SCHOOL EMERGENCY

And

CRISIS RESPONSE PLAN

(Insert School and Building Name)

Promulgation Statement

(Insert School Name) is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, the School Board has asked for a thorough review of *(Insert School Name)* emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters.

The School Emergency and Crisis Response Plan that follows is the official policy of *(Insert School Name).* It is a result of a comprehensive review and update of school policies in the context of its location in *(Location)* and in the current world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

_____ _____
SCHOOL BOARD   DATE

_____ _____
LOCAL EMERGENCY MANAGEMENT   DATE

Approval and Implementation

Emergency and Crisis Response Plan

This Emergency and Crisis Response Plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

_____   _____
PRINCIPAL   DATE

_____   _____
SUPERINTENDENT   DATE

_____   _____
SCHOOL BOARD   DATE

_____   _____
                                                                                     DATE

_____   _____
                                                                                     DATE

TABLE OF CONTENTS

- Planned Responses – Action Guides
A. Functional Protocols – Immediate Response Actions
  - Evacuation Procedures
  - Reverse Evacuation Procedures
  - Lockdown
  - Shelter-in-Place Procedures
  - Drop, Cover and Hold Procedures
  - Off-campus Evacuation
  - Mental Health/Crisis Intervention

B. Incident Specific Procedures
  - Bomb Threat/Suspicious Packages
  - Bus Accidents
  - Fires
  - Intruder/Hostage Situation
  - Nuclear Power Plant Accident
  - Severe Weather
  - Hazardous Material Release
  - Earthquake
  - Armed Intruder/Active Shooter
  - Utilities Loss or Failure
  - Structural Failure
  - Medical Emergency
  - Public Health Emergency

A.   INTRODUCTION

1.   Authority
    A.   Federal: 10 CFR 350; (Nuclear Regulation) NUREG-0654; FEMA–REP-1, Revision 1 Regarding Mandated Emergency Response Plans and Emergency Planning Zones
    B.   State: Public Act 94-600 School Safety Drill Act; 29 Administrative Code 1500 (School Emergency and Crisis Response Plans); 77 (State) Administrative Code 527 (Physical Fitness Facility Medical Emergency Preparedness Code)
    C.   Local:
    D.   School Board:

2.   Purpose
    A.   This Basic Plan outlines (Insert School Name) approach to emergency management and operations. It has been developed to assist (Insert School Name) protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

3.   Mission and Goals
    A.   The mission of (Insert School Name) in an emergency/disaster is to:
        1.   Protect lives and property
        2.   Respond to emergencies promptly and properly
        3.   Coordinate with local emergency operations plans and community resources
        4.   Aid in recovery from disasters
    B.   The goals of (Insert School Name) are to:
        1.   Provide emergency response plans, services, and supplies for all facilities and employees
        2.   Ensure the safety and supervision of students, faculty, staff and visitors to the school.
        3.   Restore normal services as quickly as possible
        4.   Coordinate the use of school personnel and facilities
        5.   Provide detailed and accurate documentation of emergencies to aid in the recovery process

4.   Explanation of Terms
    A.   **Acronyms**
        1.   AED   Automated External Defibrillator
        2.   CERT   Community Emergency Response Team
        3.   CFR   Code of Federal Regulations
        4.   CPR   Cardio-Pulmonary Resuscitation
        5.   EOC   Emergency Operations Center

6.	EOPT	Emergency Operations Planning Team
7.	EPI	Emergency Public information
8.	FEMA	Federal Emergency Management Agency
9.	Hazmat	Hazardous Material
10.	IC	Incident Commander
11.	ICP	Incident Command Post
12.	ICS	Incident Command System
13.	NIMS	National Incident Management System
14.	SC	School Commander
15.	SOPs	Standard Operating Procedures
16.	UC	Unified Command

B.   **Definitions**

1.   **Emergency Public Information (EPI)**
This includes any information that is disseminated to the public via the news media before, during and/or after an emergency or disaster.

2.   **Emergency Situation**
As used in this plan, this term is intended to describe a range of situations, from a specific isolated emergency to a major disaster.

3.   **Emergency**
Defined as any incident human-caused or natural that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or impact a large area with actual or potentially severe effects. Characteristics of an emergency include:

A.   Involves a limited or large area, limited or large population, or important facilities.

B.   Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.

C.   Warning and public instructions are provided in the immediate area, not communitywide.

D.   One or more local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.

E.   May require external assistance from other local response agencies or contractors.

F.   May require community-wide warning and public instructions.

G.   The EOC may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

4.   **Disaster**
A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is

beyond the capability of the local government to handle with its organic resources. Characteristics include:

A. Involves a large area, a sizable population, and/or important facilities.

B. May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.

C. Requires community-wide warning and public instructions.

D. Requires a response by all local response agencies operating under one or more ICs.

E. Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.

F. The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

5. **Hazard Analysis**

A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.

6. **Hazardous Material (Hazmat)**

A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hamates include toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.

7. **Inter-local agreement**

These are arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. Commonly referred to as a mutual aid agreement.

8. **Standard Operating Procedures (SOP)**

SOP's are approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

B.   SITUATION AND ASSUMPTIONS

1.   Situation
A.   **(Insert School Name)** is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in Figure 1. More detailed information is provided in a Hazard Analysis, published separately.
B.   The school's current enrollment is approximately _____ students. The school's current enrollment of students with special needs is approximately _____. Special needs students are located in the following building(s) / room(s): _____
_____

The school's staff is comprised of:
_____teachers
_____administrators
_____office/support staff
_____aides
_____cafeteria staff
_____custodial staff

C.   The school employs approximately _____ people with special needs. Employees with special needs are located in the following building(s)/room(s):
_____

D.   The list of students and teachers with special needs and the person assigned to assist them during drills, exercises and emergencies is located in Appendix 16.

E.   The school has a master schedule of where classes and grade levels are located during the day. The master schedule is located in Appendix 12.

