the players, evaluators who will observe the drill and assess everyone's performance, and a safety officer who is responsible for implementing a medical safety plan and shutting down the drill if a real danger occurs.



Simulate a Real Emergency

- Initiate the drill by introducing the prepared mock situation that mimics a potential emergency
- Key components of an emergency drill are:
 - ✓ An established contingency plan
 - ✓ Details of the simulation
 - ✓ A timeline for how the events will unfold
 - ✓ Clear objectives to use to evaluate the drill

الحفر في حالات الطوارئ



25

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Simulate a Real Emergency

Well-designed simulations teach discipline-specific concepts; they improve decision-making and critical thinking skills. They allow learners to solve real-world problems safely and efficiently.

Facilitator Notes

EXPLAIN that a scripted message should be delivered to test the players' reactions according to a timeline you developed. For example, an unexpected obstacle might be blocking a normal evacuation route to force staff to make critical decisions under pressure. Achieve realism by using telephones or handheld radios for communication among participants.

S-M-E-A-C

- The SMEAC operations order framework can help organize drill planning activities:

S	Situation	موقف
M	Mission	مهمة
E	Execution	تنفيذ
A	Administration & Logistics	الإدارة واللوجستيات
C	Command & Communications	القيادة والتواصل



SMEAC FORM

26

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S-M-E-A-C

- **Situation:** Description of what has happened up to now
- **Mission:** The objective. A concise statement of the tasking and the purpose for doing it—the mission statement answers the who, what, when, why, and where
- **Execution:** A description of how and when the response plan will be initiated, how the offenders will be managed once they have been restrained and secured
- **Administration and Logistics:** The means; the equipment to be used and by whom
- **Communication plan:** Details on how key events will be communicated; locations of specific personnel from start to finish; chain of command and the communication mechanisms and protocols to be observed

Facilitator Notes


1. EXPLAIN the SMEAC.
2. ADD that using a SMEAC to conduct a drill ensures that all important steps are accomplished.
3. DISTRIBUTE the Handout: SMEAC Form and review each step with participants.
4. ADVANCE to the new slide where participants will use the SMEAC Form to test the contingency plans.
5. Note: Extra SMEAC forms should be retained for use in Module 2.



Complete a SMEAC

EXERCISE

- Refer to the Worksheet: SMEAC Form
- Working with your contingency plan, complete the SMEAC Form as you would if preparing for a drill




Work in your group

➔

Be prepared to share

27
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Complete a SMEAC	
Duration	45 minutes
Purpose	The purpose of this activity is complete a SMEAC that explains how to conduct a drill, using the information provided in the contingency plan.
Materials	<ul style="list-style-type: none"> Flipchart Markers Worksheet: SMEAC Form Contingency Plan developed in the previous exercise
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Refer to your previous contingency plan. 3. Using the contingency plan, complete the SMEAC Form as if you are preparing to conduct a drill to test the SMEAC. 4. Be prepared to share with the class.

Facilitator Notes

1. Note that this is the first of several contingency plans and SMEAC forms participants will be developing. Expectations are that participants will continue to improve each time they complete these activities.
2. TELL participants that unfortunately they cannot conduct a full-scale drill at this time but they can complete the first step—fill out the SMEAC form on how they plan to conduct the drill, using the information provided in the contingency plan.
3. ASK participants to work in their small groups.
4. EXPLAIN the activity to participants.
5. REGROUP on the following slide.



Complete a SMEAC

REGROUP

- Situation?
- Mission?
- Execution?
- Administration and logistics?
- Command and communication?




28 Kingdom of Saudi Arabia Female Training Center

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Complete a SMEAC

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses.
3. THANK the groups for their presentations but do not offer any feedback at this time.
4. EXPLAIN that although this type of testing of the contingency plan is valuable, the only true means of testing viability of the plan is initiating a crisis management simulation. The simulation provides a safe environment to determine whether the contingency plan and related policies work.

After-Action Review

Ask the six critical questions

- 1 What were we trying to accomplish? What was the main objective?
- 2 Where did we hit (or miss) our objective?
- 3 Did we follow or violate policy or law?
- 4 What was the root cause of our result?
- 5 As a team, what should we stop, start, or continue doing?
- 6 What are our key lessons learned?

29

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After-Action Review

Evaluate the drill to assess the effectiveness of the contingency plan and address any shortcomings. Attain feedback from the designated evaluators on the performance of the participants and the fulfillment of the drill objectives. Document all lessons learned through the exercise. Ensure that all notes are distributed to key stakeholders as soon as possible.

After-action reviews should be transparent and honest. The highest-ranking person in the room should kick off the meeting with what he or she did personally that could be improved upon. This method sets the tone for accountability and openness.

Facilitator Notes

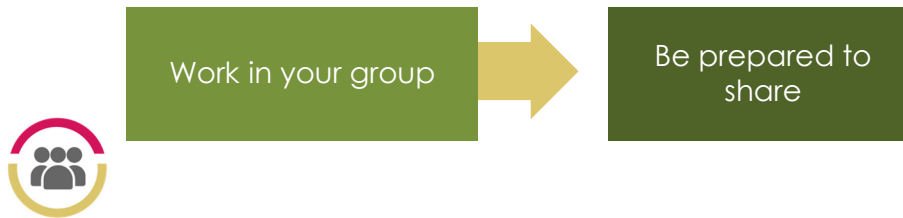
1. DISCUSS the six critical questions.
2. EXPLAIN the importance of after-action reviews.
3. EXPLAIN that a well-run, realistic drill or exercise enables prison officials to identify potential vulnerabilities in the contingency plan and provides a means of establishing, implementing, and monitoring a plan of action for rectifying them.
4. ADD that once a contingency plan has been revised, it must continue to be tested.
5. ENGAGE participants in a discussion on why the highest-ranking person in the room (during the after-action review) should be the first to discuss steps he or she could improve upon.
6. DISCUSS the importance of ensuring the reviews are transparent and honest.



Conducting an After-Action Review

EXERCISE

- ✓ Determine whether the SMEAC accurately portrays everything in the contingency plan—if not, revise
- ✓ Determine whether the SMEAC revealed weaknesses in the contingency plan—if so, revise the plan
- ✓ Explain why you think the SMEAC would or would not lead to a successful drill



30

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Conducting an After-Action Review

Duration	30 minutes
Purpose	The purpose of this activity is complete an after-action review to test the effectiveness of the SMEAC.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers • Contingency Plan Guidelines • SMEAC Form completed in the previous exercise
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Determine whether the SMEAC accurately portrays everything in the contingency plan. If it does not, revise the SMEAC to accurately reflect the contingency plan. 3. Determine whether the SMEAC reveals weaknesses in the contingency plan. If it does, revise the contingency plan. 4. Explain why you think the SMEAC would or would not lead to a successful drill. Describe any problem areas you may foresee. 5. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN that the after-action review is scheduled after the drill to test the effectiveness of the drill—and the resultant effectiveness of the contingency plan. However, because physically doing the drill is not feasible, this after-action review will focus on the SMEAC.
3. EXPLAIN the activity to participants.
4. Participants have 30 minutes to complete this activity.
5. REGROUP on the following slide.



After-Action Review

REGROUP

- Does the SMEAC accurately portray everything in the contingency plan?
- Does the SMEAC reveal weaknesses in the contingency plan?
- Do you think the SMEAC would or would not lead to a successful drill? Explain.



31

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



After-Action Review

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses.
3. COMPARE participant responses.
4. PROVIDE feedback on all the SMEACs and contingency plans, pointing out where they would work well and where they may need to be revised. As you provide feedback, emphasize the importance of looking at the SMEAC and contingency plan objectively and critically.
5. POINT out that participants will have the opportunity to develop other contingency plans and SMEACs in the following module. Both are very comprehensive—but important—undertakings. For concepts this detailed, the best strategy is to continue building upon what was learned previously—this is our focus. By the time participants get to the capstone, they will be expected to develop sound contingency and action plans.



Training Staff

- All staff must be trained to meet the standards established by the contingency plans
- Each staff member must understand her responsibility to review the contingency plans and respond as directed
- Outside stakeholders must be included in training events



33

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Training Staff

A training cycle should consist of annual, quarterly, and monthly drills that address issues ranging from the complex (multiple offender escape) to the most elemental (checking fire door keys).

Even the most comprehensive emergency plan does not guarantee that staff will be prepared to carry it out when faced with an emergency.

Mobilizing a correctional facility in the event of an emergency must be practically instinctive for the staff—much like a battle concept. Staff must know what to do automatically in an emergency. Then is not the time for staff to have to refer to a lengthy, complex document to understand how and when they should respond.

Facilitator Notes

1. EXPLAIN the importance of training staff and of conducting drills—whether on complex or elemental skillsets.
2. EMPHASIZE that staff must be so well trained in the contingency plan that they will react intuitively rather than hesitantly.



Individual Activity

- Compile a list of five questions you would ask line staff during daily rounds to test their emergency response knowledge
- You have 10 minutes to complete the list
- Be prepared to share your list with the class



34

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Individual Activity

An emergency can occur at any time: a natural disaster, an offender attack on another offender or staff member, an active shooter, an escape attempt, etc. Staff must be trained in order to be able to respond quickly and effectively to these emergencies.

Facilitator Notes

1. ASK participants to work individually to list five questions they can ask line staff during their daily rounds to test their knowledge for emergency response.
2. PROVIDE an example: e.g., a question on conducting a search of the cell.
3. TELL participants they have 10 minutes to complete their lists.
4. CALL upon a number of participants to share their list.
5. Also EXPLAIN that training can include daily scenario quizzes by supervisors during their rounds inside the prison. Supervisors should ask line staff questions like:
 - What would you do if you saw smoke coming from the pipe chase right now?
 - What would you do if your radio announced an escape in progress?
 - How would you respond to two offenders fighting with knives?
 - What would you do if you saw an offender on the fence?



Ensuring a Safer Environment

EXERCISE

- To help ensure a safer environment:
 - ✓ List 10 items or processes on which staff's skill or knowledge can be tested—e.g., fire extinguishers or activating a body alarm and explaining what information is to be relayed upon activation
 - ✓ Determine frequency of testing for each skill or process—shift, daily, weekly, monthly, quarterly, annually



35

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Ensuring a Safer Environment

Duration	20 minutes
Purpose	The purpose of this activity is to develop a list of 10 items or processes on which staff's skill or knowledge can be tested—e.g., fire extinguisher.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Develop a list of 10 items or processes on which staff's skill or knowledge can be tested—e.g., fire extinguishers or activating a body alarm and explaining what information is to be relayed upon activation. 3. Determine the frequency of testing—each shift, daily, weekly, monthly, quarterly, annually—for each item. 4. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide.



Ensuring a Safer Environment

REGROUP

- 10 items or processes for which staffs' skill or knowledge can be tested?
- Frequency of testing?



Ensuring a Safer Environment

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses.
3. COMPARE participant responses.
4. If not mentioned, INCLUDE the following:
 - Fire extinguishers
 - Door locks in each area
 - Fire doors (emergency egress doors)
 - Radios
 - Body armor
 - Interlocks
 - Fire alarm systems
 - Public address systems
 - Emergency phone (no-dial system or similar)
 - Gate locks (internal and perimeter fencing)
 - Fence alarms
 - Fire hoses
 - Emergency keys
 - Electric door locks
 - Telephones
 - Weapons
 - Recall system
 - Vehicles
 - Generators
 - Training records audit

Summary

Topics

- ✓ Emergency management
- ✓ Risk/vulnerability assessment
- ✓ Contingency plans
- ✓ Testing the plan
- ✓ Training

Knowledge Check

1. What is the most important point you learned today?
2. What point remains least clear to you?



37

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Summary and Knowledge Check

1. Review notes from previous session.
2. Work with your group to respond

Facilitator Notes

1. SUMMARIZE the module
2. ASK for volunteers to answer these two questions.
3. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Incident Command Overview



Incident Command Overview

Purpose: The purpose of this module is to provide an overview of best practices in incident command, procedures, functions, and structure.

Activities:

- Overarching Goal (10 min.)
- Preparations for an Incident Response (15 min.)
- Resolving Incidents (20 min.)
- Creating a SMEAC Action Plan (40 min.)

Estimated Time: 1 day (4.5 hours)

Classroom Material: Flipchart paper, PPT slides, handouts

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to the next slide to review module objectives.

Handout/Worksheet:

- SMEAC Form

Learning Objectives



- Describe the overarching goal of an incident command center



- Describe the five major functions of incident command and operation centers



- Explain the triggers for initiating an incident command center



- Discuss organization and staff of an incident command center
- Create a SMEAC action plan for a simulated incident

2

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—to gain a thorough understanding of the best practices associated with emergency management as applied to the field of corrections.

Facilitator Notes

1. EXPLAIN the objectives to the participants to set expectations for the module.
2. ASK whether participants have any questions or need clarification on the objectives.



Incident Command Center

- Serves as the coordination hub for a major incident response
- Is initiated when an incident has the probability of a significant impact on the prison or outside community or will be protracted in nature



Discussion: What are some benefits of an incident command center?

4

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Incident Command Center

An incident command center is the location where the primary command functions are implemented.

The on-scene commander will use the command center to deploy, direct, and evaluate response assets and resources, which fall under three general activities: inputs, processes, and outputs.

The decision making is based on input from all entities connected to the center—tactical operations center, negotiations center, crisis support center, mechanical services section, medical section, food service section, staff staging area(s), media center, intelligence section, and others based on the circumstances and duration of the incident.

All plans are approved by the on-scene commander with input from applicable staff. All operational activities are coordinated by the center, to include visiting, counts, offender feeding schedules, staffing issues, relief scheduling for all posts, information sharing, and media releases.

Facilitator Notes

1. EXPLAIN the purpose of an incident command center.
2. EXPLAIN when incident command centers are initiated.
3. ENGAGE participants in the discussion question.
4. WRITE their answers on a flipchart or whiteboard.
5. DESCRIBE typical staffing for the center: on-scene commander, assistant on-scene commander, two recorders to document timeline, door security personnel (normally tactical staff), tactical liaison, negotiations liaison, media center liaison, crisis support liaison, media spokesperson, outside stakeholder representatives, military personnel (if applicable), services coordinators (food, mechanical, etc.), head of security, computer support staff, and intelligence staff.
6. DESCRIBE typical equipment: computers, monitors, bank of radios (internal and external), telephones (internal and external), office supplies, logbooks, copies of contingency plans, blueprints of the prison, aerial view of the prison, post orders for the center, televisions, plot map of the prison grounds, copies of all prison policies and procedures, tables, chairs, passes and passbook log, contact information for all external entities, staff phone numbers and addresses, easels, and/or whiteboards.



Prison Staff or Incident Command Center?

- Chemical spill
- Offender assault on staff
- Partial collapse of internal wall
- Armed insurrection
- Riot outside prison
- Food poisoning involving three or more persons
- Riot inside prison
- Waterline break
- Outbreak of disease
- Floods
- Fire in kitchen



5

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Prison Staff or Incident Command Center

Review: An incident command center is initiated when an incident has the probability of a significant impact on the prison or outside community or will be protracted in nature

Facilitator Notes

1. READ each incident and ask participants whether it typically can be resolved by responding staff or whether an incident command center should be activated.
2. For each incident, ASK participants to explain their answers.
3. PROVIDE your view of whether responding staff or an incident command center should resolve the incident. EXPLAIN your response.



Overarching Goal

EXERCISE

- Brainstorm with your team and write a one- or two-sentence description of the overall goal of an incident command center
- The descriptions will be posted on the wall for the remainder of the course—so do your best!



Work in Groups

➔

Share Response



10 min.

6
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Overarching Goal	
Duration	10 minutes
Purpose	The purpose of this activity is have you brainstorm with your team mates and agree on a one- or two-sentence description of the overall goal of an incident command center.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm and agree on a one- or two-sentence description of the overall goal of an incident command center. 3. Have a representative of your group post your response on a nearby wall. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in small groups.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide to have each group read its description.



Overarching Goal

REGROUP

- The overall goal of an incident command center is to



7 Kingdom of Saudi Arabia Female Training Center

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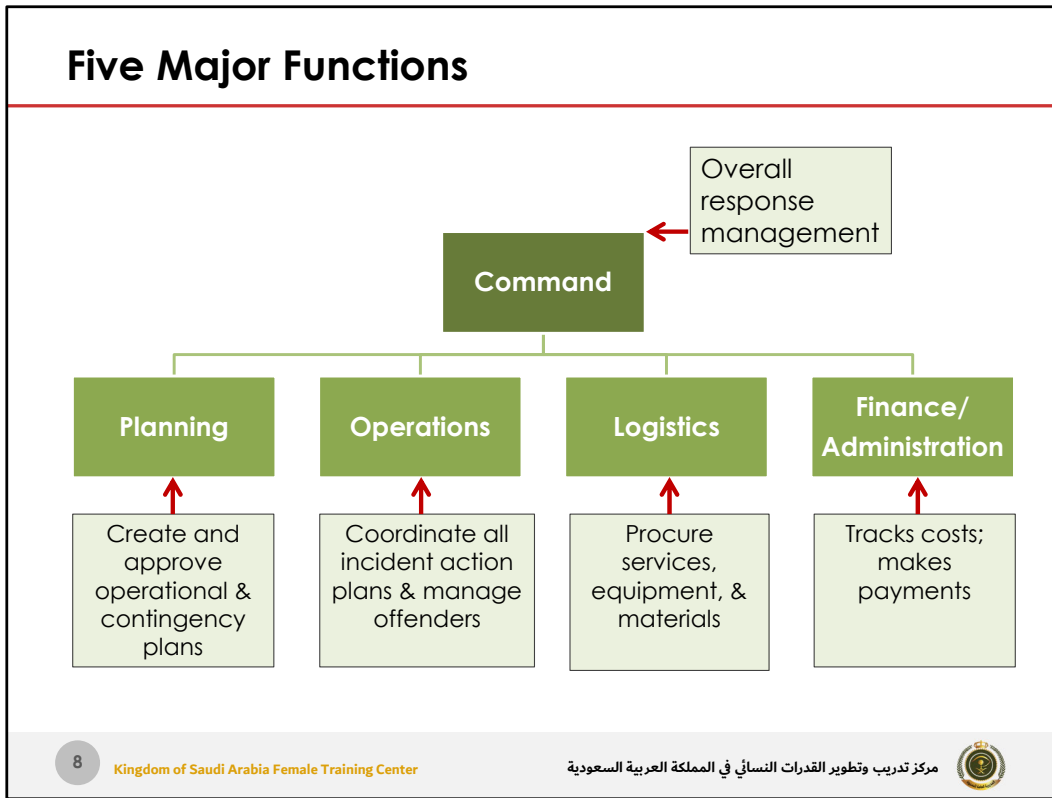


Overarching Goal

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's response.
3. COMPARE participant responses.
4. CONGRATULATE the groups for their creative response.
5. WRITE your answer and post it on a flipchart or whiteboard: **The overall goal of an incident command center is to resolve the incident as quickly as possible while minimizing negative impact on prison and public safety.**



Five Major Functions

The five major functions of an incident command center are:

1. Command—overall response management
2. Planning—operational and contingency plan creation and approval
3. Operations—coordinating all incident action plans (SMEAC, contingency plans, tactical plans, policies and mitigation procedures) in addition to offender management
4. Logistics—procuring services, equipment, and materials to support the response from beginning to end
5. Finance/Administration—incident cost tracking; making payments as needed to support the response

Facilitator Notes

1. REVIEW the five major functions of an incident command center. Note that being able to name these functions is a learning objective.
2. ADD the following additional functions:
 - All tactical decision making (specialty teams, perimeter security, etc.)
 - Intelligence gathering, analysis, and dissemination
 - Coordination with outside stakeholders, either in person or through two-way communication
 - Media response and public information coordination
 - Crisis support for families and involved staff



Equipment/Supplies/Material

- The incident command center must be stocked with all needed supplies, including:
 - ✓ Radio monitoring equipment
 - ✓ Communications devices (redundant)
 - ✓ Televisions
 - ✓ Phone systems linked to other decision-makers
 - ✓ Computer systems
 - ✓ CCTV monitoring equipment



Discussion: What other supplies or equipment does an incident command center need?

9

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Equipment/Supplies/Material

- Telephones
- Radios
- Televisions
- Phone lists
- Computers
- Intelligence/monitoring gear (e.g., CCTV)
- Room/building
- Procedures/contingency plan documents/prison blueprints
- Photos
- Office supplies
- Pass system
- Backup power source

Facilitator Notes


1. REVIEW the equipment listed in the slide.
2. ENGAGE participants in the discussion question.
3. DISCUSS some communication considerations using the talking points below. Include your own.
 - The commander must consider the amount of radio traffic and the number of units and personnel on scene.
 - Information flows to the command center to give the on-scene commander the big picture of the incident with updates; communication links are required to response staff, other involved parties, and leadership.
 - Cross linking communication devices for prison staff to communicate with military units and police units is extremely important. Not doing so is a massive failure point for large operations.
 - Everyone will not have the same radio channels—tactical will monitor negotiations channels, but no one monitors tactical except tactical center staff and joint tactical partners (military tactical, police tactical, etc.). Command center radios must be set up to monitor all channels but not provided widely; Crisis and media center radios are set up for access to the command center (via liaison) only. Channels must be set up in advance and tested to refine the system for better response.



Preparations for an Incident Response

EXERCISE


- Given the functions and responsibilities outlined for an incident command center, list all preparations that should be in place to ensure a successful incident response



Work in Groups

➔


Share Response



15 min.

10
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Preparations for an Incident Response	
Duration	20 minutes
Purpose	The purpose of this activity is have you think of all preparations that should be in place to ensure a successful incident response.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Think about the functions and responsibilities outlined and discussed for an incident command center. 2. With that in mind, list all preparations that should be in place to ensure a successful incident response—for example MOUs. 3. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN the exercise to participants.
3. REGROUP on the following slide.



Preparations

REGROUP

- Printed policies/procedures
- After-action reviews
- What else?