2.   Building Information
A.   **(Insert School Name)** is made up of _____ building(s).
B.   The school consists of a main campus located at

_____

C.   The school also includes the following buildings:

D.   A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in Appendix 4.

3.   Hazard Analysis

A.   A summary of the major hazards is provided in Figure 1. A complete hazard analysis and security audit has been completed for (Insert School Name). After reviewing the school's hazard analysis and security audit, it appears that the school is most likely to be affected by:

B.   THIS IS A SAMPLE LIST OF POSSIBLE EVENTS. THE ACTUAL ANALYSIS OF THE INDIVIDUAL SCHOOL BUILDING WILL YEILD A SIMILAR OR COMPLETELY DIFFERENT LIST)

1.   Earthquake, Flash Flooding, Flooding (River or Tidal), Tornado, Wildfire, Winter Storm, Chemical / Hazardous Materials, Dam Failure, Fire, Nuclear Facility Incident, Power Outage, Water System Failure, Accidents (Transportation), Medical Emergency, Mass Contamination, Apparent Suicide, Bomb Threat, Civil Disorder, Death on Campus, Explosion, Hostage Situation, Intruder, Kidnapping / Abduction, Report of Weapon on Campus, and Sexual Assault.

Figure 1: HAZARD SUMMARY

	FREQUENCY	**MAGNITUDE**	**WARNING TIME**	**SEVERITY**	**RISK PRIORITY**
NATURAL					
EARTHQUAKE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FLOODING (FLASH FLOOD, RIVER OR TIDAL)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TORNADO	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

WILDFIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WINTER STORM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HUMAN MADE					
CHEMICAL/HAZARDOUS MATERIALS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DAM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
NUCLEAR FACILITY INCIDENT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
POWER OUTAGE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WATER SYSTEM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
ACCIDENTS (TRANSPORTATION)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

MEDICAL EMERGENCY	**4 Highly likely** **3 Likely** **2 Possible** **1 Unlikely**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**4 Minimal** **3 6-12 hours** **2 12-24 hours** **1 24+ hours**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**High** **Medium** **Low**
MASS CONTAMINATION	**4 Highly likely** **3 Likely** **2 Possible** **1 Unlikely**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**4 Minimal** **3 6-12 hours** **2 12-24 hours** **1 24+ hours**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**High** **Medium** **Low**
APPARENT SUICIDE	**4 Highly likely** **3 Likely** **2 Possible** **1 Unlikely**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**4 Minimal** **3 6-12 hours** **2 12-24 hours** **1 24+ hours**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**High** **Medium** **Low**
BOMB THREAT	**4 Highly likely** **3 Likely** **2 Possible** **1 Unlikely**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**4 Minimal** **3 6-12 hours** **2 12-24 hours** **1 24+ hours**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**High** **Medium** **Low**
CIVIL DISORDER	**4 Highly likely** **3 Likely** **2 Possible** **1 Unlikely**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**4 Minimal** **3 6-12 hours** **2 12-24 hours** **1 24+ hours**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**High** **Medium** **Low**
DEATH ON CAMPUS	**4 Highly likely** **3 Likely** **2 Possible** **1 Unlikely**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**4 Minimal** **3 6-12 hours** **2 12-24 hours** **1 24+ hours**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**High** **Medium** **Low**
EXPLOSION	**4 Highly likely** **3 Likely** **2 Possible** **1 Unlikely**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**4 Minimal** **3 6-12 hours** **2 12-24 hours** **1 24+ hours**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**High** **Medium** **Low**
HOSTAGE SITUATION	**4 Highly likely** **3 Likely** **2 Possible** **1 Unlikely**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**4 Minimal** **3 6-12 hours** **2 12-24 hours** **1 24+ hours**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**High** **Medium** **Low**
INTRUDER	**4 Highly likely** **3 Likely** **2 Possible** **1 Unlikely**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**4 Minimal** **3 6-12 hours** **2 12-24 hours** **1 24+ hours**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**High** **Medium** **Low**
KIDNAPPING/ABDUCTION	**4 Highly likely** **3 Likely** **2 Possible** **1 Unlikely**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**4 Minimal** **3 6-12 hours** **2 12-24 hours** **1 24+ hours**	**4 Catastrophic** **3 Critical** **2 Limited** **1 Negligible**	**High** **Medium** **Low**

REPORT OF WEAPON ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
SEXUAL ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TERRORISM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WEAPONS ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

4.   Assumptions

Assumptions reveal the limitations of the Emergency and Crisis Response Plan by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.

A.   **(Insert School Name)** will continue to be exposed to and subject to the impact of those hazards described in the Hazard Summary, as well as, lesser hazards and others that may develop in the future.

B.   It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.

C.   A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.

D.   Following a major or catastrophic event, the school will have to rely on its own resources to be self-sustaining for up to 72 hours.

E.   There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.

F.   Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this school to be prepared to carry out the initial emergency response on an independent basis.

G.   Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this school's readiness to deal with emergency situations.

H.   A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

5.   Limtations

A.   It is the policy of **(Insert School Name)** that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, **(Insert School Name)** can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time.

C.   CONCEPT OF OPERATIONS

1.   Objectives

A.   The objectives of school emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives, the school shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

2.   General

A.   It is the responsibility of **(Insert School Name)** officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect school.

B.   It is the responsibility of the school to provide in-service emergency response education for all school and office personnel.

C.   It is the responsibility of the School Principal, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.

D.   To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

E.	This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.

F.	The Incident Command System (ICS) will be used to manage all emergencies that occur within the district/school . We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel should be trained in ICS.

G.	The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, will use to conduct response actions. This system ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective.

H.	According to the U.S. Department of Homeland Security, school districts are among local agencies that must comply with NIMS. Compliance can be achieved through coordination with other components of local government and adoption of ICS to manage emergencies in schools. School district participation in local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. **(Insert School Name)** recognizes that staff and students will be first responders during an emergency. Adopting NIMS will enable staff and students to respond more effectively to an emergency and enhance communication between first responders and emergency responders. **(Insert School Name)** will work with its local government to become NIMS compliant. NIMS compliance for school districts includes the following:

  1.	Institutionalize the use of the Incident Command System – Staff and students tasked in the plan will receive ICS-100 training. ICS-100 is a web-based course available free from the Emergency Management Institute. All persons tasked in the Basic Plan or annexes will take the ICS-100 course.

  2.	Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a web-based course available free from the Emergency Management Institute at: (http://training.fema.gov/EMIWEb/IS/is700). . All persons tasked in the Basic Plan or annexes will take the IS-700 course.

  3.	Participate in local government's NIMS preparedness program.

I.	Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed. The school is charged with insuring the training and equipment necessary for an appropriate response are in place.

J.	This plan is based upon the concept that the emergency functions that must be performed by the school generally parallel some of their

normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.

3. Operational Guidance
    A. Initial Response

        1. School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **However, at no time will school officials transfer responsibility for student care.**

        2. The Principal will be responsible for activating the school emergency operations plan and the initial response which may include:

            a. **Evacuation** – When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately.

            b. **Reverse Evacuation** – When conditions are safer inside a building than outside. Requires all staff and student to go to safe places in the building from outside the building.

            c. **Lock down** – When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked and students and staff stay in their offices, work areas and classrooms.

            d. **Shelter-in-place** – When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed.. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.

e. **Drop, cover and hold** – Students and staff drop low, take cover under furniture, cover eyes, head with hands and arms and protect internal organs.

B. **Notification Procedures**

1. In case of an emergency at any district facility, the flow of information after calling 9-1-1, shall be from the school Principal to the district office. Information should include the nature of the incident and the impact, on the facility, students and staff.

2. In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is a lock down incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.

3. In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school District Superintendent. Specific guidelines are found in the individual annexes and appendices.

C. **Training and Exercise**

1. **(Insert School Name)** understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.

2. Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.

3. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.

4. **(Insert School Name)** will plan for 3 Evacuation, 1 Severe Weather/Shelter-in place and 1 Bus Evacuation drill. **(Insert School Name)** is encouraged to plan 1 Law Enforcement exercises during the school year. The types of drills and exercises will be determined by the District Emergency Management Coordinator in compliance with the provisions of PA 94-600 (105 ILCS 128) also known as the School Safety Drill Act. .

5.　　　(Insert School Name) will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relate to improving the school's ability to respond to and deal with emergencies.

D.　　Implementation of the Incident Command System (ICS)

1.　　　The designated incident commander (IC) for the school will implement the ICS team and serve as the IC until relieved by a more senior or more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.

2.　　　For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

E.　　Source and Use of Resources

1.　　　 (Insert School Name) will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:

A.　　　Request assistance from volunteer groups active in disasters.

B.　　　Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

4.　　Incident Command System

A.　　　(Insert School Name) intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.

B.　　　The Incident Commander is responsible for carrying out the ICS function of command—managing the incident. The IC may be the Superintendent or the building Principal initially, but may transfer to the appropriate emergency responder agency official. In order to clarify the roles, the school official in charge will be known as School Commander. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale

incidents, the IC and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.

C.　　In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the School Commander with work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

5.　　Incident Command System (ICS)—Emergency Operations Center (EOC) Interface

　　　　A.　　For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.

　　　　B.　　The IC is generally responsible for field operations, including:

　　　　　　1.　　Isolating the scene.

　　　　　　2.　　Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.

　　　　　　3.　　Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.

　　　　　　4.　　Determining and implementing protective measures (evacuation or in-place sheltering) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.

　　　　　　5.　　Implementing traffic control arrangements in and around the incident scene.

　　　　　　6.　　Requesting additional resources from the EOC.

　　　　　　7.　　The EOC is generally responsible for:

　　　　　　　　a.　　Providing resource support for the incident command operations.

　　　　　　　　b.　　Issuing community-wide warning.

　　　　　　　　c.　　Issuing instructions and providing information to the general public.

　　　　　　　　d.　　Organizing and implementing large-scale evacuation.

　　　　　　8.　　Organizing and implementing shelter and massive

arrangements for evacuees.

9.   In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

6.   Activities by Phases of Emergency Management

A.   This plan addresses emergency actions that are conducted during all four phases of emergency management.

B.   Mitigation/Prevention

1.   **(Insert School Name)** will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

2.   Hazard Analysis

3.   Identifying hazards

4.   Recording hazards

5.   Analyzing hazards

6.   Mitigating/preventing hazards

7.   Monitoring hazards

8.   Security Audit

C.   Preparedness

1.   Preparedness activities will be conducted to develop the response capabilities needed in the event an emergency. Among the preparedness activities included in the emergency operations program are:

a.   Providing emergency equipment and facilities.

b.   Emergency planning, including maintaining this plan, its annexes, and appendices.

c.   Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.

d.   Conducting periodic drills and exercises to test emergency plans and training.

e.   Completing an After Action Review after drills, exercises and actual emergencies.

f.   Revise plan as necessary.

D.   Response

1.   (Insert School Name) will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

E.   Recovery

1.   If a disaster occurs, _____ will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

F.   Emergencies Occurring During Summer or Other School Breaks

1.   If a school administrator or other emergency response team member is notified of an emergency during the summer (or when affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:

a.   Institute the phone tree to disseminate information to Emergency Response Team members and request a meeting of all available members. The phone tree is located in Appendix 6.

b.   Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.

c.   Notify staff or families of students identified in #2 and recommend community resources for support.

d.   Notify general faculty/staff by letter or telephone with appropriate information.

e.   Schedule faculty meeting for an update the week before students return to school.

f.   Be alert for repercussions among students and staff.

When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

D.   ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

1.   Organization

A.   General

Most schools have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate emergency operations. School organization for emergencies includes an executive group, emergency operations planning team, emergency response teams, emergency services, and support services.

B.   Executive Group

The Executive Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Executive Group includes the School Board, District Superintendent, District Emergency Management Coordinator, and School Principal.