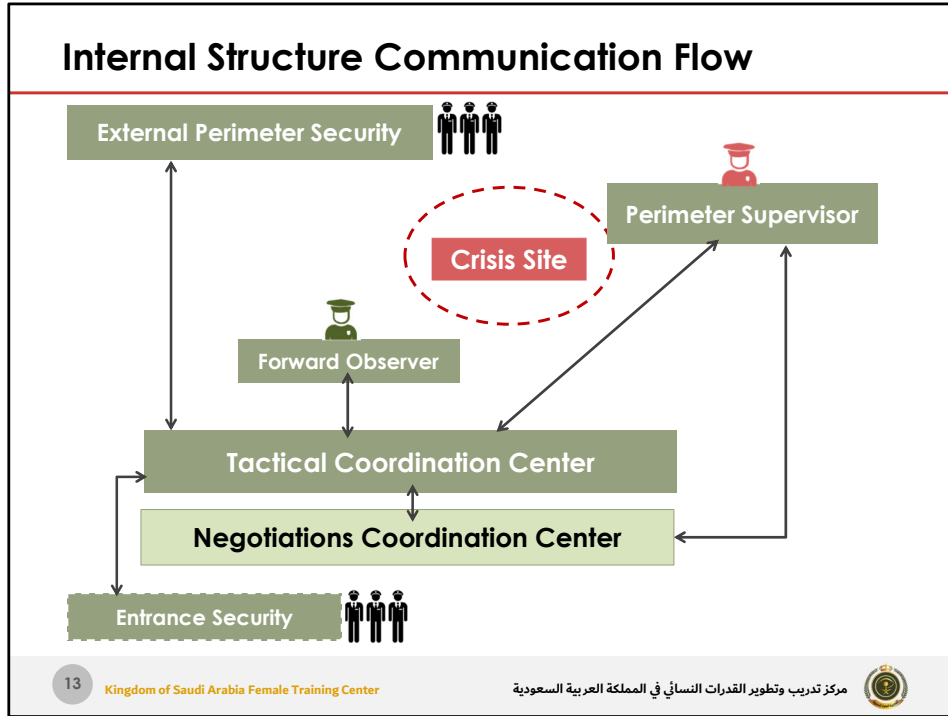
11 Kingdom of Saudi Arabia Female Training Center مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

Preparation

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's response.
3. ADD anything that participants have missed—e.g., staff recall systems; printed contingency plans; pass system created and passes laminated, numbered and accounted for; post orders for the command center so that responding staff can do initial set up and breakdown after the situation is resolved; check who has access key or electronic lock access to command post and keep updated as staff change position; have MOUs with outside stakeholders in place; updated contingency plans, MOUs, aerial views of prison.
4. EMPHASIZE again the importance of regular drills and after-action reviews for creating robust incident response programs. Explain that aerial views, MOUs, and contingency plans tend to not get updated as needed, which is a huge failure point because the responders will be working with outdated and inaccurate information.
5. ADD that training that is not kept up to date or conducted is another large failure point; equipment checks (radios, batteries, TVs, phones, computers, etc.) are often not completed and can fail; supplies are used and not replaced; phone numbers change and contact lists are out of date—all potential points of failure.



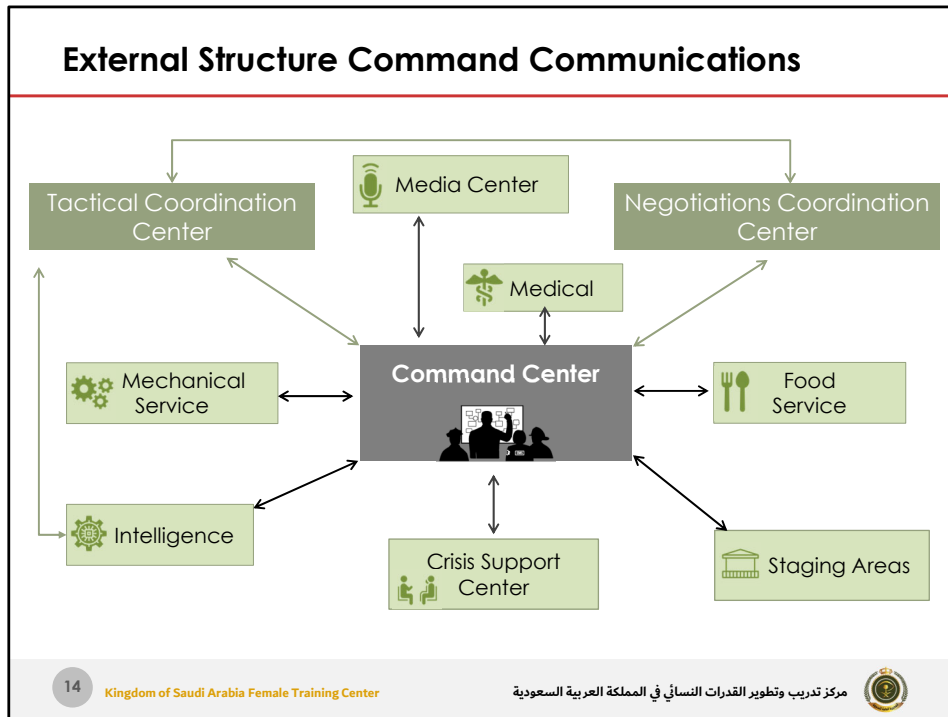
Internal Structure Communication Flow

Depending on the type and scope of the emergency, the incident command center may have a number of dependent units.

Facilitator Notes

1. DESCRIBE the organization of an incident command center.
2. NOTE that this slide illustrates the internal structure communication flow. The following slide illustrates the external structure communication flow.
3. ADD that the components will vary depending on the size, type, and security risk of the incident.





External Structure Command Communications Flow

The components will vary depending on the size, type, and security risk of the incident.

Facilitator Notes

1. DESCRIBE the external communication flow of an incident command center.
2. ADD that the components will vary depending on the size, type, and security risk of the incident.



Tactical Operations Center

- Command post for police, corrections, or military operations
 - ✓ Usually houses a small group of specially trained officers or military personnel who guide members of an active tactical element during an incident response



- What equipment should be included in a tactical operations center?
- What training should be required for the tactical team?

15

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Tactical Operations Center

Generally, three consistent activities take place in any command type center (inputs, processes, and outputs). Decision making and plan creation are based on input from all tactical personnel, perimeter staff/supervisors, interior perimeter observers, marksman observers, command center, staff supervising the front/rear entrances, negotiation center, and the intelligence unit staff.

Smaller tactical operations centers can be set up in the backs of vans or trucks as well as in tents or other temporary structures. These temporary tactical operations centers need only computers and communications equipment.

By contrast, larger or permanent tactical operations centers are highly technical and include several advanced computer systems for monitoring operational progress and maintaining communications with operators in the field.

Facilitator Notes

1. DESCRIBE the tactical operations center.
2. EXPLAIN that staffing typically consists of tactical commander, tactical team leaders or assistant leaders, recorders to document timeline, door security personnel (tactical staff), negotiations liaison, military personnel (if applicable), outside police leaders (if involved), and command center liaison.
3. ENGAGE participants in the discussion questions.
4. In general, tactical operations centers should be equipped with computers, monitors, bank of radios (internal and external), portable use telephones (internal), office supplies, logbooks, copies of contingency plans, blueprints of the prison, aerial view of the prison, post orders for the center, televisions, plot map of the prison grounds, copies of all prison policies and procedures, tables, chairs, passes and passbook log, and CCTV for receiving video from incident site.
5. Training should include use-of-force—including use of less lethal munitions and lethal force, self-defense, physical fitness, and policies and procedures.



Negotiations Operations Center

- Activated when the incident is protracted and/or requires the intervention of the hostage negotiation team
- ✓ Houses hostage negotiators and other essential crisis staff



What equipment should be included in a negotiations operations center?

16

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Negotiations Operations Center

A negotiations operations center provides a consolidated center located a safe distance from the crisis site for negotiation decisions and tactics to be discussed and critiqued. The center is responsible for contacting the hostage taker(s), setting up a communication avenue with the hostage takers, and initiating the negotiating process. Final decisions on negotiated items are generally approved by the command center. Negotiated item delivery and the security of the front-line negotiators are the responsibility of the tactical operations center. The center allows for treatment specialists, mental health professionals, unit team members, and team leaders to determine how to advance the process until a resolution can be attained.

The negotiations center works closely with the tactical and command centers to coordinate all activities and obtain approvals for recommendations.

Facilitator Notes

1. EXPLAIN the role of the negotiations team and operations center.
2. DISCUSS the requirement for comprehensive training of the negotiations staff.
3. ENGAGE participants in a discussion on what happens when the staff is not trained in negotiations or are highly emotional or confrontational.
4. EXPLAIN that staff generally includes team leader, assistant team leader, command center liaison, mental health professionals, tactical liaison, recorders, unit team staff representative (for offender-specific information), door security, and a communications technician.
5. ENGAGE participants in the discussion question. Required equipment for the center include: computers, monitors, bank of radios (internal with no tactical access), telephones (internal), portable use phones, office supplies, logbooks, post orders for the center, copies of all prison policies and procedures, tables, chairs, whiteboards or easels, passes, and passbook log.

Crisis Support Center

- Activated to coordinate the prison's response to requests from staff and offender families for updates during a protracted incident response
 - ✓ Houses trained mental health and religious services staff, a recorder, two runners, an incident command center liaison, and an executive staff-level facilitator



What equipment should be included in a crisis support center?

17

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Crisis Support Center

During a protracted incident response, families of staff and offenders want updates on the status of family members. The crisis support center is activated to provide support and releasable information to staff families, offender families, and responding staff. Decision making and plan creation are based on input from the command center, mental health professionals, contingency plans, post orders, and current crisis best practices. This center frees the command center staff and executives from handling calls and family responders during a critical incident. Generally, a building or large tent are outfitted with comfort items, places to rest, refreshments and waiting areas. The command center provides updates for the families as they become available to support them during this critical time.

Crisis support centers have a direct line to the liaison for the incident command center as well as outside lines for families to use if needed.

Facilitator Notes

1. EXPLAIN the purpose of a crisis support center.
2. SHARE any examples you have of times in which this center was used.
3. Staffing generally includes command center liaison, mental health professionals, religious services personnel, administrative staff, unit team staff representative (for offender-specific information and to notify families), food service liaison, and a communication technician. At times, a media center representative will be stationed to ensure no media slip in and attempt to get unauthorized or unreleased information to staff and/or offender families. Access to the center is monitored with armed staff or tactical staff for staff safety from external assault or to stop trespassers onto the federal reservation.
4. ENGAGE participants in the two discussion questions.
5. Equipment should include computers, monitors, bank of radios (internal with no tactical access), telephones (internal), office supplies, logbooks, post orders for the center, copies of all prison policies and procedures, tables, chairs, passes, and passbook log.
6. Training should include crisis counseling, conflict resolution, coping skills, emotional intelligence, and stress management.



Media Center

- Gives the public a centralized source for information related to the crisis
 - ✓ Staffed by a trained media coordinator who serves as the point of contact for news media seeking information about the incident



18

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Media Center

The media center provides support and releasable information to the media as it relates to a prison related critical incident. The media center is rarely used but can be a significant asset when the situation is large-scale, drawing the media to the event.

The media center is run by a team leader, normally the public information officer, and is staffed with public information officers from other prisons or from centralized prison offices (headquarters, regional headquarters). Briefings are provided at announced times (generally) and are created and authorized by the command center and conducted at a location in the administrative complex or external structure, separate from any other center or prison activity. The idea is to provide information to the media (as appropriate) and keep the media from trying to get into other areas to observe and report.

Facilitator Notes


1. EXPLAIN the role and purpose of the media center.
2. ADD that information about offenders must follow release protocols. The accuracy must be vetted before release, and the warden must approve release of information.
3. Staffing includes command center liaison, media center team leader, assistant team leader, security staff, and a communication technician. Access to the center is monitored with armed staff or tactical staff for staff safety from external assault or to stop trespassers onto the federal reservation. All staff interacting with the media must have received prior training and must release only the provided material.
4. Equipment includes computers, monitors, telephones (internal), office supplies, tables, chairs, passes and passbook log. A sign-in system is used to track media participants, staff and needed specialists. Workstations are normally set up for the media representatives to use but no equipment is provided. Electrical outlets must be abundant, and office supplies should be available for staff and visitors.



Resolving Incidents

EXERCISE


- Refer to the list of contingency plans from Module 1
- For each incident, determine whether the following should be activated, and explain the reasoning for your determination:
 - ✓ Incident command center
 - ✓ Tactical operations center
 - ✓ Negotiations operations center
 - ✓ Crisis support center



Work in Groups

➔


Share Response



20 min.

19
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Resolving Incidents	
Duration	20 minutes
Purpose	The purpose of this activity is have you think of all preparations that should be in place to ensure a successful incident response.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Refer to the list of contingency plans developed in Module 1 and used earlier in this module. 2. For each contingency listed, determine whether the following are needed. (Multiple centers may be selected for one incident and none may be selected for other incidents.) <ul style="list-style-type: none"> Incident command center Tactical operations center Negotiations operations center Crisis support center Media center 3. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN the activity to the participants.
3. REGROUP on the following slide.



Resolving Incidents

REGROUP

- Incident command center?
- Tactical operations center?
- Negotiations operations center?
- Crisis support center?
- Media center?



20

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Resolving Incidents

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's response.
3. COMPARE participant responses.
4. ENCOURAGE a class discussion on similarities and differences between the responses. Have participants talk through any differences.



Staffing/Training

- Eligible command staff member must be trained on how and when to activate the incident command center
- Training should include procedures for:
 - ✓ Coordinating arrivals into the center
 - ✓ Operating technology inside the center
 - ✓ Instituting command center security procedures/policies



21

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Staffing/Training

Eligible command staff member must be trained on how and when to activate the command center.

A pass system must be in place; door staff should be trained to recognize legitimate passes.

Staffing generally consist of prison executive-level staff, department head-level support staff, liaisons from subordinate centers (tactical operations, negotiations, and crisis support centers), recorders, and door security personnel.

Staff work 12-hour shifts during the initial stages of the response (generally two to three days), as assigned by the incident command center. If the crisis extends past that, 8-hour shifts are implemented, with staff being brought in from other prisons to provide relief.

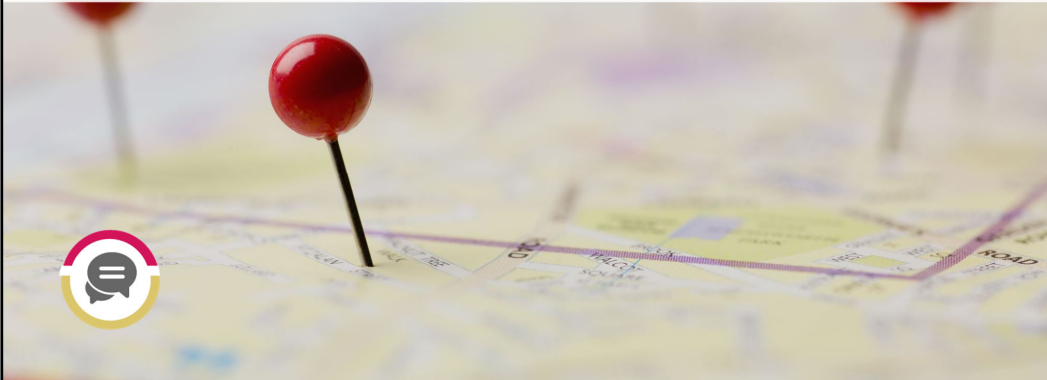
Facilitator Notes

1. EXPLAIN why each eligible command staff member must be trained on how and when to activate the incident command center.
2. DISCUSS the types of training required.
3. EXPLAIN the need for a pass system.
4. EXPLAIN types of staff and typical hours worked.



Location

- The incident command center should be placed near the incident scene in an outside area protected from offender and outside access
 - ✓ Must have access to support functions



22

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Location

The incident command center is normally placed in the prison's administrative building; often, in a conference room near the warden's office. Wherever it is placed, the center must have access to support functions.

Access to and from the incident command center must be strictly controlled.

If the incident requires a tactical response, the tactical operations center should be established within sight of the incident location but at a secure distance.

If the incident involves hostage negotiation, the negotiations operations center should be positioned at a secure forward location away from the crisis site and protected from offender access or other unauthorized entry.

The crisis support center location should be based on the type and severity of the incident at hand. Contingency plans should include multiple potential sites to allow the on-scene commander to select the location most appropriate for the specific incident.

The media center must be located outside the prison to prevent media from attempting to enter secure areas or contacting on-duty personnel.

Facilitator Notes

1. EXPLAIN the preferred location of the incident command center inside the prison.
2. EMPHASIZE the importance of access control to the center.
3. EXPLAIN the preferred location of the tactical operations center, negotiations operations center, crisis support center, and media center.

Review—SMEAC

- SMEAC orders are used when a situation is protracted and will require the coordination of many different elements to resolve



Review from Module 1:
Describe a SMEAC order.

24

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Review—SMEAC

The SMEAC order is a planning and execution tool that allows agencies to spell out the situation, the mission, and the steps required for a successful resolution.

The SMEAC order directs staff on what to do, and when.

Facilitator Notes

1. ASK participants whether they can recall from the previous module the description of a SMEAC.
2. CONGRATULATE anyone who can provide a definition. A precise definition is: "A SMEAC order is a planning and execution tool that allows agencies to spell out the situation, the mission, and the steps required for a successful resolution of the incident."
3. EXPLAIN that you touched upon a SMEAC in the previous module. (Participants completed their first SMEAC.) The rest of this module will build upon what participants learned then.



Five Parameters of SMEAC

- | | |
|--|---------------------|
| 1. S Situation | موقف |
| 2. M Mission | مهمة |
| 3. E Execution | تنفيذ |
| 4. A Administration & Logistics | الإدارة واللوجستيات |
| 5. C Command & Communications | القيادة والتواصل |

25

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Five Parameters of SMEAC

The SMEAC order breaks each response into five separate parameters.

Facilitator Notes

1. **INTRODUCE** the five parameters of a SMEAC order.
2. **ADVANCE** to the following slides to provide detail.



Situation	موقف
<ul style="list-style-type: none"> ▪ The description of what has happened <ul style="list-style-type: none"> ✓ What events led up to the current state of affairs? ✓ In what order? ✓ Where did these events take place? ✓ Why is the current state of affairs a problem? ✓ Who is involved? ✓ How did it happen? 	
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Situation

The situation paragraph provides a snapshot of events and establishes a context for the instructions to follow.

Facilitator Notes

TIE the situation paragraph to types of questions it should address in the event of an incident in the prison as listed below. Add any of your own.

1. Have offenders been ordered to cease their action(s)?
2. Have offenders been informed of the consequences of failing to comply?
3. Are offenders armed? If so, with what?
4. Are there hostages? If so, where, who and how many?
5. Who are the key actors (by name)?
6. Is anyone injured? What injuries do they have?
7. Are there any offenders in the vicinity who are not involved in the incident?
8. Does the situation present an escape risk?
9. Has security equipment or infrastructure been damaged?

Mission
مهمة

- A clear, concise statement detailing what you want to achieve





Provide an example of a mission statement.

27
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Mission


Now that we know what has happened, what are we going to do about it? For example, "Our mission is to free hostages."


Facilitator Notes

1. EXPLAIN a mission statement.
2. ASK participants to provide examples of mission statements for some of the proposed contingency plans discussed throughout the module—for example, a fire, an escape, or a pandemic.

Execution
تنفيذ

- Provides the “how” of the plan
 - ✓ What are you going to do?
 - ✓ When?
 - ✓ Why?
 - ✓ Where?
 - ✓ Who is involved?






Provide an example of an execution statement

28
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Execution

This paragraph is usually the longest, as it provides sufficient information (step by step) to allow a team to perform its mission.

It should address:

- How and when will response be initiated
- What the role is of each staff member
- What equipment is required
- What level of force is authorized
- How offenders will be managed following the intervention

Facilitator Notes

1. **EXPLAIN** the execution paragraph.
2. **ASK** participants to provide examples of execution statements. Refer to the list mentioned previously and ask specifically how they would write execution statements for fires, for example.

Administration & Logistics

الإدارة واللوجستيات

- Describes the resources needed to achieve the mission, and how these resources are to be coordinated.



Provide an example of what goes in the administration and logistics paragraph.

29

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**Administration and Logistics**

This section should also detail after-action reporting guidelines.

Facilitator Notes

1. EXPLAIN the administration and logistics section of a SMEAC.
2. ASK participants to provide examples of administration and logistics statements. Refer to the list mentioned previously and ask specifically what they would put in the administration and logistics section for fires, for example.



Command & Communications

القيادة والتواصل

- Details the chain of command and communications protocols



Provide an example of what goes in the command and communications paragraph.

30

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Command and Communications

This paragraph identifies the chain of command and their location during the operation. It also includes any instructions on types of communications—emergency signals, radio procedures, call signs, etc.

Facilitator Notes


1. EXPLAIN the command and communications paragraph.
2. ASK participants to provide examples of what should go in this section of the SMEAC. Refer to the list mentioned previously and ask specifically what they would put in the command and communications section for fires, for example.



Completing a SMEAC

EXERCISE

- Refer to the worksheet
- Complete a SMEAC action plan as though you are responding to an area-wide power outage that affects the entire prison




SMEAC ACTION PLAN

Work in Groups

➔


Share Response



40 min.

31
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Completing a SMEAC	
Duration	40 minutes
Purpose	The purpose of this activity is develop a SMEAC on an area-wide power outage that affects the entire prison.
Materials	<ul style="list-style-type: none"> Flipchart Markers Worksheet: SMEAC Action Plan
Steps	<ol style="list-style-type: none"> 1. Use the Worksheet: SMEAC Action Plan to develop a SMEAC on an area-wide power outage that affects the entire prison. 2. Complete the plan as thoroughly as possible. 3. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN the activity to the participants.
3. REGROUP on the following slide.



Completing a SMEAC

REGROUP

- Situation?
- Mission?
- Execution?
- Administration and Logistics?
- Command and Communications?