C.   Emergency Operations Planning Team

The Emergency Operations Planning Team develops emergency operations plan for the district or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, coordinates (Insert School Name) planning activities and recruits members of the school's emergency response teams. There will be an EOPT at the district level and planning team at each school. The Emergency Operations Planning Team at the school level includes District Emergency Management Coordinator, Principal, School Resource Officer, Counselor(s), and Nurse(s). The emergency operations planning team members are listed in Appendix 7.

D.   Emergency Response Team

Emergency Response Teams assist the Incident Commander in managing an emergency and providing care for school employees, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable. The Emergency Response Teams include _____

E.   Volunteer and Other Services

This group includes organized volunteer groups and businesses who have agreed to provide certain support for emergency operations.

2.   Assignment of Responsibilities

A.   General

1.   For most emergency functions, successful operations require a coordinated effort from a number of personnel. To

facilitate a coordinated effort, district and school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions. A skills inventory for personnel is located in Appendix 12.

2.   The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the emergency plan that addresses that function. Listed below are general responsibilities assigned to the, Teachers, Emergency Services, and Support Services. Additional specific responsibilities can be found in the functional annexes to this Basic Plan.

B.   **Executive Group Responsibilities**

1.   **The School Board**

a.   Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.

b.   Review school construction and renovation projects for safety.

c.   Appoint a district Emergency Management Coordinator to assist in planning and review.

2.   **The District Superintendent**

a.   Obtain a resolution from the local school board giving needed authority and support to develop school emergency operations programs and plans.

b.   Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.

c.   Authorize implementation of emergency preparedness curriculum.

d.   Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.

e.   Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.

f.   Authorize immediate purchase of outside services and materials needed for the management of emergency situations.

g.   Implement the policies and decisions of the governing body relating to emergency management.

h.	Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or county/

i.	Coordinate emergency assistance and recovery.

**3.	The District Emergency Management Coordinator**

a.	Establish a school emergency operations plan review committee to approve and coordinate all emergency response plans.

b.	Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.

c.	Develop and coordinate in-service emergency response education for all school personnel.

d.	Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.

e.	Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.

f.	Request assistance from local emergency services when necessary.

g.	Serve as the staff advisor to the superintendent and principal on emergency management matters.

h.	Keep the superintendent and principal appraised of the preparedness status and emergency management needs.

i.	Coordinate local planning and preparedness activities and the maintenance of this plan.

j.	Prepare and maintain a resource inventory.

k.	Arrange appropriate training for district emergency management personnel and emergency responders.

l.	Coordinate periodic emergency exercises to test emergency plans and training.

m.	Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.

n.	Serve as the school's Emergency Management Coordinator.

o.	Organize the school's emergency management program and identify personnel, equipment, and facility needs.

p.	Encourage incorporation of emergency preparedness material into regular Curriculum.

q.	Provide copies of the school plan to the district superintendent and local Emergency Management office.

r.	Monitor developing situations such as weather conditions or incidents in the community that may impact the school.

s.	Create Critical Incident Response Kits for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency

t.	Establish an Incident Command Post

**4.	The School Principal**

a.	Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrives.

b.	With the assistance of the Public Information Officer, keep the public informed during emergency situations.

c.	Keep school board informed of emergency status.

d.	Coordinate with organized volunteer groups and businesses regarding emergency operations.

e.	Ensure that the plan is coordinated with the district's plans and policies.

f.	Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan.

g.	Ensure that school personnel and students participate in emergency planning, training, and exercise activities.

h.	Conduct drills and initiate needed plan revisions based on After Action Reports.

i.	Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:

1.	Provide instruction on any special communications equipment or night call systems used to notify first responders.

2.	Appoint monitors to assist in proper evacuation.

3.	Ensure that all exits are operable at all times while the building is occupied.

4.	Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.

j.   Act as Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.

5.   Emergency Operations Planning Team will:

a.   In conjunction with the district and local emergency services create and maintain the Emergency Operations Plan.

b.   In conjunction with the district and local emergency management officials, conduct a hazard analysis.

c.   Organize Emergency Response Teams.

d.   Recommend training for the Emergency Response Teams.

e.   Establish a partner system to pair teachers and classes so that teachers assigned to an Emergency Response Team, can fulfill the duties. The classroom buddy list is located in Appendix 5.

f.   Provide information to staff, student and community on emergency procedures.

g.   Provide assistance during an emergency in accordance with designated roles.

h.   Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.

6.   Emergency Response Teams will:

a.   Participate in the Community Emergency Response Team (CERT) program.

b.   Create annexes for their specific emergency function.

c.   Assist the superintendent and principal during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.

d.   Provide the following functions when necessary and when performing their assigned function will not put them in harm's way:

1.   Facility evacuation - The Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once and evacuation has taken place.

2.   First aid - The First Aid team will be trained to provide basic first aid to injured students and/or staff.

3.   Search and rescue - The Search and Rescue team will be trained in search and rescue operations.

They will perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for other responders.

4. Limited fire suppression - The Limited Fire Suppression team will be trained to provide light fire suppression and provide utility shut-off if necessary.

5. Damage assessment - The Damage Assessment team will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation.

6. Student/Parent Reunification - The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents.

7. Student supervision - The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring.

8. Support and security - The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them.

7. **Teachers will:**

a. Prepare classroom emergency Go Kits.

b. Participate in trainings, drills and exercises.

c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.

d. Check visually rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.

e. Maintain order while in student assembly area.

f. Verify the location and status of every student. Report to the incident commander or designee on the condition of any student that needs additional assistance.

g. Establish a buddy system for students and teachers with disabilities.

h. Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process."

8. **Technology/Information Services will:**

a. Coordinate use of technology.

b. Assist in establishment/maintenance of emergency communications network.

c. Assist in obtaining needed student and staff information from the computer files.

d. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.

e. Establish and maintain computer communication with the central office and with other agencies capable of such communication.

f. Establish and maintain, as needed, a stand-alone computer with student and staff data base for use at the emergency site.

g. As needed, report various sites involved in the communication system if there are problems in that system.

9. Transportation will:

a. Establish and maintain school division protocols for transportation-related emergencies.

b. Provide division-wide transportation for bus drivers.

c. Establish and maintain plans for the emergency transport of district personnel and students

d. Train all drivers and transportation supervisory personnel in emergency protocols involving buses and the school's emergency operations plan.

10. The School Incident Commander will:

a. Assume command and manage emergency response resources and operations at the incident command post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.

b. Assess the situation, establish objectives and develop an emergency action plan.

c. Determine and implement required protective actions for school response personnel and the public at an incident site.

d. Appoint additional staff to assist as necessary.

e. Work with emergency services agencies in a Unified Command.

E. DIRECTION and CONTROL

1. General

A. The Principal is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. In most situations, the Principal will

assume the role of Incident Commander. During disasters, he/she may carry out those responsibilities from the ICP.

B.   The District Emergency Management Coordinator will provide overall direction of the response activities of the school. During emergencies and disaster, he/she will normally carry out those responsibilities from the ICP.

C.   The Incident Commander assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.

D.   During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment to carry out mission assignments are directed by the Incident Commander. Each emergency services agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such a common communications protocol and Unified Command, may be adopted to facilitate a coordinated effort.

E.   If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

2.   **Emergency Facilities**

A.   Incident Command Post

1.   School Incident Command post should be established on scene away from risk of damage from the emergency. Pre-determined sites for command posts outside the school building will be identified in cooperation with local emergency responder agencies. Initially, the ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office.

2.   Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

3.   **Continuity of School Administration**

A.   The line of succession for the principal is:

1.   _____

2.   _____

3.   _____

B.   The lines of succession for each position shall be in accordance with the SOPs established by the school.

F.   **READINESS LEVELS**

1.   **Readiness Levels**

Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. A five-tier system is utilized. Readiness Levels will be determined by the Principal. General actions to be taken at each readiness level are outlined in the annexes to this plan; more specific actions will be detailed in departmental or agency SOPs.

2. **Readiness Action Level Descriptions**
    A.   The following readiness action levels will be used as a means of increasing the school's alert posture. (Based on the U.S. Department of Homeland Security.) Suggested by the U.S. Department of Education)
    1.   Green – Low
        a.   Assess and update emergency operations plans and procedures.
        b.   Discuss updates to school and local emergency operations plans with emergency responders
        c.   Review duties and responsibilities of emergency response team members.
        d.   Provide CPR and first aid training for staff.
        e.   Conduct training and drills.
        f.   Conduct 100% visitor ID check
    2.   Blue - Increased Readiness
        a.   Review and upgrade security measures
        b.   Review emergency communication plan
        c.   Inventory, test, and repair communication equipment.
        d.   Inventory and restock emergency supplies
        e.   Conduct emergency operations training and drills
    3.   Yellow – Elevated
        a.   Inspect school buildings and grounds for suspicious activities.
        b.   Assess increased risk with public safety officials.
        c.   Review crisis response plans with school staff.
        d.   Test alternative communications capabilities.
    4.   Orange – High
        a.   Assign staff to monitor entrances at all times.
        b.   Assess facility security measures.
        c.   Update parents on preparedness efforts.
        d.   Update media on preparedness efforts.
        e.   Address student fears concerning possible emergency.
        f.   Place school and district emergency response teams on standby alert status.
    5.   Red – Severe

        a.   Follow local and/or federal government instructions (listen to radio/TV).

        b.   Activate emergency operations plan.

        c.   Restrict school access to essential personnel.

        d.   Cancel outside activities and field trips.

        e.   Provide mental health services to anxious students and staff

G.   ADMINISTRATION and SUPPORT

1.   Agreements and Contracts

A.   Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.

B.   The agreements and contracts pertinent to emergency management that this school is party to are summarized in Appendix 1.

2.   Reports

A.   Initial Emergency Report

This short report should be prepared and transmitted by the Principal from the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.

B.   Situation Report

A daily situation report should be prepared and distributed by the Principal from the Incident Command Post during major emergencies or disasters.

C.   Other Reports

Several other reports covering specific functions are described in the annexes to this plan.

3.   Records

A.   Record Keeping for Emergency Operations

(Insert School Name) is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures.

B.   Activity Logs

    1.   The ICP and the district office shall maintain accurate logs recording key response activities, including:

a.   Activation or deactivation of emergency facilities.
b.   Emergency notifications to local emergency services.
c.   Significant changes in the emergency situation.
d.   Major commitments of resources or requests for additional resources from external sources.
e.   Issuance of protective action recommendations to the staff and students.
f.   Evacuations.
g.   Casualties.
h.   Containment or termination of the incident.

4.   Incident Costs
A.   The school shall maintain records summarizing the use of personnel, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future school budgets.

5.   Emergency or Disaster Costs
A.   For major emergencies or disasters, the school participating in the emergency response shall maintain detailed records of costs for emergency operations to include:
1.   Personnel costs, especially overtime costs
2.   Equipment operations costs
3.   Costs for leased or rented equipment
4.   Costs for contract services to support emergency operations
5.   Costs of specialized supplies expended for emergency operations
6.   These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

6.   Preservation of Records
A.   In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Personnel responsible for preparation of annexes to this plan will include protection of vital records in its SOPs.
B.   If records are damaged during an emergency situation, this school will seek professional assistance to preserve and restore them.

7.   Post-Incident and Exercise Review
A.   The Superintendent, District Emergency Management Coordinator, Emergency Operations Planning Team, and Emergency Response Teams

are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

H.   PLAN DEVELOPMENT and MAINTENANCE

1.   Plan Development and Distribution of Planning Documents
A.   The Emergency Operations Planning Team is responsible for the overall development and completion of the Emergency Operations Plan, including annexes. The school Superintendent is responsible for approving and promulgating this plan.

B.   Distribution of Planning Documents
1.   The Superintendent shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.
2.   The Basic Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts. The distribution list for the Basic Plan is located in Appendix 14.