32

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Completing a SMEAC

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's responses.
3. COMPARE participant responses.
4. ENCOURAGE a class discussion on similarities and differences between the responses. Have participants talk through any differences.



Discussion

Looking back at the SMEAC action plan you just completed, what resources must be accessed to carry out these plans?



33

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Discussion

Facilitator Notes

ENGAGE participants in a discussion on what resources must be accessed to create functional, effective contingency plans and SMEAC orders for a power outage.

Summary

Topics

- ✓ Incident command center
- ✓ Incident command center organization
- ✓ SMEAC

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



34

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Summary and Knowledge Check

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.



Emergency Response Teams



Emergency Response Teams

Purpose: The purpose of this module is to compare the purpose, training, equipment, and qualifications for four types of emergency response teams.

Activities:

- Providing Equipment (15 min.)
- Comparing Traits and Qualifications (20 min.)
- Who Would You Select? (30 min.)

Estimated Time: 2.15 hours

Classroom Material: Flipchart paper, PPT slides, handouts

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to the next slide to review module objectives.

Handout/Worksheet:

- Traits and Qualifications Activity

Learning Objectives



- Explain the types of emergency response teams in a prison



- Describe the purpose of each of the four teams



- Describe the qualifications of each of the four teams



- Describe the equipment requirements for the tactical response team

- Determine which team to use for given scenarios

2

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—to gain a thorough understanding of the best practices associated with emergency management as applied to the field of corrections.

Facilitator Notes

1. EXPLAIN the objectives to the participants to set expectations for the module.
2. ASK whether participants have any questions or need clarification on the objectives.



Introduction

- Types of emergency teams in a prison
 - ✓ Armed tactical response teams (special operations response team/special weapons and tactics/emergency response team)
 - ✓ Unarmed tactical response teams (disturbance control team)
 - ✓ Hostage negotiations teams
 - ✓ Crisis support teams
 - ✓ Quick response teams



3

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Introduction

Prisons normally staff these teams based on security level and threat assessment. Higher security prisons have an armed response available in addition to an unarmed riot control team.

Most prisons have a riot control team used in normal security-related instances (cell moves, small disturbances, civil disturbances, etc.).

Prisons with an armed contingent normally have a hostage negotiations team on call. The crisis support team is designed to provide emotional support to staff, their families, and offender families. Quick response teams are used for an immediate response to a critical incident to contain and add additional response capabilities to line staff.

Facilitator Notes

1. EXPLAIN that prisons normally staff these teams based on security level and threat assessment.
2. DESCRIBE the purpose of each team.



Qualifications of Emergency Team Members

- Applicants for team membership should meet the following:
 - ✓ At least 1 year's experience in the correctional field
 - ✓ Familiarity with the department's mission and philosophy
 - ✓ Holds no other position with emergency-related responsibilities
 - ✓ Emotional maturity, ability to function under stress, and willingness to defer decision making to higher officials
 - ✓ Total commitment to department and team philosophy
 - ✓ Good job history; no disciplinary infractions
 - ✓ Physically capable of managing equipment and functions



4

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Qualifications of Emergency Team Members

Qualifications for emergency team members are very important. Prison officials must maintain a strict policy on membership requirements to attract the most qualified. The team leader, security administrator, and warden must review and approve applications for membership. Membership must be voluntary.

Applicants should meet the following:

- Have at least 1 year of experience in the correctional field to allow time to become accustomed to the correctional environment
- Be familiar with the mission and philosophy to allow officials to observe and evaluate the employee's demeanor, professionalism, and approach to dealing with offenders in difficult situations
- Hold no other positions with emergency-related responsibilities, such as commander, intelligence officer, etc.
- Demonstrate emotional maturity, ability to function under stress, and willingness to defer decision making to higher officials
- Maintain total commitment to department and team philosophy
- Have good job history and no disciplinary infractions (especially excessive use of force)
- Are well versed in policy, to include use of force

Facilitator Notes

1. REVIEW the general qualifications of emergency team members
2. ADD that prison officials should ensure that members of the emergency teams understand the mission of each team and be committed to overall departmental policy. A department-level official should be assigned as coordinator of the different teams and must have the authority to ensure that all teams are properly trained, follow policy, and maintain a positive team culture.
3. ASK participants why membership must be voluntary.
4. EMPHASIZE the importance of diversity—gender and ethnic—in these emergency teams.
5. ADD that team members must be physically capable of managing equipment and functions of the team.



Tactical Response Teams

- Armed tactical units, also known as special operations response team and special weapons and tactics team
- Unarmed tactical units, also known as disturbance control team and corrections emergency response teams



6

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Tactical Response Teams

A tactical team is the most common of the emergency response teams.

The armed tactical teams are used for escapes and high-risk transports; they are trained in all weapons systems.

The unarmed tactical team, also known as disturbance control teams and corrections emergency response teams, is trained in the use of sub-lethal and lethal force, mass arrests, cell extractions, and riot formations.

Facilitator Notes

1. EXPLAIN the difference between the armed tactical team and unarmed tactical team.
2. ADD that some agencies have a single level or type of tactical team that performs all of these functions. For the agencies that have both levels, successfully participating in the unarmed tactical team is a prerequisite for joining the armed tactical team.



Training for Armed Tactical Teams

- Trained in:

- ✓ Weapons utilization
- ✓ Tactical munitions



- Cross-trained in:

- ✓ Rappelling
- ✓ Building entries
- ✓ Building clearing
- ✓ Forced cell extractions
- ✓ Tactical planning
- ✓ Self-defense
- ✓ Baton techniques
- ✓ Blueprint reading

7

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Training for Armed Tactical Teams

Tactical team members need a high level of competence in a broad range of skills. In addition to physical fitness and weapons training, team members must know how to use various authorized instruments of force and chemical agents.

Training should include scenario-based mass arrest techniques and various formations and disturbance control procedures.

Firearms training should go beyond qualifying on the firing range to include shoot/don't shoot decision making, weapons transition, and overall use-of-force policy.

Armed tactical teams also need training in first aid and HAZMAT identification.

Facilitator Notes

1. EXPLAIN that in prisons in the U.S., armed tactical teams are required to train for at least 8 hours a month, with most facilities opting for at least 16 hours a month. Many more personal hours are spent perfecting skills. To maintain certification, teams participate in an annual regional training exercise, where they are evaluated and ranked using national standards. The teams are required to hold at least two mock emergency exercises per year.
2. EXPLAIN that serious problems can occur if tactical teams are not strongly managed by top management at the institutional and departmental levels. Ideally, management would create the team using the following strategy:
 - Define and plan the mission
 - Get buy-in on philosophy
 - Ensure structure in the team
 - Provide excellent leadership and training
 - Provide adequate team resources to include weapons, ammunition, munitions, uniforms, vests, shin guards, elbow pads, etc.
 - Provide incentives
 - Ensure management oversight
 - Provide opportunities for manager to transmit personal values and reinforce the values of organization directly to the team



Training Armed Tactical Teams



8

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Training for Armed Tactical Teams

The video is 2:30 minutes.

Available online at:

<https://youtu.be/a4gKoZzClk0>

Facilitator Notes

SHOW video to participants, explaining that this is a competition training video. No translation is necessary.

The video is 2.30 minutes.

Online: <https://youtu.be/a4gKoZzClk0>

File Name: Tactical_Teams_Training.mp4

Providing Equipment for Tactical Teams

EXERCISE

- You have been assigned the responsibility of setting up an armed tactical response team
- Determine all equipment needs for this team



Work in Groups

➔

Share Response



15 min.

9
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Providing Equipment for Tactical Teams	
Duration	15 minutes
Purpose	The purpose of this activity is determine the types of equipment the tactical response team needs based upon its responsibilities and training requirements.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm with your group and determine the types of equipment the tactical response team needs based upon the team's responsibilities and training requirements. 3. Be prepared to share with the class.

- Facilitator Notes**
1. ASK participants to work in their groups.
 2. EXPLAIN the activity to participants.
 3. REGROUP on the following slide.



Providing Equipment for Tactical Teams

REGROUP

- Display and explain your list of equipment needs
- Compare with the lists that other groups developed



10

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Providing Equipment for Tactical Teams

- Uniforms, including helmets and tactical footwear
- Different levels of body armor and load-bearing vest
- Ballistic shields
- Assault rifles (9mm and/or .223)
- Tactical shotguns (12-gauge pump and/or semi-automatic)
- Sniper rifles (.308 and/or 30.06)
- Handguns (9mm, .40 or .45cal)
- Less lethal munitions (distraction devices, OC gas, CS gas, smoke, rubber projectiles, foam projectiles, etc.)
- Riot batons
- Tactical knives
- Knee pads/padded gloves/elbow pads/shin guards
- Rappelling gear
- Tactical shields
- Holsters/belts
- Binoculars
- Night vision equipment
- Communication equipment (ear mikes, radios)

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's response.
3. COMPARE participant responses.
4. REVIEW the equipment list in the left column and add anything participants did not mention.
5. EXPLAIN that radio communications must be secure and free from being overheard by the offenders. The need for radio earpieces and microphones and a secure emergency channel for each responder (near offenders) is essential.



Team Size and Structure (One Sample)

- Team commander
- Team leader
- Assistant team leader



- 15 members, to include:
 - ✓ 1 rappelling instructor
 - ✓ 2 firearms instructors
 - ✓ 1 emergency management
 - ✓ 1 tactical trainer/planner
 - ✓ 1 breaching specialist
 - ✓ 1 liaison
 - ✓ 1 observer/spotter

11

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Team Size and Structure

There is little consensus among tactical experts as to appropriate size and structure for tactical teams. The number of teams and number of trained staff varies with the size of the agency and the size and locations of its institutions.

Facilitator Notes

1. DESCRIBE team structure.
2. EXPLAIN that team size varies with the size of the agency and the level of threat.



Unarmed Tactical Response Teams

- Disturbance/riot control teams are normally deployed to handle:
 - ✓ Civil disturbances (persons demonstrating on prison grounds)
 - ✓ Riots
 - ✓ Crowd control
 - ✓ Cell moves
 - ✓ Securing inner perimeter lines



What equipment should the unarmed tactical response teams have?

12

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Unarmed Tactical Response Teams

These teams train in traditional disturbance control techniques (such as using squad formations to move groups of offenders).

Facilitator Notes

1. EXPLAIN the role of unarmed tactical response teams. In the U.S. prisons, these teams can be assembled more quickly than the armed tactical response teams because more staff are trained for this type of response. These teams often serve as the primary institution response to emergencies or as a supplementary response.
2. ENGAGE participants in the discussion question. Expected answers include:
 - Helmets/BDUs/elbow pads/knee pads/padded gloves/elbow pads/shin guards
 - Tactical shields
 - Riot batons
 - Less lethal munitions (hand-held, shotgun based, launcher based-37mm and 40mm)
 - Tactical knives
 - Shotguns for less lethal munitions
 - 37mm or 40mm launchers
 - Boots
 - Knife resistant vest and load bearing vest



Team Size and Structure (Sample)

- Team leader
- Assistant team leader
- 15 members, to include:
 - ✓ EMT or medical professional
 - ✓ Tactical planner
 - ✓ Breaching specialist
 - ✓ Munitions specialists
 - ✓ Liaison



13

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Team Size and Structure

Compare to armed tactical team: 15 members, to include:

- Team commander
- Team leader
- Assistant team leader
- 1 rappelling instructor
- 2 firearms instructors
- 1 emergency management
- 1 tactical trainer/planner
- 1 breaching specialist
- 1 liaison
- 1 observer/spotter

Facilitator Notes

1. DISCUSS the team size and structure of the unarmed tactical team.
2. EXPLAIN the role of an observer or a spotter. She or he is positioned in a secure area with clear field of vision or in the CCTV room in order to call out locations to team members as needed (via secure radio transmission) for blind spots.
3. COMPARE this team to team size and structure of the armed tactical team (listed in the left column). Although the size is generally the same, the types of team members are different.
4. EXPLAIN that this is one team's potential staffing pattern. Prisons can have as many teams as needed based on threat or size of the facility.



Hostage Negotiation Teams

فرق التفاوض بشأن الرهائن

14

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NOTES



Hostage Negotiation Teams

- Hostage negotiation teams may be called upon in situations involving:
 - ✓ Hostage incidents
 - ✓ Suicidal subjects
 - ✓ Barricaded subjects
 - ✓ Active assailants
 - ✓ Civil unrest
 - ✓ Debriefing situations



15

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Hostage Negotiation Teams

Hostage negotiation teams are generally mandated when prisons have armed tactical capabilities. Because tactical teams must respond to all hostage situations, hostage negotiation teams are a valuable tool to ensure a successful resolution. Joint training with armed tactical teams is required in most agencies in the U.S. The goal of hostage negotiation teams is the peaceful resolution to a crisis without the use of force or loss of life.

Facilitator Notes

1. EXPLAIN that the size of hostage negotiation teams vary from two to seven or more. A two-person unit handles the most crucial negotiation functions—the active negotiator is negotiator one, and a coach is negotiator two or the passive negotiator. The team may include an intelligence officer, communications officer, recorder, and other positions. All of these positions support the active negotiator and coach.
2. EXPLAIN that providing training exercises and hostage incident simulations for both the tactical and negotiation teams can be of great benefit; they should not ALWAYS train together because the training needs are different. The outcomes of joint simulations and training exercises should be varied. If the outcome always ends with an assault by the tactical team, the negotiators may begin to feel irrelevant and the tactical team may think success always means an assault.
3. EXPLAIN that a reporting relationship is essential in hostage negotiations. The negotiating team must report directly to a situation commander. Some hostage situations have phones with speaker or earphones in the command center so the commander can follow the negotiations.



Training Hostage Negotiation Teams

- Although hostage negotiators do not need as much or as frequent training as tactical team members, they should have well-planned refresher training at least quarterly



16

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Training Hostage Negotiation Teams

Training is important for the hostage negotiation team. Because hostage situations are not a common occurrence, negotiators must acquire experience through training. Some training can be provided by allowing negotiators to participate in experiences that do not involve hostages, such as cell extractions and group confrontations. This allows the negotiators to develop skills in establishing rapport, communicating with the person in command, and avoiding making decisions themselves, while providing benefit to the person in command with an increasing expertise in resolving volatile situations without violence. Negotiators also need specific skills training, including rigorous critiques of actual incidents.

Facilitator Notes

EXPLAIN the following issues with hostage negotiation teams:

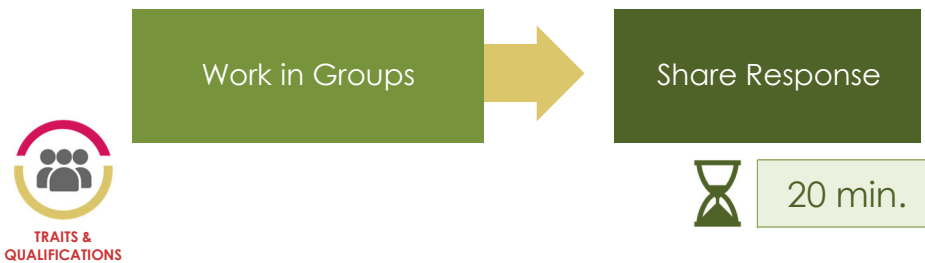
- Negotiators' assignments more reflective than that of tactical teams
- Motivation may be more internal and less dependent on team
- Challenge with negotiation team is to develop pride and cohesiveness
- All members must be ready, willing, and able to evolve



Comparing Traits and Qualifications

EXERCISE

- Refer to the Handout: Traits and Qualifications
- Determine desired traits and qualifications that:
 - The tactical response team and hostage negotiations team share
 - Apply only to the tactical response team
 - Apply only to the hostage negotiations team



17

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Comparing Traits and Qualifications

Duration	20 minutes
Purpose	The purpose of this activity is determine traits and qualifications for the tactical team and the hostage negotiations team.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Use the Worksheet: Traits and Qualifications. 3. Fill in the diagram on the worksheet. In the middle (overlapping) section, include qualifications and desired traits that both the tactical response team and hostage negotiations team should share. 4. On the left side of the diagram, include desired traits and qualifications for only the tactical response team. 5. On the right side of the diagram, include desired traits and qualifications for only the hostage negotiations team. 6. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their groups.
2. DISTRIBUTE the Worksheet: Traits and Qualifications.
3. EXPLAIN the activity to participants.
4. REGROUP on the following slide to have each group debrief.



Comparing Traits

REGROUP

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Overarching Goal

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's response.
3. COMPARE the responses.
4. ENGAGE groups in a discussion on the similarities and differences of their responses.
5. Some expected responses:
 - **Tactical:** attitude, discipline, fitness, sound judgment, ethical, weapons proficiency, brave, team work, decisiveness, critical thinking, self-defense, first aid
 - **Hostage negotiations:** good listening skills, patience, calm demeanor, strong communication skills, interviewing skills, respect, open-minded, demonstrate empathy, build rapport, influencing
 - **Share:** prepared, adaptable, committed, composed, emotionally mature, stable, ability to cope in stressful situations, quick thinker, determined, focused



Other Teams

الفرق الأخرى

19

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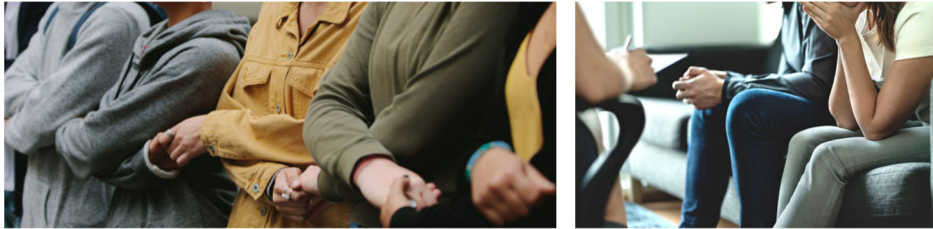


NOTES



Crisis Support Team

- A unit of prison staff who respond to critical incidents to provide psychological and faith-based assistance to staff and offender families
- A center is established during protracted incidents to keep families updated and to help during and immediately following a crisis



20

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20

Crisis Support Team

Crisis support teams are less common than tactical and hostage negotiation teams, and they vary more in structure, mission, and procedures. In some departments, the crisis support function is carried out primarily by consultants or local mental health professionals rather than by a team staff.

Teams are normally equipped with:

- Tents or use of a large external structure
- Chairs/tables/phones/food/drinks/etc.
- Radio communication
- Telephone communication

Team staffing:

- Team leader
- Assistant team leader
- Runners
- Administrative staff
- Liaison to command center
- 2-3 members, to include a mental health professional and a religious services professional

Facilitator Notes

1. EXPLAIN the purpose, types of equipment, and team staffing for the crisis support team.
2. EXPLAIN that attention to ethics and confidentiality are crucial for crisis support teams. Adherence to both must be strict and ongoing.
3. DESCRIBE considerations in creating a crisis support team:
 - Will the team screen employees for post-traumatic stress disorder after an incident?
 - Will the team treat post-traumatic stress disorder?
 - Will the team debrief/interview staff after incident or provide someone to talk to?
 - Will team members refer to/coordinate with professional resources?
 - Do psychology/psychiatry staff in prison have a role in the team?
 - Do staff have to meet with someone on the team after an incident or is the meeting voluntary?
 - Can the team guarantee anonymity?
 - When is the team mobilized—at the outset of the emergency, in the midst of the emergency, or after the emergency has been resolved?



Large Group Activity

- Name qualifications and traits you would require for staff to become members of a crisis support team
- Name any training you think members should have
- Name any type of equipment you think should be available for the team



21

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Large Group Activity

Members of the crisis support team should be excellent communicators, personable, and good at teaching others the skills they have learned. Key to being an excellent communicator is being a good listener. Listening involves focusing, observing, understanding, and responding non-judgmentally with empathy, genuineness, and respect.

Staff, staff families, or offender family members who meet with the crisis support team are likely to be in a highly emotional state. The team member has to remain calm through the chaos. He or she must not react to strong emotions; the team needs to be completely supportive without getting involved.

Facilitator Notes

1. ENGAGE participants in the discussion statements in the slide, encouraging them to think deeply about the answers.
2. After participants have responded to the three statements, explain that one of the best traits is high tolerance for chaos and drama. Members of the crisis support team members are placed in stressful situations but cannot allow the stress to impact them.
3. Training may include social work, psychology, counseling, human services, divinity, or sociology.
4. EXPLAIN that one of the mandates should include families of staff members.



Quick Response Teams

- Provide prisons with a first response capability that can quickly quell a disturbance
- The team acts as a quick force to back up initial responders until trained emergency response teams can respond



22

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Quick Response Teams

A well-prepared prison will assemble, train, and equip a quick response team. These teams of staff from different departments are used as a quick reactionary force during the initial stages of an emergency. Upon notification of the emergency, team members report to a pre-designated area where emergency gear is stored, along with less lethal munitions.

They don the gear and proceed to a pre-designated location to wait until summoned by a correctional supervisor. They act as a quick force to back up initial responders until trained tactical teams can respond.

Facilitator Notes

1. DESCRIBE the quick response teams.
2. EXPLAIN that the gear is the same as that issued to the unarmed tactical response team.
3. ADD that the team is generally equipped with OC (oleoresin capsicum) spray and pepper ball launchers.



Large Group Activity

- Explain what traits and qualifications you would look for when selecting staff to become a member of a quick response team



23

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Large Group Activity

Who would you choose and why?

Facilitator Notes


ENGAGE participants in the discussion statement. There are no right or wrong answers—the purpose is to get participants to think about what qualities and skills they would look for in a member of the quick response team.



Who Would You Select?

EXERCISE


- Refer to the list of contingency plans you created in Module 1
- For each incident in the list, determine which emergency team or teams you would select to respond
- Explain expected outcome as a result of the team or teams that would respond



Work in Groups

➔


Share Response



30 min.

24
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Who Would You Select?	
Duration	30 minutes
Purpose	The purpose of this activity is for you to determine the type of emergency team or teams you need for various emergencies.
Materials	<ul style="list-style-type: none"> Flipchart Markers Contingency Plans
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Refer to the list of contingency plans from Module 1. 3. For each plan listed, determine which team or teams you would select to respond to and resolve the situation. 4. For each plan, explain your expected outcome given the team or teams you have selected to respond. 5. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide.



Who Would You Select?

- Armed tactical response team?
- Unarmed tactical response team?
- Hostage negotiations team?
- Crisis support team?
- Quick reaction team?

REGROUP



25

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Who Would You Select?

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's response.
3. COMPARE participant responses.



Summary

Topics

- ✓ Tactical response teams
- ✓ Hostage negotiation teams
- ✓ Other teams

Knowledge Check

In your group on a sheet of paper, answer the following:

1. What is the most important point you learned today?
2. What point remains least clear to you?



26

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Knowledge Check

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. SUMMARIZE the module using the topics covered
2. ASK for volunteers to answer these two questions.
3. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.



Mitigating Emergency Incidents



Mitigating Emergency Incidents

Purpose: The purpose of this module is to discuss best practices for mitigating emergencies.

Activities:

- Reviewing Emergency Plans (15 min.)
- Lists of Resources (25 min.)
- Mitigating the Hazard of Fire (25 min.)

Estimated Time: 2.15 hours

Classroom Material: Flipchart paper, PPT slides, handouts, multi-color highlighters

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to the next slide to review module objectives.

Handouts/Worksheets:

- Worksheet 1: Sample Emergency Plan
- Worksheet 2: Case Study
- Worksheet 3: Fire Safety Regulations

Learning Objectives



- Describe the mitigation phase of emergency management



- Determine the resources necessary to complete functional contingency plans



- Describe the purpose of after-action reports



- Complete an after-action report based upon a case study

- Describe controls for hazardous materials

- Discuss the importance of following procedures when releasing information to the media

2

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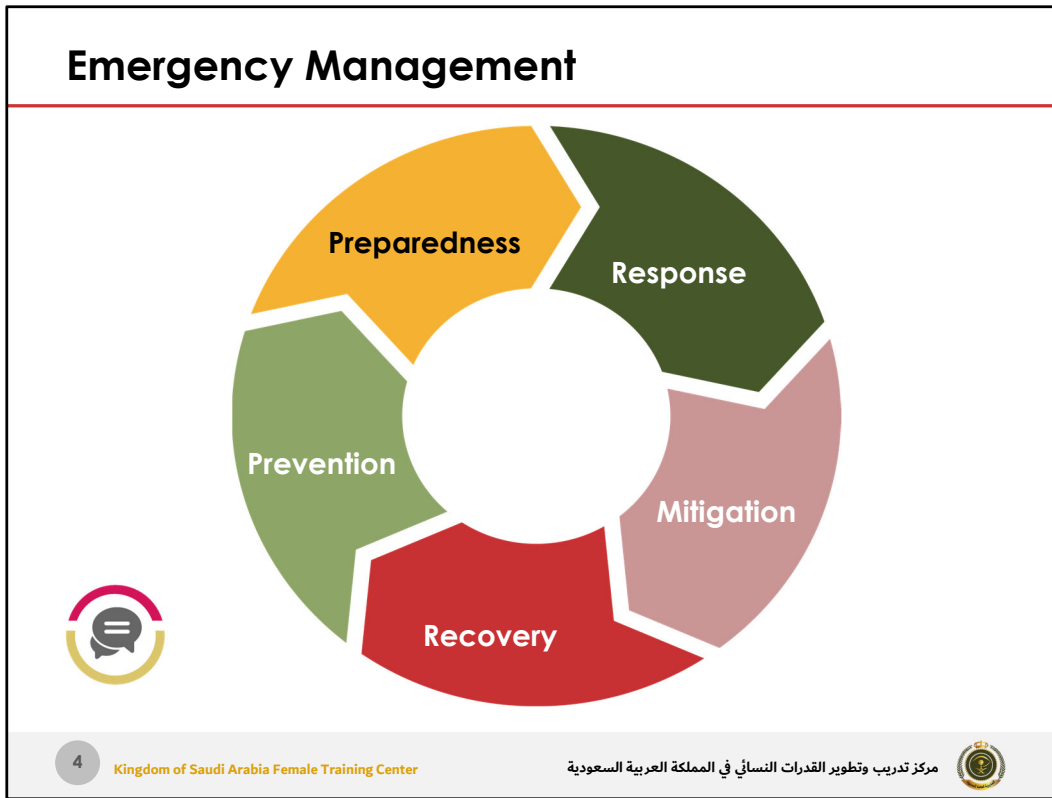
Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—to gain a thorough understanding of the best practices associated with emergency management as applied to the field of corrections.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.





The Emergency Management Cycle

Emergency management is a cycle consisting of five separate but repeating phases:

1. **Prevention**—Actions taken ahead of an emergency to incorporate lessons learned from previous emergencies, exercises, and risk/vulnerability assessments into emergency preparedness planning
2. **Preparedness**—Development of emergency plans, staff training exercises, risk/vulnerability assessment, and recommendations for remedial actions
3. **Response**—Application of preparedness tools in the event of an emergency
4. **Recovery**—Actions taken to return to normal (or better) after the emergency
5. **Mitigation**—Actions taken to lessen the severity or reduce the chance of an emergency

Facilitator Notes

1. REMIND participants that they saw this graphic in the first module.
2. EXPLAIN that this final module will focus on the mitigation phase.
3. ASK participants to recall the purpose of each phase and then review as listed in the left column if needed to supplement participants' answers.
4. FOLLOW UP by explaining that each phase in the cycle feeds into the next phases:
 - Prevention efforts inform preparedness planning
 - Preparedness planning establishes standards and procedures for response efforts
 - Response phase is the initial effort to mitigate the impact of the emergency
 - Recovery actions support the return to normal pre-emergency conditions and help to highlight mitigation needs
 - Mitigation drives efforts to help prevent the occurrence or minimize the severity of future emergencies



Mitigation: Definition

- Activities that:
 - ✓ Prevent an emergency
 - ✓ Reduce the chance of an emergency happening
 - ✓ Reduce the damaging effects of unavoidable emergencies
- Mitigation activities take place before, during, and after an emergency



5

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Mitigation: Definition

This phase includes any activities that prevent an emergency, reduce the likelihood of occurrence, or reduce the damaging effects of unavoidable hazards.

For example, to mitigate fire in your home, follow safety standards in selecting building materials, wiring, and appliances. However, an accident involving fire could happen. To protect yourself from the costly burden of rebuilding after a fire, buy fire insurance. These actions reduce the danger and damaging effects of fire.

Facilitator Notes

1. EXPLAIN that although mitigation activities should be taken before a disaster occurs, mitigation is also essential after a disaster. For example, repairs and reconstruction are completed after a flood, but these repairs simply restore damaged property to pre-disaster condition—which will not offer protection from another flood. Hazard mitigation rebuilds or repairs in a way that mitigates the potential of the building being damaged again by another flood.
2. EXPLAIN that effective planning plays a crucial role in preventing major emergencies and, as importantly, in containing crisis situations once they arise. With good planning, some situations—planned disturbances, some kinds of fires, some types of hostage incidents—may not occur in the first place. Good planning can also result in early resolution of the incident should it occur.



Emergency Management Administration

- Prisons operate within a set of requirements and best practices that govern their authority and actions
 - ✓ Legal frameworks
 - ✓ Prison system policies
 - ✓ Facility-specific policies
 - ✓ Post orders

- Use them as you plan for emergencies



6

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Emergency Management Administration

Prisons have written policies and procedures developed specifically for the facility and consistent with the prison's mission and goals. These guidelines should address all aspects of prison operations. They should conform with current laws, professional practices, and standards. These policies include but are not limited to:

- Use-of-force guidelines. A critical element of emergency planning is a use-of-force policy. These policies should be based on sound correctional practices and evolving law. Which staff members are authorized to order the use of force? What responses are appropriate in various situations? What weapons and less-than-lethal munitions are appropriate for use in specific situations?
- A contingency plan should be a comprehensive guide that describes the special responsibilities to be met, the resources to be used, and the contribution of each individual or group involved. It should embody the correctional agency's principles and strategies for resolution.

Facilitator Notes


1. EXPLAIN that planning—and therefore contingency planning—will fail if it is not based on these set of requirements.
2. REVIEW the various policies and procedures listed in the left column.



Reviewing Emergency Plans

EXERCISE

- Review the Worksheet: Sample Emergency Plan and highlight the following authorities:
 - ✓ Laws that regulate the response plan
 - ✓ External stakeholders
 - ✓ Policies that regulate the response plan
 - ✓ Agreements referred to in the plan




**SAMPLE
EMERGENCY PLAN**

Work in Groups

➔

Share Response




15 min.

7

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Reviewing Emergency Plans	
Duration	15 minutes
Purpose	The purpose of this activity is to recognize that contingency plans must be built upon policies, procedures, laws, and other resources that have been put in place to respond to an emergency. The sample emergency plans mentions a number of these resources.
Materials	<ul style="list-style-type: none"> Flipchart Markers Worksheet: Sample Emergency Plan
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Highlight all references to internal or external laws, policies, stakeholders, and agreements that govern the emergency response described in the plan. 3. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in groups.
2. DISTRIBUTE Worksheet: Sample Emergency Plan. (Note there are a facilitator's version and a participants' version.)
3. EXPLAIN the activity to participants.
4. REGROUP on the following slide.
5. The goal of this activity is to emphasize that emergency management planning and response do not occur in a vacuum and that participants should consider the multiple requirements imposed by a wide variety of internal and external sources.



Reviewing Emergency Plans

REGROUP

- Laws that regulate the response plan?
- External stakeholders?
- Policies that regulate the response plan?
- Agreements referred to in the plan?



8

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Regroup: Reviewing Emergency Plans

Additional guidance that may impact emergency management planning and response include:

- Mandela Rules
- Bangkok Rules
- National laws
- After-action reviews
- Best practices
- Fire safety codes
- Occupational health standards
- Medical policies
- HAZMAT procedures
- Other human rights laws/standards
- Security policy
- Post orders

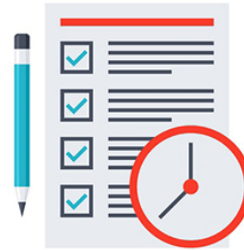
Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's response.
3. COMPARE participant responses.
4. REFER to the Facilitator's Answer Key to add anything participants may have missed. Add anything you may have that is not listed in the answer key.
5. EXPLAIN that the documents listed to the left will also impact emergency management planning. Participants will have their own national laws and prison system policies that govern their emergency management planning and response.



Policies, Procedures, and Post Orders

- Policies and procedures provide staff direction for:
 - ✓ What is to be done
 - ✓ Why it is to be done
 - ✓ How it is to be done
- Post orders detail:
 - ✓ What specific tasks are to be done
 - ✓ When they are to be done
 - ✓ Who will do them



9

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Policies, Procedures, and Post Orders

The policies and procedures manual provides staff direction for what is to be done, why it is to be done, and how it is to be done.

Post orders detailing the responsibilities and tasks for each post and position included in the staffing plan should also be prepared and implemented in the same manner as operational plans.

Facilitator Notes

1. **EXPLAIN** the difference between policies and procedures and post orders.
2. **ASK** participants whether they are familiar with post orders.
3. **ENGAGE** participants in a discussion on why post orders are important resources for an emergency plan.



After-Action Reviews

- After-action reviews help prisons solve problems and prevent future incidents
- The review process is a vital part of the mitigation and prevention phases of emergency management



10

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After-Action Reviews

Following a critical incident, the warden orders an after-action review to:

- Identify why the incident occurred
- Determine whether staff acted in accordance with policy and procedures
- Identify corrective action(s)

This review must be conducted by subject matter experts, including specialists from each area involved in the incident. These review team members will apply laws, policies, and procedures to guide the review.

The After-Action Review is intended to improve the prison's preparedness against future incidents. It should NOT be used for investigating staff misconduct. While the AAR team may identify misconduct if relevant to the incident under review, any investigation must be conducted through the warden's office or other designated authority.

Facilitator Notes


1. EXPLAIN that following the review, the After-Action Review team will submit a written report of findings to the convening authority. The report should specifically identify any violations of law, policy, or procedure.
2. ADD that these reports should include recommendations for changes to current operational policies or practices. They can help improve policies, emergency plans, response procedures, and training guidelines. The subject matter experts on the review team can highlight best practices and offer suggestions for incorporating the policies, procedures, and guidelines in the facility's post orders.



Lists of Resources

EXERCISE


- List all resources you must access to create functional, effective contingency plans and post orders
- Create a second list of subject matter experts needed to create an emergency management system



Work in Groups

➔


Share Response



25 min.

11
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List of Resources	
Duration	25 minutes
Purpose	The purpose of this activity is determine resources and subject matter experts they must access to create functional, effective contingency plans.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. List all resources you must access to create functional, effective contingency plans. 3. Create a second list—this one of subject matter experts you need to create an effective emergency management system. 4. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their groups.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide.



List of Resources

REGROUP

- Resources?
- Subject matter experts?



12 Kingdom of Saudi Arabia Female Training Center

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Regroup: List of Resources

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's response.
3. ASK what other influences may impact planning efforts—national laws? Prison system policies? Post orders? Mandela Rules? Bangkok Rules?
4. COMPARE participant responses.
5. ADD any resources or subject matter experts you think may need to be included.

Incidents Involving Fires and Hazardous Materials

- Even in the case of disasters such as fire or hazardous materials, the difference between a massive tragedy and an emergency managed without deaths or serious injuries may depend on the level of preparedness



14

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Incidents Involving Fire and Hazardous Material

Prison officials must plan, implement, and monitor an effective program to reduce the chances of fires and for responding quickly to actual emergencies.

A written fire safety plan is crucial to effective fire safety management for correctional facilities. Common fire hazards in correctional facilities include:

- Inadequate evacuation routes
- Inadequate or outdated wiring
- Synthetic petroleum-based construction and furnishing materials
- Flammable cleaning and cooking materials
- Lack of smoke and heat detection equipment

Facilitator Notes


1. EXPLAIN that the dangers found in a prison can be minimized by the activities and training of the staff to prevent human errors during emergencies.
2. ASK participants whether they can tell you the most common problems encountered in a fire emergency. Expected answer is: a complete set of clearly identifiable emergency keys.
3. To correct this problem, a complete set of emergency keys should be clearly identified and kept in a security area.
4. EXPLAIN that other mitigation measures should include written policies and procedures that cover such topics as preventive inspections, evacuation plans, training for staff and offenders, temporary offender security, and the chain of command.



Mitigating the Hazard of Fire

EXERCISE

- Read the Worksheet: Case Study
- Write an after-action report on the case study, following the guidelines in the handout




CASE STUDY

Work in Groups

➔


Share Response



25 min.

15
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Mitigating the Hazard of Fire	
Duration	25 minutes
Purpose	The purpose of this activity is determine the types of equipment the tactical response team needs based upon its responsibilities and training requirements.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers • Worksheet: Case Study
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Read the short case study. 3. After reading the case study, complete the five components of an after-action report. 4. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their groups.
2. EXPLAIN the activity to participants.
3. DISTRIBUTE the Worksheet: Case Study.
4. REGROUP on the following slide.



Mitigating the Hazard of Fire

REGROUP

Lessons learned

- ✓ A relatively small fire can kill many people
- ✓ A small and localized fire can fill a large building with smoke in 2 or 3 minutes
- ✓ The smoke can immediately reduce visibility to zero
- ✓ A backup set of emergency keys must always be quickly accessible
- ✓ There is no substitute for realistic, full evacuation fire drills
- ✓ Plans must include provisions for access by fire department
- ✓ Lifelines and utilities can fail, including those that may be relied upon to prevent or help suppress fires



FIRE SAFETY
REGULATIONS

16

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Mitigating the Hazards of Fire

Lessons learned:

- A relatively small fire can kill many people.
- A small and localized fire can fill a large building with life-threatening smoke in 2 or 3 minutes.
- The smoke a fire produces can quickly reduce visibility to zero, so exit routes can not be found.
- Emergency keys must always be accessible.
- There is no substitute for realistic, complete fire drills.
- Staff must prove they can evacuate all offenders from a building filling with smoke.
- Lethal fires can occur in a building constructed of concrete and steel.
- Controlling the type of combustible loading in a building is more important than source of ignition.
- Fire plans must include provisions for access from the outside by fire department personnel.
- Staffing at all hours must be adequate to effect an immediate and complete building evacuation.
- Prisons cannot rely on mechanical, electrical, or electronic systems of fire detection or fire suppression completely.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for a volunteer to provide her group's review of the Incident Overview.
3. CALL upon a second volunteer to provide her group's review of the Analysis. Ask whether other groups have something different.
4. HAVE spokeswomen from all of the groups provide their group's Recommendations.
5. Finally, HAVE all of the groups present their Improvement/Action Plan.
6. ENGAGE the groups in a discussion on similarities and differences of their recommendations and action plans.
7. REVIEW lessons learned from this case study, pointing out any areas in which the participants included in their plan.
8. EXPLAIN that fire is a major risk in prisons, and fire response is made difficult because of security infrastructure and the need for continuous control over offender populations. Because of these difficulties, prevention and preparedness are key to avoiding large fire emergencies.
9. PROVIDE the Worksheet: Fire Safety Regulations to participants as a job aid.



Hazardous Materials

- Hazardous materials are present in every prison
- Tight controls must be in place
- Don't just throw away; dispose of safely and securely



17

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Hazardous Materials

Offenders can use common but hazardous materials to assault staff and other offenders during prison uprisings. These materials must always be stored in secure, fire-rated cabinets that are anchored in place. Additionally, prisons should employ strict control practices, including regular inventory counts, recording of issue dates and quantities, and issuer and recipient tracking measures. Spoiled or otherwise unusable materials must be disposed of in a safe and secure manner.

Facilitator Notes

EXPLAIN that any material that is caustic, flammable, or potentially combustible must be treated as hazardous. These include (but are not limited to):

- Gasoline/diesel fuel
- Bleach
- Degreasers/solvents
- Floor cleaning solution
- Laundry detergent
- Aerosol cans
- Lithium batteries
- Oxygen
- Paint
- Paint thinner/remover
- Sealants/stains/varnishes (for wood)
- Hand sanitizer
- Inks
- Alcohols (e.g., found in infirmary)
- Peroxide
- Cooking oil



Health and Safety Standards

- Health and safety are governed by published standards
- Can be national, facility, or unit-specific
- Multiple standards may apply to a single facility or unit; know them all

WORK SAFETY **اعمل بحذر**

SAFETY FIRST PROTECTION REGULATIONS HAZARDS HEALTH INSURANCE

18
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Health and Safety Standards

Health and safety regulations can address general issues (e.g., nation-wide sanitation codes) or prison/job specific considerations (e.g., shelter in place locations). Multiple standards may apply to any given facility or unit. For example, the prison's dining hall may be required to meet or exceed standards relating to food, fire, and general safety as well as the individual facility's security policy and any pertinent post orders.

Health and safety standards apply to the following:

- Gas mask selection, rating, and fit
- Fire extinguisher type, location, and service life (or testing schedule)
- Shelter in place location(s) and specifications
- Kitchen/food safety practices
- Cleaning practices
- Infirmary capacity, equipment, staffing, and cleaning practices
- Specialized staffing requirements/training (e.g., first aid certification, designated fire safety officer, etc.)

Facilitator Notes

DISCUSS the benefit of health and safety standards—they help ensure that prisons and prison staff are trained to respond to a variety of situations and that the facility itself does not pose a safety risk. They also provide a metric by which a prison can measure its emergency preparedness.

Mitigation Procedures for Hazards

- Identify hazards and assess risk to the prison
- Determine capability to mitigate against, prepare for, respond to, and recover from major emergencies
- Identify methods to improve capability
- Establish measures
- Develop/coordinate plans
- Establish warning systems
- Stock supplies/equipment
- Educate & train staff
- Assess damage
- Activate response plans

19

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Mitigation Procedures for Hazards

- Identify hazards and assess their potential risk to the prison
- Determine the prison's capability to mitigate against, prepare for, respond to, and recover from major emergencies
- Identify and employ methods to improve the prison's emergency management capability through efficient use of resources, improved coordination, and cooperation with other communities and government
- Identify hazards and assess their potential risk to the community
- Develop and coordinate preparedness plans.
- Establish warning systems
- Stock emergency supplies and equipment
- Educate the staff and train emergency personnel
- Assess damage caused by the emergency
- Activate response plans and rescue operations
- Ensure that shelter and medical assistance are provided
- Recovering from the emergency and helping staff and offenders return to normal life as soon as possible

Facilitator Notes

REVIEW the mitigation procedures for hazards.



Discussion: Best Practices

- Participants
 - ✓ List common hazardous materials in your prisons
 - ✓ Describe ways in which you secure them appropriately
- Facilitator
 - ✓ List common hazardous materials in U.S. prisons
 - ✓ Describe ways in which the U.S. secures them appropriately



Discussion: Best Practices

List common hazardous materials in KSA prisons and how they are secured. Facilitators provide information on how the U.S. systems control these products and why.

Facilitator Notes

1. ENGAGE participants in discussions on common hazardous materials in KSA prisons and their best practices for controlling these materials.
2. NAME common hazardous materials in the U.S., and explain the U.S.'s best practices for controlling them.