C.   Review
1.   The Basic Plan and its annexes shall be reviewed annually by the School Emergency Operations Planning Team, emergency response agencies, and others deemed appropriate by school administration. The Superintendent will establish a schedule for annual review of planning documents.
2.   Update
a.   This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.
b.   The Basic Plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the Basic Plan is assigned to the Emergency Operations Planning Team.
c.   The Superintendent is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

I.   REFERENCES

1.   Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program
2.   Arizona Department of Education School Safety Plans and Resources
3.   FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools
4.   Washington State Emergency Management Division in Partnership
5.   Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools
6.   U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities
7.   Alaska Division of Homeland Security and Emergency Management: Safe Schools Training
8.   Missouri State Emergency Management Agency Missouri All-Hazards Planning Guide for Schools
9.   Jane's Safe Schools Planning Guide for All Hazards
10.   Los Angeles Unified School District Model Safe School Plan
11.   Fairfax County Public Schools Crisis Management Workbook
12.   Chicago Public Schools Emergency Management Plan
13.   Georgia Emergency Management Agency Family Reunification Protocol

APPENDIX 1

Summary of Agreements and Contracts

Insert applicable agreements and contracts her for *(INSERT SCHOOL NAME HERE)*

APPENDIX 2

Incident Command System Summary

Background

ICS is a management system that can be used to manage emergency incidents or non-emergency events such as celebrations. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

Features of ICS

ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:

1. Standard Management Functions

> **a. Command:** Sets objectives and priorities and has overall responsibility at the incident or event.
>
> **b. Operations:** Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.
>
> **c. Planning:** Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.
>
> **d. Logistics:** Provides support to meet incident needs, provides resources and all other services needed to support.
>
> **e. Finance/Administration:** Monitors costs, provides accounting, procurement, time recording, and cost analysis.

2. The individual designated as the Incident Commander (IC) has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.

3. Management By Objectives. At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, develop an action plan and provide operational guidance—select tactics appropriate to the strategy and direct available resources.

4. Unity and Chain of Command. Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization with only one Incident Commander and each person reporting to only one supervisor.

5. Organizational Flexibility. Within the basic ICS structure (depicted in Appendix 2), the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.

6. Common Terminology. In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.

7. Limited Span of Control. Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.

8. Personnel Accountability. Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.

9. Incident Action Plan. The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents.

Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.

10. Integrated Communications. Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.

11. Resource Management. Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.
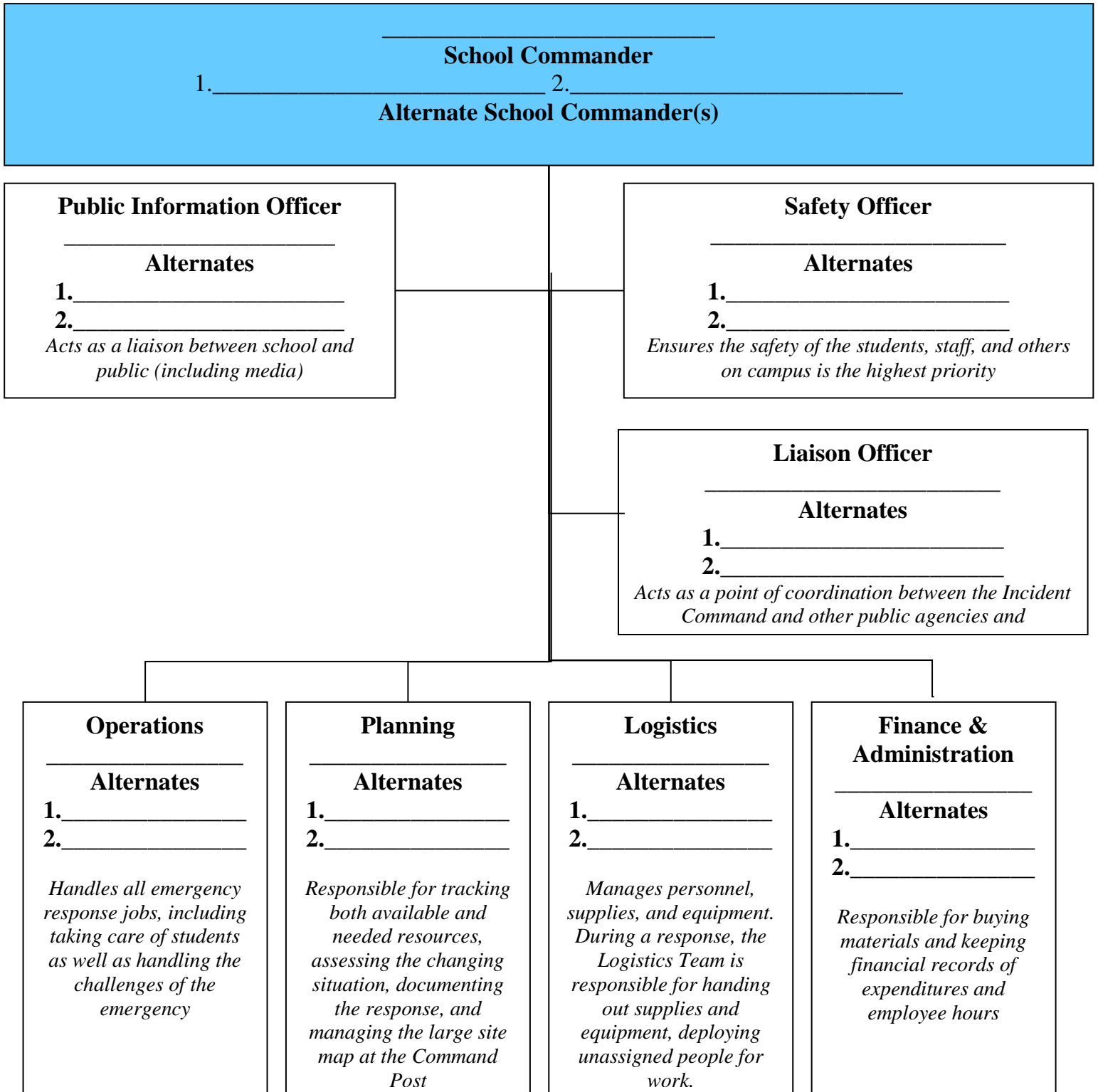
Unified Command

1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.