Procedures for Releasing Public Information

إجراءات نشر المعلومات العامة لوسائل الاعلام

21

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NOTES




Public Information



Incident
Command Staff



Incident
Command Media
Liaison




Media
Coordinator

➔
➔

22
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



22

Public Information

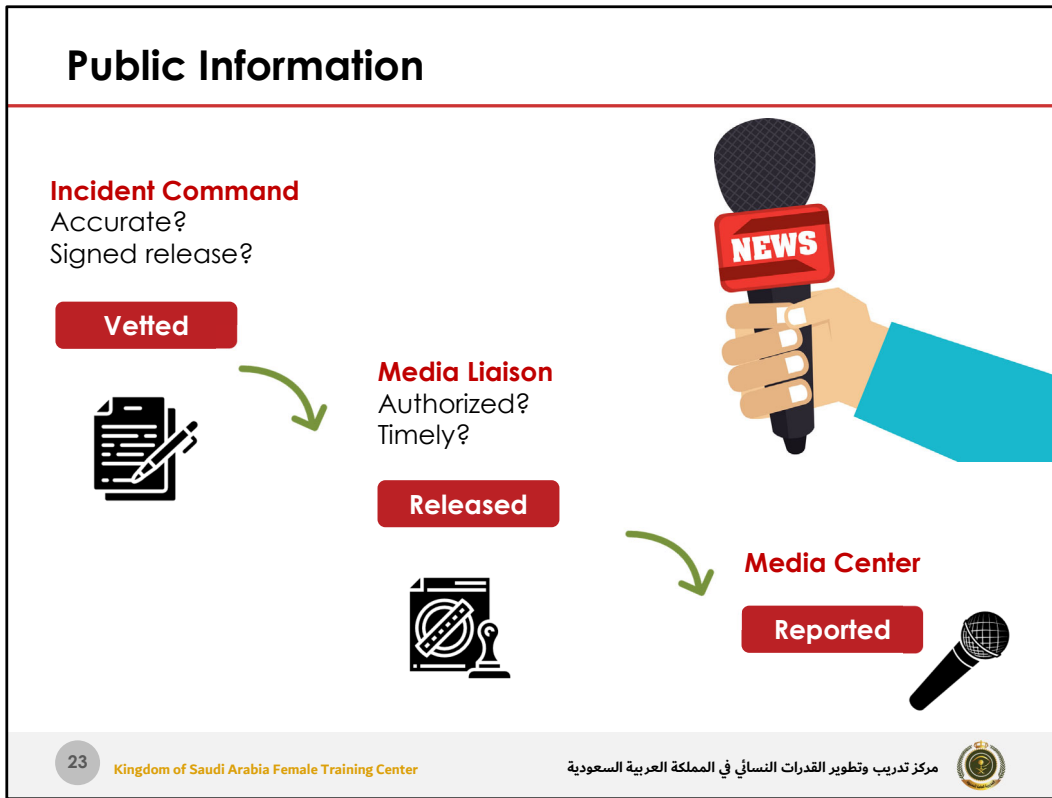
In an emergency, requests for information from outside the secure perimeter can threaten to overwhelm the prison's incident command team. For this reason, best practice is to establish a media center to provide a centralized source for releasable information related to the crisis.

The media center must be located outside the prison to prevent news media from attempting to enter secure areas or contacting on-duty personnel. The center is staffed by a trained media coordinator who serves as the media's sole point of contact. This media coordinator is in contact with the incident command center's media liaison but not the negotiations or tactical operations centers.

Information flows from incident command staff to the incident command media liaison. The liaison then sends this information (in the form of statements) to the media coordinator in the media center for release. The release of each piece of information must be authorized by the incident commander. This allows the incident commander—and through him or her, the warden—to exert control over what information is released, and when.

Facilitator Notes

1. EXPLAIN that the need for a media center was discussed in Module 2, but you want to highlight the importance of release of information so you will be discussing it briefly here as well.
2. TIE having a media center to mitigation. Having an external media center establishes separation between response staff and media personnel, who might otherwise interfere with the prison's response effort. Once the media understand their only source of information on the incident is the media center, they will self-contain at that location throughout the crisis.
3. EXPLAIN that information related to a crisis is not generally authorized for release outside the agencies directly involved. Prisons normally have a trained media coordinator to release information, after being approved, to the media or public.
4. The staff should be well trained in dealing with media.



Public Information

The incident command center team may choose to withhold comment rather than releasing potentially sensitive information, or it may schedule releases for later in the day to ensure that any reporting on the information will be delayed.

Ethical considerations must be balanced against transparency and the prison’s duty to inform the public. Accuracy must be vetted before release and the warden must sign the release before issuance.

Facilitator Notes

1. ENGAGE participants in a discussion on the importance of media release following established procedures.
2. ASK what can happen if incorrect information is accidentally provided or if information that should not be released is accidentally released.



Summary

Topics

- ✓ Emergency Management
- ✓ Fire and Hazardous Materials
- ✓ Procedures for Releasing Public Information

Knowledge Check

In your group on a sheet of paper, answer the following:

1. What is the most important point you learned today?
2. What point remains least clear to you?



24

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



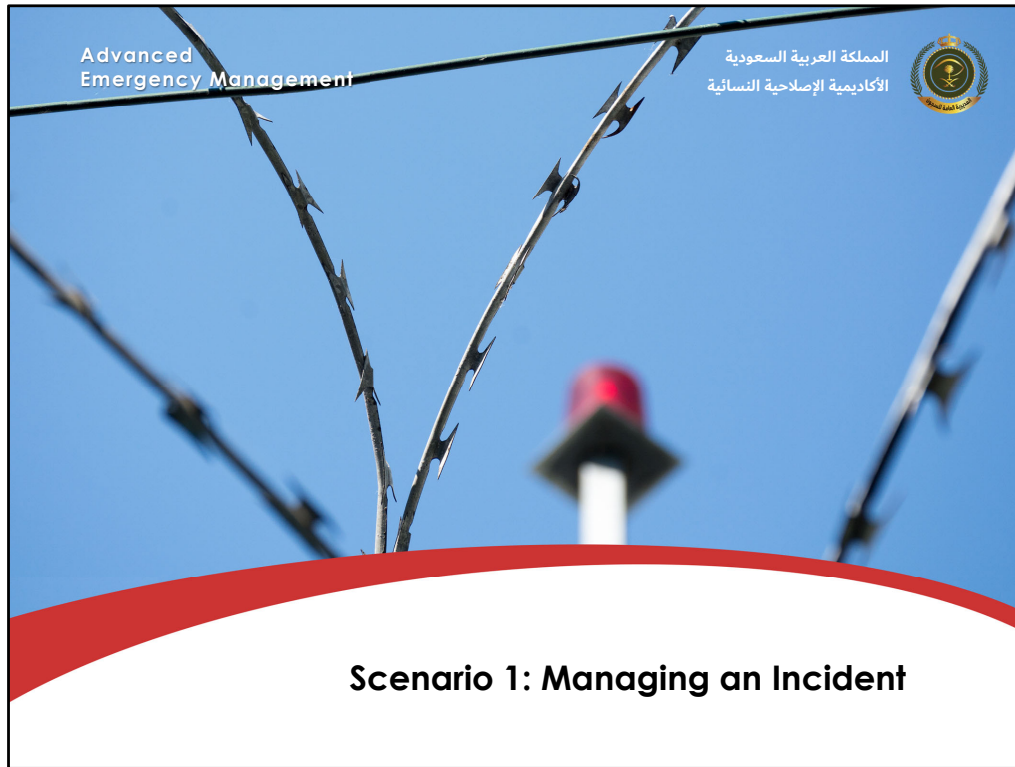
Summary and Knowledge Check

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Scenario 1: Managing an Incident



Scenario 1: Managing an Incident

Purpose: The purpose of this module is to have participants reflect on the knowledge gained throughout the course and use it to determine how to best manage a simulated emergency incident.

Activities:

- Managing an Incident (8.5 hours)

Estimated Time: 9 hours (2 days)

Classroom Material: Flipchart paper, PPT slides, worksheets

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to the next slide to review module objectives.

Worksheets:

- Worksheet 1: Scenario
- Worksheet 2: Checklist

Learning Objectives



- Manage a simulated emergency incident using a realistic scenario and following the guidelines provided
- Initiate actions according to ongoing information received via injects and following the guidelines provided

2

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Learning Objectives

This learning objective is at the application level, which refers to the ability to use learned material in new and concrete situations. At this point in the lesson, expectations are that you will be able to integrate knowledge gained to apply it to a simulated real-world activity, with minimal guidance.

Facilitator Notes


1. EXPLAIN the objectives to the participants to set expectations for the module.
2. ASK whether participants have any questions or need clarification on the objectives.



Managing an Emergency Incident

EXERCISE

- Refer to Worksheet: Scenario—Managing an Incident
- Read the scenario
- Follow instructions in the worksheet to determine next steps




SCENARIO

Work in Groups

➔

Share Response




8.5 hours

3

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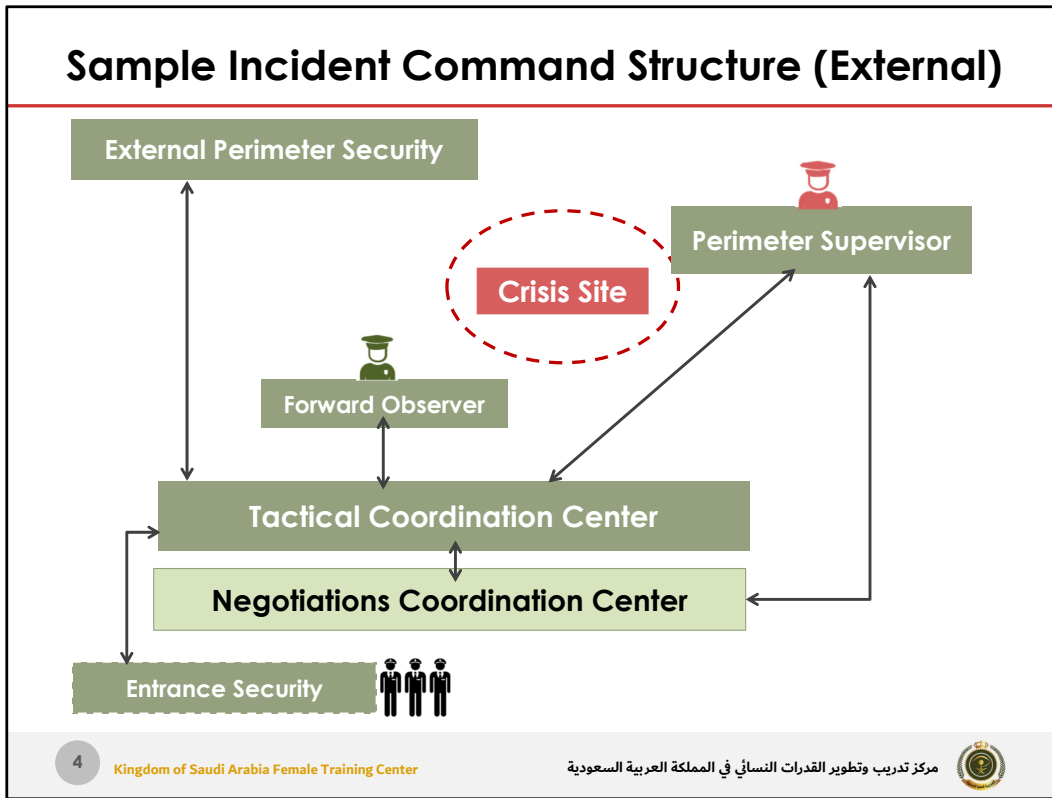


Managing an Emergency Incident	
Duration	8.5 hours (including debriefings)
Purpose	The purpose of this exercise is to use a realistic scenario to simulate managing an emergency incident. This exercise incorporates all the knowledge gained up to this point and solidifies the learning process.
Materials	<ul style="list-style-type: none"> • Pens • Pads • Worksheet
Steps	<ol style="list-style-type: none"> 1. Refer to Worksheet: Scenario—Managing an Incident 2. Read the scenario. 3. Follow instructions in the worksheet to determine next steps. 4. The exercise and debriefings are 8.5 hours. 5. Facilitators will be available to answer any questions or offer guidance as needed.

Facilitator Notes

1. PROVIDE Worksheet: Scenario—Managing an Incident to participants.
2. PROVIDE timely breaks or allow participants to take breaks as needed.
3. ADVANCE to the following slide that displays the layout of an incident command.
4. LEAVE the slide posted as participants work and then regroup on the slide that follows.
5. Additional facilitator guidance is included on the worksheet. Participants will receive a different version of the worksheet.





Sample Incident Command Structure

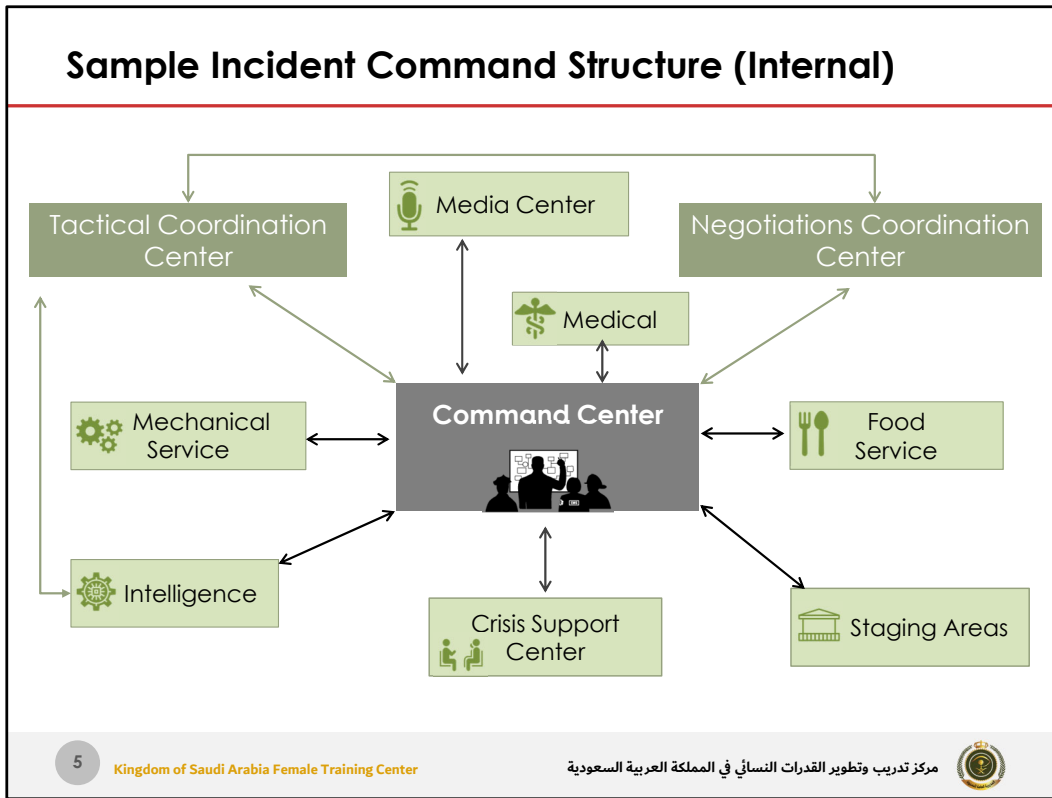
This flowchart depicts relationships between the entities that can respond to an emergency. Note locations and flow of communications.

Facilitator Notes

REMINDE participants that you discussed this flowchart in the incident command module. It is here to guide them as needed.

NOTE this slide shows the external structure and the next slide shows the internal structure





Sample Incident Command Structure

This flowchart depicts relationships between the entities that can respond to an emergency. Note locations and flow of communications.

Facilitator Notes

REMINDE participants that you discussed this flowchart in the incident command module. It is here to guide them as needed..



Managing an Emergency Incident

REGROUP

- Incident command center?
- Tactical coordination center?
- Negotiations coordination center?
- Crisis support center?
- Media center?



CHECKLIST



6

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Managing an Emergency Incident

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

Facilitator Notes

1. REGROUP from the previous activity.
2. PROVIDE positive and constructive feedback. (Note: Participants are expected to incorporate this feedback into their next exercise, so please be thorough.)
3. After debriefs and discussions, DISTRIBUTE the Worksheet: Checklist for participants as a learning and job aid.

Summary

Topics

- ✓ Managing an Incident

Knowledge Check:

In your group on a sheet of paper, answer the following:

1. What is the most important point you learned today?
2. What point remains least clear to you?



7

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



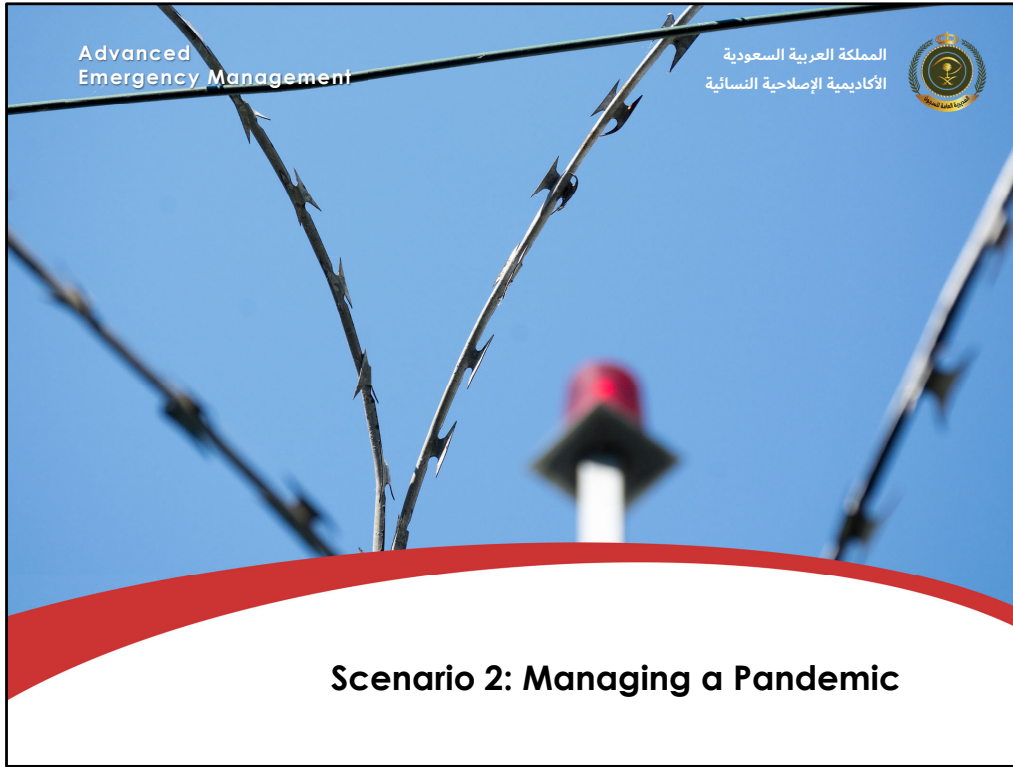
Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. SUMMARIZE the module
2. ASK for volunteers to answer these two questions.
3. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Scenario 2: Managing a Pandemic



Scenario 2: Managing a Pandemic

Purpose: The purpose of this module is to have participants incorporate lessons learned and feedback received from the previous module as they work in groups to simulate managing a real-world emergency.

Activities:

- Managing a Pandemic (8.5 hours)

Estimated Time: 9 hours (2 days)

Classroom Material: Flipchart paper, PPT slides, worksheets

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to the next slide to review module objectives.

Worksheets:

- Worksheet 1: Scenario #2
- Worksheet 2: Checklist

Learning Objectives



- Incorporate lessons learned from the previous activity to simulate managing a real-world, present day emergency
- Initiate actions according to ongoing information received via injects

2

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Learning Objectives

These learning objectives build upon the previous activity in which you will incorporate the feedback received and lessons learned to manage a simulated exercise. Having the opportunity to incorporate feedback enhances retention of learning.

Facilitator Notes


1. EXPLAIN the objectives to the participants to set expectations for the module.
2. ASK whether participants have any questions or need clarification on the objectives.



Managing a Pandemic

EXERCISE

- Refer to Worksheet: Scenario—Managing a Pandemic
- Read the scenario
- Follow instructions in the worksheet to determine next steps
- Refer to the Worksheet: Checklist for general guidance




SCENARIO AND CHECKLIST

Work in Groups

➔

Share Response




8.5 hours

3

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Managing a Pandemic	
Duration	8.5 hours (including debriefings)
Purpose	The purpose of this exercise is to incorporate lessons learned and feedback from the previous exercise to simulate managing a pandemic.
Materials	<ul style="list-style-type: none"> • Pens • Pads • Worksheet: Scenario #2 • Worksheet: Checklist
Steps	<ol style="list-style-type: none"> 1. Refer to Worksheet: Scenario #2—Managing a Pandemic. 2. Read the scenario. 3. Follow instructions in the worksheet to determine next steps. 4. Refer to the Worksheet: Checklist for general guidance. 5. The exercise and debriefings are 8.5 hours. 6. Facilitators will be available to answer any questions or offer guidance as needed.

Facilitator Notes

1. **DISTRIBUTE** Worksheet: Scenario #2—Managing a Pandemic and Worksheet: Checklist. Make sure you distribute the participants' version of the scenario.
2. **EXPLAIN** that unlike the worksheet in the previous module, this one is broad and general. It does not provide step-by-step directions for any specific type of incident.
3. **PROVIDE** timely breaks or allow participants to take breaks as needed.
4. Facilitator guidance is provided on the Facilitator's version of the scenario.
5. **REGROUP** on the following slide.

Managing a Pandemic

REGROUP

- Incident command center?
- Tactical coordination center?
- Negotiations coordination center?
- Crisis support center?
- Media center?



4

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Managing a Pandemic

Regroups allow you the opportunity to acknowledge strengths and identify opportunities for improvement, brainstorm ideas, listen to the ideas of others, and examine even the smallest details that could lead to improvement.

Facilitator Notes

1. REGROUP from the previous activity.
2. FOLLOW the guidelines on the Worksheet: Scenario #2 for presentations.
3. After each group has presented, PROVIDE feedback.
4. ENGAGE participants in a discussion on what they learned from these exercises.
5. EMPHASIZE the importance of having contingency plans in place and practiced before an actual incident occurs.



Summary

Topics

- ✓ Managing a Pandemic

Knowledge Check:

In your group on a sheet of paper, answer the following:

1. What is the most important point you learned today?
2. What point remains least clear to you?



5

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Course Worksheets



Vulnerability/Risk Analysis Matrix

Part I: List potential emergencies in order of probability.

Emergency	High Probability	Medium Probability	Low Probability



Part 1 Continued: Use this form to help understand possible risks once the analysis of vulnerability is complete.