2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

APPENDIX 3

Incident Command Structure

Insert ICS staff assignments and back-up personnel assignments here

---

School Commander
_____
1._____ 2._____
Alternate School Commander(s)

Public Information Officer
_____
Alternates
1._____
2._____
Acts as a liaison between school and public (including media)

Safety Officer
_____
Alternates
1._____
2._____
Ensures the safety of the students, staff, and others on campus is the highest priority

Liaison Officer
_____
Alternates
1._____
2._____
Acts as a point of coordination between the Incident Command and other public agencies and

Operations
_____
Alternates
1._____
2._____
Handles all emergency response jobs, including taking care of students as well as handling the challenges of the emergency

Planning
_____
Alternates
1._____
2._____
Responsible for tracking both available and needed resources, assessing the changing situation, documenting the response, and managing the large site map at the Command Post

Logistics
_____
Alternates
1._____
2._____
Manages personnel, supplies, and equipment. During a response, the Logistics Team is responsible for handing out supplies and equipment, deploying unassigned people for work.

Finance & Administration
_____
Alternates
1._____
2._____
Responsible for buying materials and keeping financial records of expenditures and employee hours

APPENDIX 4

Campus Map

Insert map of campus and surrounding area. At minimum, include the following information on the map:

- *Primary evacuation routes*
- *Alternate evacuation routes*
- *Handicap evacuation areas*
- *Utility access/shut-off for*
- *Gas*
- *Water*
- *Electricity*
- *HVAC System*
- *Telephone System*
- *Site assignments and Staging Areas*
- *Hazardous Material storage areas*
- *Heat plants/boilers*
- *Room numbers*
- *Door/window locations*
- *Any other information deemed appropriate by your planning committee*

Note:

- *Primary and Alternative evacuation route maps should be posted in each room of each building on campus.*
- *It is recommended that you develop a diagram of the entire campus site and surrounding areas. In an emergency, a diagram may be easier to read than blueprints. Consult with your local emergency responder agencies on what type of maps they prefer. Blueprints of the site should also be available in addition to the map or diagram. Blueprints may be necessary in certain fire or tactical situations.*

APPENDIX 5

Classroom Teacher Buddy List

Guidelines for Preparing a Buddy Teacher List

- Assign teachers in adjacent or nearby rooms as buddies.
- Review evacuation routes and procedures with entire staff.
- During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each other's health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
- Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.
- If necessary, one buddy teacher should evacuate both classrooms. In these cases, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it). If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
- Ensure that each classroom contains a "go kit" that contains the teacher's class roster and the buddy teacher's class roster.
- Immediately following student accounting, one member of each buddy team must check in at the Command Post.
- In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher is then available for assignments.
- Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.

Teacher. . .	. . .Buddies With. . .

APPENDIX 6

Phone Tree

Insert phone tree

APPENDIX 7

Emergency Operations Planning Team

	Title/Name	Phone Number	Email Address	Other
District Emergency Management Coordinator				
Principal				
School Resource/ Liaison Officer				
Building & Grounds Supervisor				
Transportation Director				
Counselor(s)				
Nurse(s)				
Other Staff				

APPENDIX 8

Emergency Contact Numbers

Public Safety Agencies Number
- General Emergency
- Police/Sheriff/Fire
- Poison Control
- Local Hospital

District Contacts Number
- Superintendent
- School Safety
- Transportation
- Operations
- Food Services
- Health Services

School Contacts Number
- Principal
- Assistant Principal
- School Nurse
- Counselor
- School-Based Law Enforcement
- Resource Officer
- Maintenance Department

NOTE: Determine the appropriate sequence required to **dial 911** from your sites phone system.

APPENDIX 9

Resource Inventory

Insert resource inventory of emergency equipment.

Include:
- Communications equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

Note: Identify any and all available resources that may be used or may be needed in the event of emergency. Also identify the locations of these emergency supplies.

APPENDIX 10

Same 'School/Parent' Letter

X/XX/XXX

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed emergency operations plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.

2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:

- He/she is 18 years of age or older.
- He/she is usually home during the day.
- He/she could walk to school, if necessary.
- He/she is known to your child.
- He/she is both aware and able to assume this responsibility.

3. Turn your radio to for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via the School District cable on Channel. In addition, information regarding day-to-day school operations will be available by calling the District Office.

4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency

Students will be released only to parents and persons identified on the School District Emergency Card. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian.

 In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible.

When the dangerous incident has subsided, an all-clear signal will be given.
Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,
Principal
(Insert School Name)

APPENDIX 11

Staff Skills Survey & Inventory

Name & School _____/_____ _____
<div align="center">Name   School   Room #</div>

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING. CIRCLE YES OR NO WHERE APPROPRIATE.

_____ First Aid (current card yes/no)   _____ CPR (current yes/no)   _____ Triage   _____ Firefighting

_____ Construction (electrical, plumbing, carpentry, etc.)   _____Running/Jogging/physical fitness

_____ Emergency Planning   _____ Emergency Management   _____ Search & Rescue

_____ Law Enforcement   Bi/Multi-lingual (what language (s)) _____

_____ Mechanical Ability   _____ Structural Engineering   _____ Bus/Truck Driver
        (CDL yes/no)

_____ Shelter Management   _____ Survival Training & Techniques   _____ Food Preparation

_____ Military Experience (current   _____ CB/Ham Radio Operator   _____Journalism
        (reserves/national guard yes/no)

_____ Camping   _____ Waste Disposal   _____ Recreational Leader

DO YOU KEEP A PERSONAL EMERGENCY KIT? _____ In your car? _____ In your room? _____

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY?
(i.e., athletic bibs, traffic cones, carpet squares, first aid kit, tarps, floor mats, etc.) _____ Yes _____ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT COULD BE USED AN IN EMERGENCY? _____ YES _____ NO
PLEASE LIST EQUIPMENT AND MATERIALS.