	Consequences	Potential Area(s) Affected
Emergency 1		
Emergency 2		
Emergency 3		
Emergency 4		
Emergency 5		



Part II Needs and Resources: Complete matrix for the highest probability emergency.

Emergency	List resources that are needed immediately.	Where will you obtain these resources?	What resources will you need if the incident extends several hours or several days?	Who should be involved in responding to the emergency?	Who should be notified?



Sample Contingency Plan (Hostage Scenario)

Note: Contingency plans may be simple instructions or complex documents, depending on the characteristics of the prison and available resources; however, there are basic requirements applicable to all prison incident management plans.

First on the scene (The staff member who discovers the incident)

- DO NOT intervene or communicate with the hostage takers
- Report the incident immediately to prison management (radio, telephone, staff messenger)
- DO NOT allow staff or offenders to walk into the situation (additional captives). Secure all doors you can as soon as possible.

Step 1: Isolate and contain the incident scene

- Designate prison staff to secure offenders not involved in the incident (close movement, secure offenders in place)
- Activate a staff recall (should additional staff be required)
- Remove non-essential staff, offenders, and visitors from the prison
- Report the incident and seek additional support (if outside entities are to be involved)
- Notify prison headquarters management and any outside stakeholders directly involved in responding
- Account for all staff and offenders inside the prison (count, staff accountability via rosters, key chits, radio chits, etc.)
- Designate a senior officer to negotiate with the hostage taker/s at the scene (until a trained negotiator is on-scene)
- Provide that person with any information collected
- Hostage negotiator
 - ✓ Initiate discussions with the hostage takers from a safe distance
 - ✓ Note any demands or conditions made and the condition of the hostage(s)
 - ✓ Report demands and conditions to the prison director
 - ✓ Do not make promises or concessions or commit to any actions
 - ✓ Do not carry keys, weapons, or restraint equipment; ensure security staff are near and perimeter is secure
 - ✓ Regularly advise the prison director on the progress of negotiations

Step 2: Gather information

- Designate a senior officer to collect available information, without initiating discussions with the hostage takers, including:
 - ✓ Name of hostages
 - ✓ Physical state of hostages
 - ✓ Names of hostage takers
 - ✓ Exact location
 - ✓ Weapons used or in sight (type of weapon, if known)
 - ✓ Details of any barricades or restrictions to accessing the hostage area



- ✓ Any visual contact with the hostages and/or hostage takers
- ✓ Hostage takers' known demands
- ✓ Other relevant information

Step 3: Record the incident activities

- Designate a senior officer to record all information pertaining to the incident and its management by developing a time-specific incident log (initiate videotape and audio tape if available). Use staff recorders, normally attached to each emergency team, to document all decisions and actions.
- Have tactical planners create tactical plans for:
 - ✓ Immediate assault if hostage lives are being taken
 - ✓ Immediate Surrender Plan
 - ✓ Tactical assault of the area

Step 4: Manage

- Other staff within the prison:
 - ✓ Activate tactical assets, when appropriate
 - ✓ Enhance perimeter security to ensure the incident is not a diversion for an escape
 - ✓ Designate an on-scene commander for the command center
 - ✓ Activate command center and any other required centers (tactical, negotiations, crisis support, media)
 - ✓ Identify primary and secondary staging areas for responding staff
 - ✓ Set up system for staff to make sack meals for non-affected offenders and staff; the incident may cross mealtimes
 - ✓ Ensure the security of offenders not involved in the incident
 - ✓ Restrict entry to the prison (close front and rear entrances; post supervisors to control access)
 - ✓ Limit access to the incident scene to only essential personnel (secure perimeter set up and maintained)
 - ✓ Maintain normal functions within those areas of the prison not affected by the incident, if possible; no movement is authorized until the incident is resolved
 - ✓ Modify staffing in all offender access areas (more staff in all areas)
 - ✓ Do not obstruct access to the incident scene or interfere in the interaction between the negotiator and hostage takers
 - ✓ Staff members should not leave their posts unless authorized by the prison director
- Prison health staff should:
 - ✓ Establish a medical aid point close to the incident scene and activate emergency triage areas
 - ✓ Liaise with external support organizations (police, medical services, etc.) regarding provision of medical assistance (ambulances, hospital trauma teams)
 - ✓ Ensure non-affected offenders have medicines normally provided
 - ✓ Treat any staff or offenders injured at the inception of the incident



Contingency Plan Guidelines

All contingency plans should include guidelines on the following:

- Offender containment
- Chain of command
- Cancellation of all non-essential prison activities (visiting, etc.)
- Security of the plan (no offender access; plans do not leave the prison)
- Additional perimeter security
- Lockdown
- Count
- Staff accountability
- Staff recall
- Staging areas for responders
- Notifications (who and by what means)
- External response from stakeholders
- Continuity of operations
- Offender evacuation (if applicable)
- Successful completion/after-action review
- Memorandums from all involved staff before departure after the incident
- Plan updates
- Returning to normal operations



SMEAC

Date:		Start Time:	Prison:
Intervention Leader:		Incident Manager:	
SITUATION			
Persons directly involved:	ID #	Role in the incident	Area contained and secure: <input type="checkbox"/> No <input type="checkbox"/> Yes When:
Location of incident:			
# of persons involved: Offenders: Staff: Visitors:		Injuries: Offenders: Staff: Visitors:	
Violence or weapons used? <input type="checkbox"/> No <input type="checkbox"/> Yes		Specify:	
Emotional and physical condition of those involved:			
Negotiation commenced: <input type="checkbox"/> No <input type="checkbox"/> Yes Time:		Negotiation action and results:	
Medical issues identified: <input type="checkbox"/> No <input type="checkbox"/> Yes		Type of medical issue(s):	



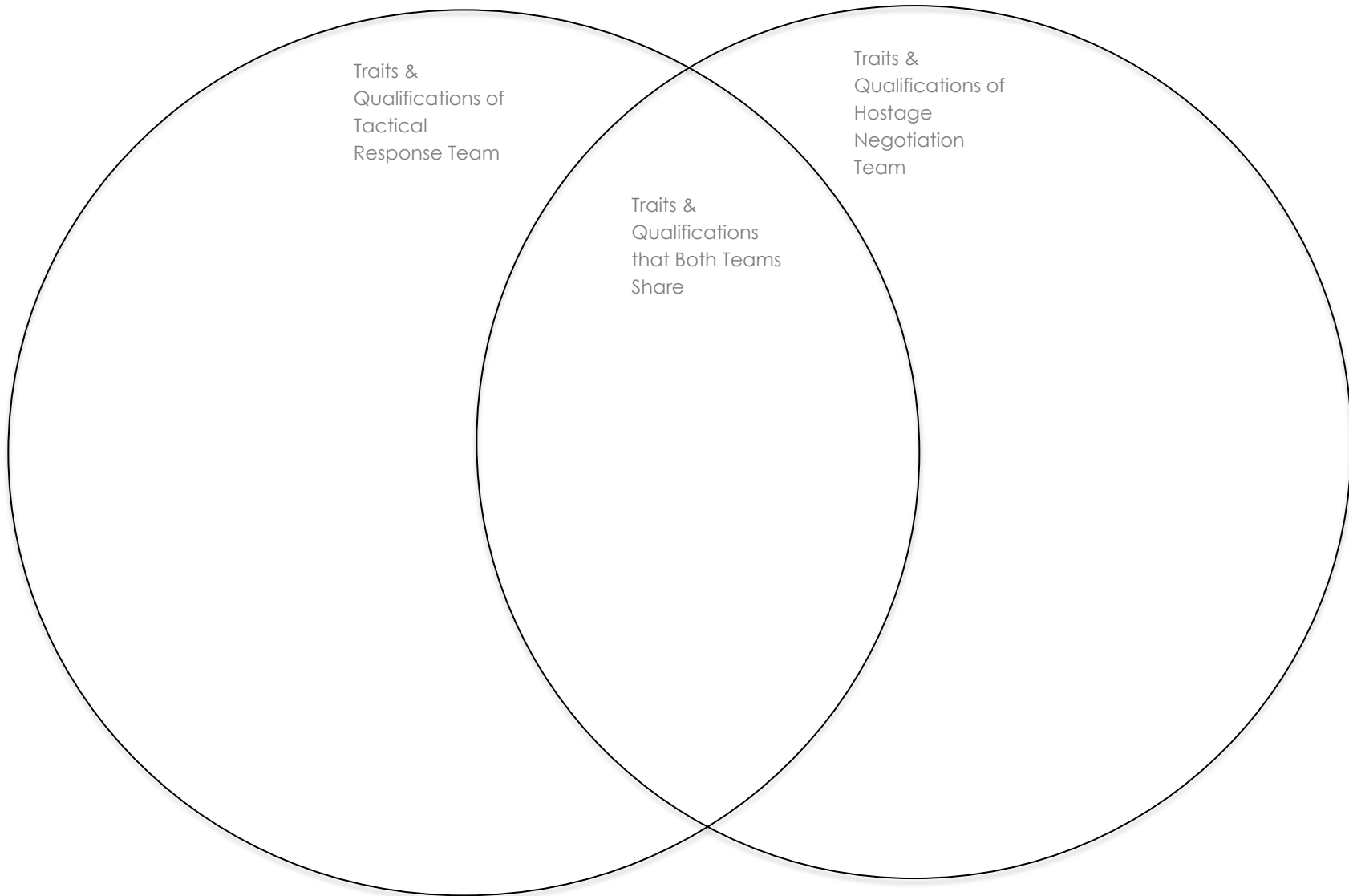
MISSION		
EXECUTION		
<ul style="list-style-type: none"> 		
Briefing provided to intervention team by:		
Name:	Date:	Time:
Part A: Immediate intervention actions		
Part B: Alternative actions		
Authority to use force		
Level of force authorized:	Yes	Warden signature
ADMINISTRATION		
Administrative support		
Prison staff support		
External support organizations		



COMMUNICATION	
Verbal commands:	Non-verbal signals:
Plan developed by incident manager	Plan approved by warden
Name:	Name:
Signature:	Signature:
Date:	Date:



Traits and Qualifications of Tactical Response Teams and Hostage Negotiation Teams





Sample (Partial) Emergency Plan (Answer Key)

Department of Corrections

Yellow: Polices/Directives/Laws | **Green:** External Stakeholders | **Pink:** Agreements

1. **PURPOSE AND SCOPE.** To provide standard procedures for responding to situations at the Livingston Providence (LP) Department of Corrections that could threaten institutional security. Such situations include, but are not limited to, riots, weather emergencies, pandemics, mass hunger strikes, disturbances, significant fire, bomb threats, exposure to hazardous materials, hostages, escapes, food strike, and work stoppages.
2. **POLICY.** It is the **policy of the LP Department of Corrections** to handle emergency conditions in an efficient and safe manner to ensure the safety of staff, offenders, visitors, volunteers, and the community.
3. **APPLICABILITY.** This directive applies to staff and offenders under the supervision of the LP.
4. **PROGRAM OBJECTIVES.** The expected results of this directive are:
 - a. When emergencies occur, all reasonable efforts will be made to protect the staff, offenders, institutional property, and community.
 - b. A plan is available for continuing operations of the facility in the event of a critical incident of any kind. Plans are provided for staff to review. All plan copies will be maintained in a secure manner, with no offender access. Copies of this plan are available to appropriate personnel for checkout while on prison grounds only. They may be reviewed in a secure area but not removed from the area or taken inside the secure perimeter.
5. **DIRECTIVES AFFECTED**
 - a. **Directives Referenced**
 - 1) LP 110.1C Directives Management System (01/27/20)
 - 2) LP 180.2A Reporting and Notification Procedures for Significant Incidents and Extraordinary Occurrence (6/13/00)
 - 3) LP 301.7A After Action Reviews and Reports (2/15/08)
 - 4) LP 500.6G Use of Force and Application of Restraints (09/15/03)
 - 5) LP 501.1C Possession and Use of Firearms (6/3/02)
 - 6) LP 560.1A Emergency Response Team (11/22/03)
 - 7) LP 532.1D Key Control (11/16/04)
 - 8) LP 600.1B Medical Management (10/11/03)
6. **AUTHORITY**

LP Code 21-210.01 Powers; Promulgation of Rules



Collective Bargaining Agreement Between the State of Livingston and Department of Corrections

7. STANDARDS REFERENCED

- Livingston Correctional Association 2nd Edition Standards for Administration of Correctional Agencies: 2-CO-3B-01
- Livingston Correctional Association Performance-Based Standards for Adult Local Detention Facilities; Fourth Edition: 4-ALDF-1C-01, 4-ALDF-1C-05, 4-ALDF-1C-06, 4-ALDF-1C-13 and 4-ALDF-1C-14
- Policy Statement 4723.05, Security Services Manual, dated 7/20/2019

8. GENERAL RESPONSE PROCURES

The following procedures will be consistent with any prison critical incident. These procedures will be followed along with the incident specific plan.

- a. When an incident is discovered, ensure the emergency is announced via radio to enable staff to respond quickly and effectively. Staff should create containment around the incident and not allow movement into the scene.
- b. Notify the shift commander and await instructions.
- c. Announce lockdown and have all unaffected areas secured in place. A recall to the housing units will be announced when the scene has been secured. All containment doors and fences are to be closed and locked.
- d. Ensure all entrances are secured with no movement into or from the prison until cleared by the shift commander.
- e. At the direction of the shift commander, assign additional staff to the exterior of the prison to ensure the incident is not a decoy. An escape attempt may be happening.
- f. At the direction of the shift commander, initiate a staff recall. This may include all staff, tactical teams, negotiation teams, crisis teams, media teams, or any portion of those assets.
- g. Notify **executive staff of the incident**. Activate the command center, if mandated.
- h. Initiate a unit recall, when directed by the shift commander. This will allow controlled movement back to the units for all offenders.
- i. Initiate a picture count of all offenders.
- j. Account for all on-duty staff. Notify the shift commander if any staff cannot be reached or accounted for.

9. ALERTS AND NOTIFICATIONS

- a. **Immediate Alert/Alarm**



- 1) The first employee becoming aware of an emergency situation will immediately notify the command center by radio, intercom, telephone, or other appropriate means.
- 2) Command center staff will immediately report the situation to the shift commander.
- 3) The shift commander will ensure that staff is dispatched to isolate, contain, and assess the situation.
- 4) In cases where a serious emergency exists requiring an immediate response from the Livingston Police Department or Livingston Fire and Emergency Medical Services, the shift commander will ensure that the emergency is reported via 911 (emergency number).

b. Internal and External Alerts and Notifications

- 1) The shift commander will assume the role of initial incident commander and notify other organizational units within the Department of Corrections needed to respond to the emergency.
- 2) The shift commander will ensure that notifications are made consistent with the requirements of LP 110.1C.
- 3) The shift commander will notify non-Department of Corrections entities (i.e., health services, food services, etc.) when emergencies occur that may require their response or impact their operations.

c. Community Alert Network. The chief of the Office of Public Affairs will:

- 1) Ensure that the network is operational at all times for the purpose of providing timely information to the community concerning events at the prison.
- 2) Coordinate community outreach programs to educate the community about the alert and gather information needed to update the database.
- 3) Ensure that a telephone number is available for members of the community to call and hear a recorded message concerning the status of operations at the prison.

10. COMMAND AND CONTROL (withdrawn for the purpose of this activity)

11. LIAISON

- a. The director will designate a staff member to serve as the Department of Corrections representative at the Livingston Emergency Management Agency's emergency operations center.
- b. The deputy director will be responsible for establishing Memoranda of Understanding (MOU) with local law enforcement and emergency response agencies, which delineate responsibilities for responding to emergency situations at the Department of Corrections. These MOU will be reviewed annually by the deputy director, warden, and participating agencies.
- c. All MOU, letters of agreement, interagency agreements, mutual aid agreements, and other documents outlining emergency response procedures and responsibilities between



the Department of Corrections and outside entities will be reviewed by the **Office of the General Counsel** prior to signature.

12. **PUBLIC INFORMATION**

- a. **Authority to Release Information.** The Director (or designee) will ensure that any release of information is coordinated with **the Office of the Mayor**. No information will be released unless authorized in writing by the on-scene commander.

13. **HAZARDOUS MATERIALS**

- a. **The Livingston Fire Department** will be notified to address hazardous material emergencies. The **prison Safety Department** will assist and will coordinate responses with the fire department.
- b. Hazardous materials will be disposed of according to federal and state laws.

14. **SUPPORT SERVICES**

- a. Consistent with the provisions of the contract and **LP 600.1B Medical Management**, the health services contractor will provide services to staff and offenders during emergency situations. Emergency triage areas will be activated, if needed.
- b. **Food Services staff and Mechanical Services staff** will be recalled at the direction of the on-scene commander or shift commander.

15. **ANNUAL REVIEW.** The warden (or designee) will review this directive annually in accordance with **DOC LP 110.1C Directives Management System**.



Sample (Partial) Emergency Plan

Department of Corrections

1. **PURPOSE AND SCOPE.** To provide standard procedures for responding to situations at the Livingston Providence (LP) Department of Corrections that could threaten institutional security. Such situations include, but are not limited to, riots, weather emergencies, pandemics, mass hunger strikes, disturbances, significant fire, bomb threats, exposure to hazardous materials, hostages, escapes, food strike, and work stoppages.
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3. **APPLICABILITY.** This directive applies to staff and offenders under the supervision of the LP.
4. **PROGRAM OBJECTIVES.** The expected results of this directive are:
 - a. When emergencies occur, all reasonable efforts will be made to protect the staff, offenders, institutional property, and community.
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 - 7) LP 532.1D Key Control (11/16/04)
 - 8) LP 600.1B Medical Management (10/11/03)
6. **AUTHORITY**

LP Code 21-210.01 Powers; Promulgation of Rules



Collective Bargaining Agreement Between the State of Livingston and Department of Corrections

7. STANDARDS REFERENCED

- Livingston Correctional Association 2nd Edition Standards for Administration of Correctional Agencies: 2-CO-3B-01
- Livingston Correctional Association Performance-Based Standards for Adult Local Detention Facilities; Fourth Edition: 4-ALDF-1C-01, 4-ALDF-1C-05, 4-ALDF-1C-06, 4-ALDF-1C-13 and 4-ALDF-1C-14
- Policy Statement 4723.05, Security Services Manual, dated 7/20/2019

8. GENERAL RESPONSE PROCEDURES

The following procedures will be consistent with any prison critical incident. These procedures will be followed along with the incident specific plan.

- a. When an incident is discovered, ensure the emergency is announced via radio to enable staff to respond quickly and effectively. Staff should create containment around the incident and not allow movement into the scene.
- b. Notify the shift commander and await instructions.
- c. Announce lockdown and have all unaffected areas secured in place. A recall to the housing units will be announced when the scene has been secured. All containment doors and fences are to be closed and locked.
- d. Ensure all entrances are secured with no movement into or from the prison until cleared by the shift commander.
- e. At the direction of the shift commander, assign additional staff to the exterior of the prison to ensure the incident is not a decoy. An escape attempt may be happening.
- f. At the direction of the shift commander, initiate a staff recall. This may include all staff, tactical teams, negotiation teams, crisis teams, media teams, or any portion of those assets.
- g. Notify executive staff of the incident. Activate the command center, if mandated.
- h. Initiate a unit recall, when directed by the shift commander. This will allow controlled movement back to the units for all offenders.
- i. Initiate a picture count of all offenders.
- j. Account for all on-duty staff. Notify the shift commander if any staff cannot be reached or accounted for.



9. ALERTS AND NOTIFICATIONS

a. Immediate Alert/Alarm

- 1) The first employee becoming aware of an emergency situation will immediately notify the command center by radio, intercom, telephone, or other appropriate means.
- 2) Command center staff will immediately report the situation to the shift commander.
- 3) The shift commander will ensure that staff is dispatched to isolate, contain, and assess the situation.
- 4) In cases where a serious emergency exists requiring an immediate response from the Livingston Police Department or Livingston Fire and Emergency Medical Services, the shift commander will ensure that the emergency is reported via 911 (emergency number).

b. Internal and External Alerts and Notifications

- 1) The shift commander will assume the role of initial incident commander and notify other organizational units within the Department of Corrections needed to respond to the emergency.
- 2) The shift commander will ensure that notifications are made consistent with the requirements of LP 110.1C.
- 3) The shift commander will notify non-Department of Corrections entities (i.e., health services, food services, etc.) when emergencies occur that may require their response or impact their operations.

c. Community Alert Network. The chief of the Office of Public Affairs will:

- 1) Ensure that the network is operational at all times for the purpose of providing timely information to the community concerning events at the prison.
- 2) Coordinate community outreach programs to educate the community about the alert and gather information needed to update the database.
- 3) Ensure that a telephone number is available for members of the community to call and hear a recorded message concerning the status of operations at the prison.

10. COMMAND AND CONTROL (withdrawn for the purpose of this activity)

11. LIAISON

- a. The director will designate a staff member to serve as the Department of Corrections representative at the Livingston Emergency Management Agency's emergency operations center.
- b. The deputy director will be responsible for establishing Memoranda of Understanding (MOU) with local law enforcement and emergency response agencies, which delineate responsibilities for responding to emergency situations at the Department of Corrections. These MOU will be reviewed annually by the deputy director, warden, and participating agencies.



- c. All MOU, letters of agreement, interagency agreements, mutual aid agreements, and other documents outlining emergency response procedures and responsibilities between the Department of Corrections and outside entities will be reviewed by the Office of the General Counsel prior to signature.

12. PUBLIC INFORMATION

- a. **Authority to Release Information.** The Director (or designee) will ensure that any release of information is coordinated with the Office of the Mayor. No information will be released unless authorized in writing by the on-scene commander.

13. HAZARDOUS MATERIALS

- a. The Livingston Fire Department will be notified to address hazardous material emergencies. The prison Safety Department will assist and will coordinate responses with the fire department.
- b. Hazardous materials will be disposed of according to federal and state laws.

14. SUPPORT SERVICES

- a. Consistent with the provisions of the contract and LP 600.1B Medical Management, the health services contractor will provide services to staff and offenders during emergency situations. Emergency triage areas will be activated, if needed.
- b. Food Services staff and Mechanical Services staff will be recalled at the direction of the on-scene commander or shift commander.

15. **ANNUAL REVIEW.** The warden (or designee) will review this directive annually in accordance with DOC LP 110.1C Directives Management System.



3 Recommendations. Detail ways to improve performance for future incidences.

4 Improvement/action plan. Detail corrective actions to be taken for future incidences. Include any additional training requirements, equipment needs, or additional planning that needs to be completed. List the section or party responsible for completing these steps.

5 Conclusion. Provide a summary of your report.



Fire Safety Regulations

Prisons should regularly test prison infrastructure, utility service panels/valves, and firefighting equipment and document the results of testing. Equipment and infrastructure to be tested and inspected include:

1. Fire hoses (location, condition, training to use)
2. Water supplies (sufficiency, condition of infrastructure, date, results of last inspection)
3. Electrical systems (location, condition, date of last inspection)
4. Fire extinguishers (location, condition, training to use, type of fire)
5. Emergency breathing apparatus (SCBA) (location, condition, training)
6. Fire alarms (location, condition, muster areas, alarm response agency/office, date of last drill/inspection)
7. Emergency keys to fire doors (location, staff access)
8. Gas line shutoff valves (location, condition, training to use, date, results of last inspection)
9. Key components of fire prevention and response, including
 - ✓ Signage/warning placards
 - ✓ Fire evacuation routes
 - ✓ Staging areas
 - ✓ Assembly areas, and
 - ✓ Evacuation/assembly procedures



Scenario 1: Managing an Emergency (Facilitator Only)

Directions

1. Have participants work in groups of 4 – 6.
2. Ask participants to read the scenario below and to follow the guidance for each assignment in the tables below.
3. Observe the class and answer any questions participants may have.
4. Including discussions and debriefs, this activity is 9 hours (2 days).

Situation

The prison is rescinding visiting privileges until further notice because of an increase in contraband found inside the prison over a 3-month period.

To better ensure the institution is contraband free, offenders have been confined to their cells while an institution-wide search is being conducted. This search will take all day and involves all prison staff. Staff are confiscating items not authorized by policy.

The offenders are becoming vocal and threatening. Attempts to quell the dissatisfaction have been only partially successful. Offenders' families have been notified of visitation prohibitions and are voicing their displeasure to community leaders and prison administrators.

Staff noticed a 30% reduction in offender attendance at the morning meal. More than half of the offenders failed to attend the noon meal.

Interaction between staff and offenders is becoming tense. In the late afternoon, a prison staff member is struck by a shoe and must be medically treated. Responding staff identify the guilty offender and attempt to move her to a more secure confinement. Offenders in the area grab hold of the offender and rebuff responding prison staff. The situation deteriorates into a disturbance involving the entire unit (approximately 40 offenders). The unit staff retreat, and the unit doors are secured. A lockdown has been initiated by the shift supervisor.

Assignment #1: Explain how you will conduct the basic emergency response procedures. You have 45 minutes to complete this portion of the scenario.

Procedure	Explain how you will conduct this procedure
Announce emergency to all staff <i>(Identify staff callback procedures and discuss call back tree, automatic staff callback system, sirens, etc.)</i>	
Lock down all uninvolved offenders in place	



Account for staff in the area	
Have a supervisor assess the disturbance and set up an initial internal containment perimeter <i>(What steps will the supervisor take?)</i>	
Notify executive staff <i>(Name by title all executive staff you will notify and explain how you will notify them)</i>	
Notify outside resources <i>(Name all outside resources you will notify and explain how you will notify them and what you want them to do)</i>	
Have staff pre-stage in pre-identified areas and ready themselves. <i>(Name by position the staff who will be in pre-stage area)</i>	
Name the documents you will reference	

Stop. Wait for the facilitator to provide more guidance when you get to this point.

Facilitator Note: Have participants provide feedback on their responses up to now.

1. Call upon a group or ask for a volunteer to present her group's responses.
2. Continue calling upon a group until all groups have presented their responses.
3. Ask the groups how they felt about the exercise and encourage questions.
4. Review the steps provided in Part 1 of the checklist but do not hand out the checklist at this time. Participants will get the checklist at the end of this scenario.
5. Congratulate the class on a job well done but tell them the incident is still ongoing.
6. Refer participants to **Assignment #2** on the following page.

Assignment #2: Read the inject. Respond to the following questions by explaining the next steps you will take. You have 45 minutes to complete this portion of the scenario.



Inject #1	What Steps Will You Take?
<p>Staff from an adjoining prison, off duty staff and the tactical resources are starting to arrive</p> <p>Facilitator Note: Stress entrance and exit security! Discuss positive identification procured and how they accomplish that mission in their country.</p>	<p>Define how these resources are to be assigned, how to account for staff going into and departing the secure perimeter, and how to access the rear gate entrance and front entrance.</p> <p>What security procedures are in place to ensure no escapes occur at these points?</p> <p>What processes need to be initiated at this point of the critical incident? What posts need to be assigned to responding staff (based on their skills and experience)?</p>

Stop. Wait for the facilitator to provide more guidance when you get to this point.

Facilitator Note: Have participants provide feedback on their responses for Assignment #2.

1. Call upon a group or ask for a volunteer to present her group's responses.
2. Continue calling upon a group until all groups have presented their responses.
3. Ask the groups how they felt about the exercise and encourage questions.
4. Review the steps provided in Part 2 of the checklist but do not hand out the checklist at this time. Reiterate that this would all be done (at a calmer time) if an emergency or contingency plan was in place.
5. Congratulate the class on a job well done but tell them the incident is still ongoing and there's more to do.
6. Refer participants to **Assignment #3** on the following page.



Assignment #3: Read the inject. Respond to the following questions by describing your next response. You have 45 minutes to complete this portion of the scenario.

Inject #2	Describe Your Next Response
<p>The disturbance has been contained, but word is spreading to other units of the cause and the unrest.</p> <p>Offenders in non-affected areas are complaining they have not had the dinner meal. They are becoming vocal but not threatening. They want to know what is happening and whether evening activities are affected.</p>	<p><i>What would you do to effectively manage non-affected offenders and the potential for the disturbance to spread to other areas?</i></p> <p><i>Think about enhanced staffing patterns in non-affected areas to ensure those areas can be secured.</i></p> <p><i>What would you do if an immediate assault is required?</i></p> <p><i>What if staff are injured? What if an escape attempt is underway in another area, etc.</i></p> <p><i>Is the inner perimeter containing the disturbance? Is the outside perimeter covered?</i></p> <p><i>Do you need to initiate dialogue with the offenders in the unit?</i></p> <p><i>Address all of these considerations and any others you can think of.</i></p>

Stop. Wait for the facilitator to provide more guidance when you get to this point.

Facilitator Note: Have participants provide feedback on their responses for Assignment #3.

1. Call upon a group or ask for a volunteer to present her group's responses.
2. Continue calling upon a group until all groups have presented their responses.
3. Ask the groups how they felt about the exercise and encourage questions.
4. Review the steps provided in Part 3 of the checklist but do not hand out the checklist at this time. Reiterate that this would all be done (at a calmer time) if an emergency or contingency plan was in place.
5. Congratulate the class on a job well done but tell them the incident is still ongoing and there's more to do.
6. Refer participants to **Assignment #4** on the following page.



Assignment #4: Read the inject. Respond to the following questions by explaining the next steps you will take. You have 45 minutes to complete this portion of the scenario.

Inject #3	What are your options in this scenario and what actions would you execute?
<p>At this point, tactical teams have arrived and are staged outside the perimeter.</p> <p>Staff responsible for negotiating with inmates have arrived and have been briefed on the current situation.</p> <p>The tactical operations center has been established and the negotiations operations center negotiators are in a forward position.</p> <p>The secure inner perimeter is established, and staff are outfitted with riot control gear.</p> <p>The tactical operations center has been established and the command center has approved an immediate assault plan and a surrender plan.</p> <p>The command center receives a report that one staff member is currently unaccounted for.</p> <p>Search teams are looking for the missing staff member in all uninvolved areas. Inner perimeter staff then report what sounds like screams coming from the secure units and the sounds of inmates cheering and banging on lockers.</p>	

Stop. Wait for the facilitator to provide more guidance when you get to this point.

Facilitator Note: Have participants provide feedback on their responses for Assignment #4.

1. Call upon a group or ask for a volunteer to present her group's responses.
2. Continue calling upon a group until all groups have presented their responses.
3. Ask the groups how they felt about the exercise and encourage questions.
4. Take time at this point to reinforce the notion that an approved and practiced riot plan would provide options to them and the process by which to act. Without a plan, disorganization will prevail and required action may be delayed.
5. Query participants to see whether they would execute an immediate armed assault assuming the screams are from the missing staff member. This will make an interesting interaction. Stress there is significant accountability and liability in sending in armed staff. In addition, discuss the consequences of not acting and potentially sacrificing the life of a staff member (based on their inaction).



6. Fully discuss the options available in their country and ask whether anyone has experienced this type of incident in the past. If so, involve them in an open discussion providing what they are comfortable with regarding the experience.
7. Discuss the importance of having to coordinate multiple responsibilities simultaneously during an emergency. This includes running multiple operation centers (tactical operations center, negotiations operations center, command center, outside perimeter, non-involved inmates, entry/exit security, facility related issues, intelligence gathering, etc.). The significance of multi-tasking cannot be overstated. Staff must be trained in response procedures, and quarterly drills must be undertaken to reinforce the skills needed to succeed.
8. Review the steps provided in Part 4 of the checklist but do not hand out the checklist at this time. Reiterate that this would all be done (at a calmer time) if an emergency or contingency plan was in place.
9. Congratulate the class on a job well done but tell them the incident is still ongoing and there's more to do.
10. Refer participants to **Assignment #5** on the following page.



Assignment #5: Read the inject. Respond to the following questions by explaining the next steps you will take. You have 45 minutes to complete this portion of the scenario.

Inject #4	What actions would you initiate at this time?
<p>Search teams have located the lost staff member at the institution library, and she is safe.</p> <p>Negotiators have recently made contact through the unit front door. An unidentified inmate has indicated they wish to talk to the warden about the visiting restriction.</p> <p>Negotiators ask that, in exchange for this opportunity to speak with the warden, all uninvolved inmates must be released from the unit.</p> <p>Negotiators are told that is possible. They also tell the inmate negotiator they must clear this with the warden.</p>	

Stop. Wait for the facilitator to provide more guidance when you get to this point.

Facilitator Note: Have participants provide feedback on their responses for Assignment #5.

1. Call upon a group or ask for a volunteer to present her group's responses.
2. Continue calling upon a group until all groups have presented their responses.
3. Ask the groups how they felt about the exercise and encourage questions.
4. Identify the fact that the offenders are willing to negotiate is a huge success.
5. Ask the participants to critique their actions from this inject if they decided to assault the unit. Show how tragic mistakes can be made with inadequate intelligence. Pass on the fact that numerous inmates or tactical staff could have lost their lives if the unit was assaulted prematurely. Discuss the liability of the decision maker in that instance. Take time at this point to reinforce the notion that an approved and practiced riot plan would provide options to them and the process by which to act. Without a plan, disorganization will prevail and required action may be delayed.
6. Review the steps provided in Part 5 of the checklist but do not hand out the checklist at this time. Reiterate that this would all be done (at a calmer time) if an emergency or contingency plan was in place.
7. Congratulate the class on a job well done but tell them the incident is still ongoing and there's more to do.
8. Refer participants to **Assignment #6** on the following page.



Assignment #6: Read the inject. Respond to the following questions by explaining the next steps you will take. You have 30 minutes to complete this portion of the scenario.

Inject #5	Describe what must be completed to return to normal operations
<p>The warden has approved the negotiated action and the prison authorities release all but 10 offenders, who then decide to surrender 20 minutes after the first offenders are released.</p> <p>The offender who assaulted the staff member is the leader of the group. All 10 are placed in segregation pending discipline.</p> <p>Intelligence staff start debriefing the released offenders and interviews take place until they are all completed.</p> <p>Your goal is now to return to normal operations, conduct your criminal investigation, return the unit to full capacity, and stand down all staff and teams.</p>	

Stop. Wait for the facilitator to provide more guidance when you get to this point.

Facilitator Note: Have participants provide feedback on their responses for Assignment #6.

1. Call upon a group or ask for a volunteer to present her group's responses.
2. Continue calling upon a group until all groups have presented their responses.
3. Ask the groups how they felt about the exercise and encourage questions.
4. Review the steps provided in Part 6 of the checklist and hand the checklist out to the participants. Explain that they can use it as a learning aid for the next exercise and as a job aid when writing contingency or emergency plans.
5. Congratulate the class on a job well done.



Scenario 1: Managing an Emergency

Directions

1. Break into groups as directed by the facilitator.
2. Read the scenario below and follow the guidance for each assignment in the tables that follow.
3. If you have any questions, please ask for further guidance.
4. Including discussions and debriefs, this activity is 9 hours (2 days).

Situation

The prison is rescinding visiting privileges until further notice because of an increase in contraband found inside the prison over a 3-month period.

To better ensure the institution is contraband free, offenders have been confined to their cells while an institution-wide search is being conducted. This search will take all day and involves all prison staff. Staff are confiscating items not authorized by policy.

The offenders are becoming vocal and threatening. Attempts to quell the dissatisfaction have been only partially successful. Offenders' families have been notified of visitation prohibitions and are voicing their displeasure to community leaders and prison administrators.

Staff noticed a 30% reduction in offender attendance at the morning meal. More than half of the offenders failed to attend the noon meal.

Interaction between staff and offenders is becoming tense. In the late afternoon, a prison staff member is struck by a shoe and must be medically treated. Responding staff identify the guilty offender and attempt to move her to a more secure confinement. Offenders in the area grab hold of the offender and rebuff responding prison staff. The situation deteriorates into a disturbance involving the entire unit (approximately 40 offenders). The unit staff retreat, and the unit doors are secured. A lockdown has been initiated by the shift supervisor.

Assignment #1: Explain how you will conduct the basic emergency response procedures. You have 45 minutes to complete this portion of the scenario.

Procedure	Explain how you will conduct this procedure
Announce emergency to all staff (<i>Identify staff callback procedures and discuss call back tree, automatic staff callback system, sirens, etc.</i>)	



<p>Lock down all uninvolved offenders in place</p>	
<p>Account for staff in the area</p>	
<p>Have a supervisor assess the disturbance and set up an initial internal containment perimeter <i>(What steps will the supervisor take?)</i></p>	
<p>Notify executive staff <i>(Name by title all executive staff you will notify and explain how you will notify them)</i></p>	
<p>Notify outside resources <i>(Name all outside resources you will notify and explain how you will notify them and what you want them to do)</i></p>	



Have staff pre-stage in pre-identified areas and ready themselves. <i>(Name by position the staff who will be in pre-stage area)</i>	
Name the documents you will reference	

Please wait for the facilitator to provide more guidance when you get to this point.



Assignment #2: Read the inject. Respond to the following questions by explaining the next steps you will take. You have 45 minutes to complete this portion of the scenario.

Inject #1	What Steps Will You Take?
<p>Staff from an adjoining prison, off duty staff and the tactical resources are starting to arrive</p>	<p>Define how these resources are to be assigned, how to account for staff going into and departing the secure perimeter, and how to access the rear gate entrance and front entrance.</p> <p>What security procedures are in place to ensure no escapes occur at these points?</p>



	<p>What processes need to be initiated at this point of the critical incident? What posts need to be assigned to responding staff (based on their skills and experience)?</p>
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Please wait for the facilitator to provide more guidance when you get to this point.



Assignment #3: Read the inject. Respond to the following questions by describing your next response. You have 45 minutes to complete this portion of the scenario.

Inject #2	Describe Your Next Response
<p>The disturbance has been contained, but word is spreading to other units of the cause and the unrest.</p> <p>Offenders in non-affected areas are complaining they have not had the dinner meal. They are becoming vocal but not threatening. They want to know what is happening and whether evening activities are affected.</p>	<p><i>What would you do to effectively manage non-affected offenders and the potential for the disturbance to spread to other areas?</i></p> <p><i>Think about enhanced staffing patterns in non-affected areas to ensure those areas can be secured.</i></p> <p><i>What would you do if an immediate assault is required?</i></p> <p><i>What if staff are injured? What if an escape attempt is underway in another area, etc.</i></p> <p><i>Is the inner perimeter containing the disturbance? Is the outside perimeter covered?</i></p> <p><i>Do you need to initiate dialogue with the offenders in the unit?</i></p> <p><i>Address all of these considerations and any others you can think of.</i></p>



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Please wait for the facilitator to provide more guidance when you get to this point.



Assignment #4: Read the inject. Respond to the following questions by explaining the next steps you will take. You have 45 minutes to complete this portion of the scenario.

Inject #3	What are your options in this scenario and what actions would you execute?
<p>At this point, tactical teams have arrived and are staged outside the perimeter.</p> <p>Staff responsible for negotiating with inmates have arrived and have been briefed on the current situation.</p> <p>The tactical operations center has been established and the negotiations operations center negotiators are in a forward position.</p> <p>The secure inner perimeter is established, and staff are outfitted with riot control gear.</p> <p>The tactical operations center has been established and the command center has approved an immediate assault plan and a surrender plan.</p> <p>The command center receives a report that one staff member is currently unaccounted for.</p> <p>Search teams are looking for the missing staff member in all uninvolved areas. Inner perimeter staff then report what sounds like screams coming from the secure units and the sounds of inmates cheering and banging on lockers.</p>	

Please wait for the facilitator to provide more guidance when you get to this point.





Assignment #5: Read the inject. Respond to the following questions by explaining the next steps you will take. You have 45 minutes to complete this portion of the scenario.

Inject #4	What actions would you initiate at this time?
<p>Search teams have located the lost staff member at the institution library, and she is safe.</p> <p>Negotiators have recently made contact through the unit front door. An unidentified inmate has indicated they wish to talk to the warden about the visiting restriction.</p> <p>Negotiators ask that, in exchange for this opportunity to speak with the warden, all uninvolved inmates must be released from the unit.</p> <p>Negotiators are told that is possible. They also tell the inmate negotiator they must clear this with the warden.</p>	

Please wait for the facilitator to provide more guidance when you get to this point.



Assignment #6: Read the inject. Respond to the following questions by explaining the next steps you will take. You have 30 minutes to complete this portion of the scenario.

Inject #5	Describe what must be completed to return to normal operations
<p>The warden has approved the negotiated action and the prison authorities release all but 10 offenders, who then decide to surrender 20 minutes after the first offenders are released.</p> <p>The offender who assaulted the staff member is the leader of the group. All 10 are placed in segregation pending discipline.</p> <p>Intelligence staff start debriefing the released offenders and interviews take place until they are all completed.</p> <p>Your goal is now to return to normal operations, conduct your criminal investigation, return the unit to full capacity, and stand down all staff and teams.</p>	

Please wait for the facilitator to provide more guidance when you get to this point.



Checklist: Considerations and steps to take during and following an emergency incident

Part 1: What are the first steps you would take when an emergency incident is apparent?

- Initiate staff recall (adjoining prisons, callback for off-duty staff). Identify staff callback procedures and discuss call back tree, automatic staff callback system, sirens, etc.)
- Declare a lockdown; lock down all uninvolved offenders in place (in whatever way the facility accomplishes that procedure) (Understand that the disturbance could be a diversion for escape, staff hostage, etc.)
- Account for staff in the area (radio contact, staff roster, in/out system, etc.) to ensure you are not changing from a disturbance into a hostage scenario. Have staff abandon and secure the area if the offenders have gained control.
- Have a supervisor respond to the area to assess the disturbance and set up an initial internal containment perimeter. Containment is critical. Watch for a potential offender hostage taking to include taking the forward supervisor. Ensure no executive staff wander into the disturbance and are taken as hostages. This will further complicate an already complicated situation.
- Notify executive staff identified in the emergency plan (warden, associate wardens, head of security, duty officers, chief of security, chief of intelligence, other_____)
- Notify fire resources (fire department, offender fire brigade, outside correctional fire units, etc.) to respond and pre-stage in case of need
- Request ambulances response and recall prison medical assets in case of need
- Have staff pre-stage in pre-identified areas and ready themselves. These include armed tactical teams (SORT/SWAT) and unarmed tactical teams (DCT). Negotiation assets should be recalled in case of need. Crisis support teams can be called in if the incident is protracted.

Part 2: An effective correctional disturbance plan will, at this point, require the following procedures be initiated:

- Activate the command center. Staff according to emergency plan (On scene commander, security head, facilities mechanical staff, medical administrator, recorder, tactical leaders, hostage negotiations team leaders, intelligence personnel, fire personnel, and door security at a minimum).
- Set up communication to primary and secondary staff staging areas. These must be secure and free of offender access. The shift supervisor must be able to contact staff in the staging areas in case they are needed. When the command center is activated, response will be coordinated by them.
- Set up and staff a medical triage area.
- Turn off electricity, natural gas, water, and any other utilities to the disturbance area.
- Ensure ambulances are staged outside for injured staff/offenders.
- Firefighting resources need to be pre-staged and ready for entry through the rear gate, if needed.
- Assign additional staff to the front entrance and rear entrance for processing staff in and staff/offenders out during the emergency. All staff entering and departing must be accounted for!
- Assign additional armed staff to perimeter security (additional tower staff, mobile perimeter patrols, walking perimeter patrols).
- Send into the prison the staff that were assigned to set up perimeters of the scene.
- Route additional staff to other offender areas to assist officers in those areas (units, food service, religious areas, education classrooms, etc.).



- Identify staff for emergency medical trips. Stage teams and equip as appropriate (armed, unarmed, restraints, less lethal munitions).
- Gather, arm and stage tactical teams for hostage rescue, escape apprehension and immediate response to offender aggression. Set up a tactical operations center and a negotiations operations center.
- If there is capability to monitor offender telephone conversations outbound, set up staff to do so. Intelligence may be obtained on how the disturbance started, any diversion attempts, and which offenders are involved as participants.

Part 3

- Staff the units and any offender areas with extra personnel
- Stress communication with offenders who are not affected via regular informational updates. Additional unit staffing is needed; these staff can keep the offenders up to date with information that affects them. Advise staff not to give out specifics about the incident but general updates on activities, meals, recreation, etc. If offenders are unruly, place them into locked cells, if available.
- Set up staffing in the food service area and initiate sack meal preparation for all offenders for the next 3-6 meals. A distribution team and a meal schedule need to be created. Offenders will be fed in their secured area until the incident is contained and the prison is brought back online.
- Set up a forward tactical operations center and a negotiations operations center. This tactical operations center area will house tactical leaders with communication to the command center. The same applies to the negotiations unit. The tactical operations center provides a secure, forward area for creation of tactical plans and available tactical staff if needed.
- Tactical plans are submitted to the on-scene commander in the command center. They include an immediate assault plan should loss of life or serious injury be imminent. Set up an immediate surrender plan that will cover what to do if the offenders surrender at any point in the incident.
- Communication links must be in place for the tactical operations center to the command center, the negotiations operations center to the command center, the staff staging areas to the command center, from the ranking correctional supervisor to the command center, and from medical triage area to the command center. Liaisons for each unit must be in the command center for intelligence and information to flow to the decision makers and quickly back to each staff operations unit.
- Medical issues for non-affected offenders need to be addressed (insulin dependents, pill line, special needs offenders, etc.)
- Command center staff need to coordinate tactical; negotiation and crisis support assets to ensure there are enough resources for worst case scenario. They may ask for assistance from federal police, state police, military units or whatever the in-country options are currently.

Part 4: Options for consideration

- Deploy staff to gather better intelligence using overhears, looking through windows, making entry at the rear of the unit to observe, if safe to do so.
- If snipers have been deployed by the command center, determine what intelligence they can provide
- Hostage negotiators may need to start an interaction to gather intelligence and gauge the environment inside the unit.
- Note: You may be able to get enough intelligence from the snipers and monitoring phones to launch an assault—but you need the intelligence to support an assault at this stage.



Part 5

- Concessions will first need to be made by the offenders before they speak to anyone.
- Negotiators must coordinate with the forward negotiations center and have them relay the demands to the command center. Only the on-scene commander (normally the warden) can approve this agreement.

Part 6

- Conduct an institutional count to ensure all offenders are accounted for.
- Conduct a staff check to ensure all staff are accounted for and safe.
- Conduct a perimeter check to ensure no breaches of the secure perimeter fence/wall have been accomplished.
- Before lockdown is lifted, conduct mass interviews with all offenders.
 - Each offender must be interviewed for the same time to ensure informants are protected (normally 5 minutes).
 - Cooperators can be identified from the interviews and follow-ups conducted later in a secure area.
- Feed offenders with sack meals in their cells/units.
- Authorize no movement unless under escort and approved by the shift supervisor.
- Create emergency staffing schedule for next 3 days. "All hands-on deck" during this time. Twelve-hour schedules can be used.
- Have the mechanical services staff assess the disturbance area.
- Make the area safe or block access to the area.
- Draft a plan to bring the unit back up, to include a timeline.
- Have mechanical services staff make any emergency repairs.
- Make notifications to outside entities as required.
- Ensure your media relations staff brief the media and outside citizens should the need arise.
- Media relations staff should be trained in advance and should release only information approved by the warden or appropriate government official.
- Secure all weapons and equipment and identify any lost or missing items.
- Conduct a shakedown of all offender access areas for contraband/lost items before offenders are released from lockdown.
- Create a modified institutional activities schedule to bring back as much normalcy as possible.
- Stand down all tactical teams and return equipment to secure storage.
- Solicit memorandums from all involved staff for later use, if needed.
- Create a team to conduct an after-action review.



- Use only specialists as team members.
- Review response procedures, timeliness of actions, communication, use of pre-planning, what adjustments need to be made to plans (if in place), how was the staff response, offender actions, etc.
- Resume normal operations when all actions complete; transition from total lockdown to small group movement and if appropriate, normal operations.
- Take adequate time for this operation.
- Close the command post and secure all records/logbooks and documentation. The after-action review team will need to see the items, which may be used in court cases and/or civil lawsuits.
- Relieve extra staff on the perimeter and account for all equipment issued to them.
- Relieve extra staff at rear entrance after all non-institutional staff and equipment have been removed.
- Maintain extra staff at front entrance until normal operations resume.
- Block off the disturbance unit as a potential crime scene and control access in/out.
- Post staff to document who goes in and who departs, what time and their agency.
- Coordinate the investigation with appropriate law enforcement personnel (as dictated by KSA law).



Scenario 2: Managing a Pandemic (Facilitator Only)

Directions

1. Have participants work in groups of 4 – 6.
2. Ask participants to read the scenario below and respond to the questions in the tables that follow.
3. Distribute the checklist for added guidance. Emphasize that the guidance is general information that is meant to remind participants of questions they need to ask themselves and steps they may need to take, but it is not all encompassing nor is it specific to any incident.
4. Observe the class and answer any questions participants may have.
5. Including discussions and debriefs, this activity is 9 hours (2 days).

Location

The location is a women's prison in an isolated area in western Saudi Arabia. The facility houses:

- 400 offenders in the general population
- 50 offenders in a secure hospital unit
- 45-50 offenders in the lockdown unit and a special security unit for terrorists

The secure hospital unit is 50% full and has isolation capabilities for 9 offenders in single cell containment. All these units are inside the secure perimeter of the facility. The facility is considered an *administrative security level*, which means it can house offenders of all security levels. The facility is understaffed and has only 1 doctor and 1 nurse; it supplements medical care with volunteers from the local medical community.

The closest medical facility is 4 hours east of the facility; it can house 150 patients (20 intensive care unit bed capacity). The medical facility has sufficient personal protective equipment for its current level of patients; it, too, is understaffed. The next closest prison is 200 miles away; it is reporting similar conditions to the women's prison. A military unit is 50 miles away.

Event

During the worldwide pandemic, local statistics have indicated low levels of infection among the public, with infrequent testing and low positive rates. Visitors to the prison have been temperature-checked for safety.

Staff have been relatively clear of the virus. Those who have tested positive have been quarantined at home until the test result is negative. Offender rates of infection have been small; offenders who test positive are quickly isolated in the medical unit until clear to re-join the general population.

Because of the low infection rates, bus movements (transfers and initial designations) have been running as normal but with precautions. Until now, the system has been acceptable, and offender movement has been uninterrupted. Medical trips to the nearest hospital have been minimal. No staff or offenders have tested positive as a result of these visits.

One week in the summer when the prison was short of medical staff, a volunteer physician assistant responded to prison authorities' request to see offenders on sick call and to run the pill line for diabetics. The physician assistant passed a temperature check and indicated she was not ill and had no symptoms of an illness. She saw 11 offenders for various ailments and had 7 offenders at pill line that day.



Assignment #2: Read the inject. Respond by describing your next actions. You have 45 minutes to complete this portion of the scenario.

Inject #2	Describe your next actions.
<p>Another 8 staff—for a total of 18—have called in sick with symptoms of COVID-19</p> <p>Another 25 offenders have displayed (and reported) symptoms.</p> <p>You are unable to cover all the shift posts without overtime.</p> <p>Isolation capabilities are limited to 9 in negative pressure rooms.</p>	

When you complete Inject #2, please wait for the facilitator to provide more guidance.

Facilitator Note: Have participants present their responses to Inject #2.

1. Call upon a group or ask for a volunteer to present her group's responses.
2. Continue calling upon a group until all groups have presented their responses.
3. Encourage groups to compare their response to other groups' responses and engage them in a discussion on similarities and differences.
4. Encourage groups to ask questions of other presenters—explain the importance of discussions and brainstorming to get the best result and the best plan.
5. Ask probing questions of the groups to deepen the conversations.
6. Provide your feedback—positive and constructive.
7. Allow approximately 50 minutes for discussion/debriefs/feedback.
8. Refer participants to Assignment #3 on the following page.



Assignment #3: Read the inject. Respond to the questions. You have 30 minutes to complete this portion of the scenario.

Inject #3	1. What short-term and long-term decisions need to be made? 2. How would you respond?
<p>A check of the prison personal protective equipment inventory shows one-half of the masks set aside for a pandemic are outdated and deteriorated by long-term storage.</p> <p>Supplies are short on eye protection and hand sanitizer, but there is enough for 3-4 days.</p> <p>Staff have become vocal about not wanting to come to work unless there is better equipment and safeguards.</p>	

When you complete Inject #3, please wait for the facilitator to provide more guidance.

Facilitator Note: Have participants present their responses to Inject #3.

1. Call upon a group or ask for a volunteer to present her group's responses.
2. Continue calling upon a group until all groups have presented their responses.
3. Encourage groups to compare their response to other groups' responses and engage them in a discussion on similarities and differences.
4. Encourage groups to ask questions of other presenters—explain the importance of discussions and brainstorming to get the best result and the best plan.
5. Ask probing questions of the groups to deepen the conversations.
6. Provide your feedback—positive and constructive.
7. Allow 30-40 minutes for discussion/debriefs/feedback.
8. Refer participants to Assignment #4 on the following page.



Assignment #4: Read the inject. Respond to the questions. You have 30 minutes to complete this portion of the scenario.

<p>Inject #4</p>	<ol style="list-style-type: none"> 1. How are you going to deal with the lack of isolation space? 2. What provisions are needed for potential hospital transports? 3. How will you address staff shortages?
<p>Regularly scheduled bus movements and offender transfers have been suspended except for emergency situations.</p> <p>In addition, the isolation space in the medical unit is full.</p>	

When you complete Inject #4, please wait for the facilitator to provide more guidance.

Facilitator Note: Have participants present their responses to Inject #4.

1. Call upon a group or ask for a volunteer to present her group's responses.
2. Continue calling upon a group until all groups have presented their responses.
3. Encourage groups to compare their response to other groups' responses and engage them in a discussion on similarities and differences.
4. Encourage groups to ask questions of other presenters—explain the importance of discussions and brainstorming to get the best result and the best plan.
5. Ask probing questions of the groups to deepen the conversations.
6. Provide your feedback—positive and constructive.
7. Allow approximately 35 minutes for discussion/debrief/feedback.
8. Refer participants to Assignment #5 on the following page.



Assignment #5: Read the inject. Respond to the questions. You have 45 minutes to complete this portion of the scenario.

Inject #5	<ol style="list-style-type: none"> 1. How will you address the offender unrest? 2. How will you address shortage of personal protective equipment?
<p>Offenders have been nervous about being affected by the virus.</p> <p>Until now, staff have been able to reason with them and make medical accommodations to resolve their complaints.</p> <p>Offenders now are becoming confrontational. They are demanding to be moved and to have better personal protective equipment.</p> <p>At this time no more personal protective equipment is available for offenders.</p> <p>Personal protective equipment for staff has become scarce.</p>	

When you complete Inject #5, please wait for the facilitator to provide more guidance.

Facilitator Note: Have participants present their responses to Inject #5.

1. Call upon a group or ask for a volunteer to present her group's responses.
2. Continue calling upon a group until all groups have presented their responses.
3. Encourage groups to compare their response to other groups' responses and engage them in a discussion on similarities and differences.
4. Encourage groups to ask questions of other presenters—explain the importance of discussions and brainstorming to get the best result and the best plan.
5. Ask probing questions of the groups to deepen the conversations.
6. Provide your feedback—positive and constructive.
7. Allow approximately 35 minutes for discussion/debrief/feedback.
8. Refer participants to Assignment #6 on the following page.



Assignment #6: Read and respond to the assignment below. You have 60 minutes to complete this portion of the scenario.

Develop a plan for returning to normal operations in a COVID environment.

Now that you have successfully managed the emergency, create a checklist for a contingency plan for a pandemic in case you or someone else in your prison is faced with another pandemic in the future.

When you complete Assignment #6, please wait for the facilitator to provide more guidance.

Facilitator Note: Have participants present their responses to Assignment 6.

1. Call upon a group or ask for a volunteer to present her group's responses.
2. Continue calling upon a group until all groups have presented their responses.
3. Encourage groups to compare their response to other groups' responses and engage them in a discussion on similarities and differences.
4. Encourage groups to ask questions of other presenters—explain the importance of discussions and brainstorming to get the best result and the best plan.
5. Ask probing questions of the groups to deepen the conversations.
6. Provide your feedback—positive and constructive.
7. Allow as much time as necessary for discussion/debrief/feedback.
8. Engage participants in a discussion on lessons learned from this and the previous activity.



Scenario 2: Managing a Pandemic

Directions

1. Work in groups of 4 – 6 as directed by the facilitator.
2. Read the scenario below and respond to the questions in the tables that follow.
3. Refer to the checklist for general guidance but note that it is not comprehensive—it is meant to be a high-level guide only.
4. If you have any questions or need additional guidance, ask the facilitator for help.
5. Including discussions and debriefs, this activity is 9 hours (2 days).

Location

The location is a women's prison in an isolated area in western Saudi Arabia. The facility houses:

- 400 offenders in the general population
- 50 offenders in a secure hospital unit
- 45-50 offenders in the lockdown unit and a special security unit for terrorists

The secure hospital unit is 50% full and has isolation capabilities for 9 offenders in single cell containment. All these units are inside the secure perimeter of the facility. The facility is considered an *administrative security level*, which means it can house offenders of all security levels. The facility is understaffed and has only 1 doctor and 1 nurse; it supplements medical care with volunteers from the local medical community.

The closest medical facility is 4 hours east of the facility; it can house 150 patients (20 intensive care unit bed capacity). The medical facility has sufficient personal protective equipment for its current level of patients; it, too, is understaffed. The next closest prison is 200 miles away; it is reporting similar conditions to the women's prison. A military unit is 50 miles away.

Event

During the worldwide pandemic, local statistics have indicated low levels of infection among the public, with infrequent testing and low positive rates. Visitors to the prison have been temperature-checked for safety.

Staff have been relatively clear of the virus. Those who have tested positive have been quarantined at home until the test result is negative. Offender rates of infection have been small; offenders who test positive are quickly isolated in the medical unit until clear to re-join the general population.

Because of the low infection rates, bus movements (transfers and initial designations) have been running as normal but with precautions. Until now, the system has been acceptable, and offender movement has been uninterrupted. Medical trips to the nearest hospital have been minimal. No staff or offenders have tested positive as a result of these visits.

One week in the summer when the prison was short of medical staff, a volunteer physician assistant responded to prison authorities' request to see offenders on sick call and to run the pill line for diabetics. The physician assistant passed a temperature check and indicated she was not ill and had no symptoms of an illness. She saw 11 offenders for various ailments and had 7 offenders at pill line that day.



Assignment #1: Explain what you would do. You have 30 minutes to complete this assignment.

Inject #1	What would you do at this point?
<p>A week later, 12 offenders reported to sick call with coughs and high fevers.</p> <p>At the same time, 10 staff called in sick with similar symptoms and were advised to quarantine for 14 days.</p>	

When you complete Inject #1, please wait for the facilitator to provide more guidance.



Assignment #2: Read the inject. Respond by describing your next actions. You have 45 minutes to complete this portion of the scenario.

Inject #2	Describe your next actions.
<p>Another 8 staff—for a total of 18—have called in sick with symptoms of COVID-19</p> <p>Another 25 offenders have displayed (and reported) symptoms.</p> <p>You are unable to cover all the shift posts without overtime.</p> <p>Isolation capabilities are limited to 9 in negative pressure rooms.</p>	

When you complete Inject #2, please wait for the facilitator to provide more guidance.



Assignment #3: Read the inject. Respond to the questions. You have 30 minutes to complete this portion of the scenario.

Inject #3	1. What short-term and long-term decisions need to be made? 2. How would you respond?
<p>A check of the prison personal protective equipment inventory shows one-half of the masks set aside for a pandemic are outdated and deteriorated by long-term storage.</p> <p>Supplies are short on eye protection and hand sanitizer, but there is enough for 3-4 days.</p> <p>Staff have become vocal about not wanting to come to work unless there is better equipment and safeguards.</p>	

When you complete Inject #3, please wait for the facilitator to provide more guidance.



Assignment #4: Read the inject. Respond to the questions. You have 30 minutes to complete this portion of the scenario.

Inject #4	1. How are you going to deal with the lack of isolation space? 2. What provisions are needed for potential hospital transports? 3. How will you address staff shortages?
<p>Regularly scheduled bus movements and offender transfers have been suspended except for emergency situations.</p> <p>In addition, the isolation space in the medical unit is full.</p>	

When you complete Inject #4, please wait for the facilitator to provide more guidance.



Assignment #5: Read the inject. Respond to the questions. You have 45 minutes to complete this portion of the scenario.

Inject #5	<ol style="list-style-type: none"> 1. <i>How will you address the offender unrest?</i> 2. <i>How will you address shortage of personal protective equipment?</i>
<p>Offenders have been nervous about being affected by the virus.</p> <p>Until now, staff have been able to reason with them and make medical accommodations to resolve their complaints.</p> <p>Offenders now are becoming confrontational. They are demanding to be moved and to have better personal protective equipment.</p> <p>At this time no more personal protective equipment is available for offenders.</p> <p>Personal protective equipment for staff has become scarce.</p>	

When you complete Inject #5, please wait for the facilitator to provide more guidance.



Assignment #6: Read and respond to the assignment below. You have 60 minutes to complete this portion of the scenario.

Develop a plan for returning to normal operations in a COVID environment.

Now that you have successfully managed the emergency, create a checklist for a contingency plan for a pandemic in case you or someone else in your prison is faced with another pandemic in the future.



A large, empty rectangular box with a black border, intended for participants to write their responses or notes during the assignment.

When you complete Assignment #6, please wait for the facilitator to provide more guidance.



Checklist: Considerations for Emergency Incidents

- Determine whether an emergency exists and whether this is now a critical incident
- Determine whether you have a contingency plan for this type of situation
- Identify whether a **Command Center** is warranted
- Develop a staffing pattern for the Command Center; if activated; base it on the Kingdom of Saudi Arabia staffing guidelines
- Identify the location selected for the Command Center, if activated
- Identify whether a **Tactical Operations Center** is warranted
- Develop a staffing pattern for the Tactical Operations Center, if activated; base it on the Kingdom of Saudi Arabia staffing guidelines
- Identify the location selected for the Tactical Operations Center, if activated
- Identify whether a **Negotiations Center** is warranted
- Develop a staffing pattern for the Negotiations Center, if activated; base it on the Kingdom of Saudi Arabia staffing guidelines
- Identify the location selected for the Negotiations Center, if activated
- Identify whether a **Crisis Support Center** is warranted
- Develop a staffing pattern for the Crisis Support Center, if activated; base it on the Kingdom of Saudi Arabia staffing guidelines
- Identify the location selected for the Crisis Support Center, if activated
- Identify whether a **Media Center** is warranted
- Develop a staffing pattern for the Media Center, if activated; base it on the Kingdom of Saudi Arabia staffing guidelines
- Identify the location selected for the Media Center, if activated
- Determine whether a staff recall is required
- Determine who to recall and how to accomplish a recall, based on your current system
- Determine primary and secondary staging areas for responding staff
- Determine communication protocols (radios, phones, walkie talkies, how to communicate with external stakeholders ***VERY IMPORTANT***)
- Identify outside resources needed and how to contact them
- Determine whether a SMEAC (5-paragraph order) is required

Course Evaluation

تقييم الدورة

END-OF-WEEK EVALUATION

ANONYMOUS FEEDBACK

Please take a moment to complete an evaluation of this training program. Your input is important and will help us improve future programs. Thank you!



Course: _____ Date: _____

1	I understood the training content and concepts.	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither</i>	<i>Agree</i>	<i>Strongly agree</i>
2	The training was engaging and relevant to me.	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither</i>	<i>Agree</i>	<i>Strongly agree</i>
3	I will be able to apply what I learned at my job.	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither</i>	<i>Agree</i>	<i>Strongly agree</i>
4	What topic did you find particularly valuable this week?					
5	If you could change or improve one topic, what would it be?					
6	The pace of the training was (circle one)	<i>Too Slow</i>	<i>About Right</i>	<i>Too Fast</i>		
Please provide any additional comments or suggestions.						

Thank You!

COURSE EVALUATION

ANONYMOUS FEEDBACK

Please take a moment to complete an evaluation of this training program. Your input is important and will help us improve future programs. Thank you!



Course: *Emergency Management*

Date: _____

1 Rate each aspect of the training: <i>(circle rating)</i>	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a. I understood the training content and concepts.	1	2	3	4	5
b. The training was engaging and relevant to me.	1	2	3	4	5
c. I will be able to apply what I learned at my job.	1	2	3	4	5
d. The training program met my expectations.	1	2	3	4	5

2 What did you find particularly valuable?

3 What did you wish to receive but did not?

6 Rate the instructional methods used: <i>(circle rating)</i>	Poor	Not bad	Average	Good	Excellent
a. Presentations (lecture, demonstration, slides)	1	2	3	4	5
b. Discussions and interactions (exercises, activities)	1	2	3	4	5
c. Teach-backs (instructional practice, coaching)	1	2	3	4	5
d. Resources (training tools, guides, job aids, media)	1	2	3	4	5

7 What would you change or improve?

8 What did you enjoy most?



COURSE EVALUATION

9 Rate your experience with the instructors: (circle rating)	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a. It was easy to understand the instructors.	1	2	3	4	5
b. The instructors encouraged my participation.	1	2	3	4	5
c. The instructors answered most of my questions.	1	2	3	4	5
d. The instructors contributed to my development.	1	2	3	4	5

10 Rate the language/translation services: (circle rating)	Poor	Not bad	Average	Good	Excellent
a. Translation of written materials (slides, forms)	1	2	3	4	5
b. Interpretation of instructors (lecture, directions)	1	2	3	4	5
c. Interpretation of interactions (discussions, activities)	1	2	3	4	5
d. Availability and access to interpreters	1	2	3	4	5

Please circle the rating that best describes your overall experience.

1	2	3	4	5
Poor	Acceptable	Average	Good	Excellent

Additional Notes

Please provide any additional comments or suggestions.

Thank You and Congratulations!