_____

_____

COMMENTS _____

_____

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?

_____

_____

APPENDIX 13

Master Campus Schedule

Insert Master Campus Schedule

APPENDIX 13

Emergency Response Drill Log

School: _____**District:**_____

    Date   **Type of Drills**   **Comments**

-

APPENDIX 14

Distribution List

Insert Distribution List

APPENDIX 15

Security Audit

Insert Security Audit information

K. ANNEX - Restricted Information

1. PLANNED RESPONSES - ACTION GUIDES

A. Functional Protocols-Immediate Response Actions
- Evacuation Procedures
- Reverse Evacuation
- Lockdown
- Shelter-in-Place Procedures
- Drop, Cover and Hold Procedures
- Off-Campus Evacuation
- Mental Health/Crisis Intervention

B. Incident Specific Procedures
- Bomb Threat/Suspicious Packages
- Bus Accidents
- Fires
- Intruder/Active Shooter/Hostage Situation
- Nuclear Power Plant Accident
- Severe Weather
- Hazardous Materials Release (indoors and outdoors)
- Earthquakes
- Active Shooter/Armed Intruder
- Utilities Loss or Failure
- Media
- Structural Failure
- Medical Emergency
- Public Health Emergency

Functional Protocols (District-wide)

Functional protocols form the district-wide core responses to incidents in the Emergency and Crisis Response Plan. These are written action steps that are implemented when a crisis situation calls for specific response procedures which include:

- lockdown,
- evacuation,
- reverse evacuation,
- shelter-in place,
- duck and cover,
- family reunification,
- off-campus evacuation and
- crisis intervention (mental health)

The difference between a functional protocol and an incident specific procedure is that a single functional protocol may be included in one or more specific emergencies. For example, shelter-in-place may be included one of several responses to an outside hazardous material spill and may include reverse evacuation into the building and/or an off campus evacuation, depending on the circumstances. A school shooting would result initially in a lockdown, and then off campus evacuation, family reunification and crisis intervention (counseling/post trauma stress debriefing).

Evacuation

Purpose: *Whenever it is determined that it is safer outside than inside the building (I.E., fire, explosion, hazardous material spill inside, structural failure, etc.)*

School Commander:
- Designate someone to Call 9-1-1, identify the name of the school, describe the emergency, state the school is evacuating, and identify the location of the school command post.
- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

"YOUR ATTENTION, PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA."

- Notify the district office of the school evacuation.
- Designate someone to contact the Transportation Director or bus service to take students to the alternate off-campus relocation site.

Office staff:
- Take visitor log and student sign out sheet to the assembly area.

- Gather headcount information from teachers and inform the principal or incident commander of any missing student(s) or staff.

Teachers:
- Teachers will instruct students to evacuate the building, using designated routes, and report to their assigned Assembly Area. Designate a student leader to help move your class to the assembly area
- Close your door, turn off your lights
- If the exit route is blocked, follow an alternate exit route.
- Bring your class lists, phone lists, and classroom Go Kit materials
- All staff will sweep the bathrooms, hallways and common areas for visitors, staff and students while exiting.
- Take attendance, specially noting any students in other activities or services such as band, orchestra, choir, speech, chess, etc. that are missing. Display GREEN status card to indicate all students accounted for or use RED status card to indicate someone is missing or injured. Report any missing students or staff to the area coordinators
- • At the assembly area, teachers and students will stay in place until further instructions are given.

Support Staff:
- Return all of your students to their classroom designated assembly areas or a buddy teacher, avoiding area(s) of hazard
- Report to the Unassigned Staff Area. You may be needed in another capacity as the incident unfolds

Reverse Evacuation

Purpose: When conditions are safer inside the building than outside such as: severe weather, community emergency, gang activity, hazardous material release outside, etc.)

School Commander:
- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio telephones, or runners to gather school community inside.
- Notify the district office of the situation.

Teachers:
- Immediately move back to classrooms or safe areas (if it is safe to do so) using the closest entry.
- If movement into the building would present a danger to persons outside, teachers and staff outside will direct students to the designated assembly areas or off-campus assembly site.

- Teachers will take attendance and account for all students. Report any missing students to administration
- No students or staff are allowed outside the building..
- Close and lock all exterior doors and windows. Monitor the main entries until the "All Clear" is given.

Lockdown

Purpose: Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (I.E. Intruder, shooting, hostage incident, gang fights, civil disturbance, etc.)

School Commander:
- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

"YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO LOCKDOWN THE SCHOOL IMMEDIATELY. TEACHERS LOCK YOUR DOORS AND KEEP STUDENTS INSIDE UNTIL FURTHER NOTICE: STUDENTS OR STAFF ARE TO RETURN TO THE NEAREST CLASSROOM OR OFFICE. IGNORE ALL ALARMS AND BELLS UNLESS ADVISED OTHERWISE."

- Designate someone to Call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediate move to the off-campus assembly area(s), account for the students and be prepared to evacuate off-campus to a relocation site.
- Direct staff to switch bells to manual mode and deactivate the fire alarm.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify district office
- Direct staff to turn off alarms and bells

Office Staff:
- Stay by the phones to wait for additional procedures from district office and incident commander.
- Remotely check status of classrooms via PA., telephone, computer or other methods
- Assist the principal or Incident Commander establishes the school command post.

Custodians:
- Close and lock all delivery doors.

- Direct any contractors, delivery drivers, or vendor repairmen located inside the building into a safe area and lock the door.

Teachers:
- Clear the hallway and bathrooms by your room moving everyone into the classroom.
- Lock your doors, turn off your lights, and shut your blinds and windows
- Move students and staff away from the doors and windows.
- Have all persons sit down against an interior wall.
- Place a GREEN or RED status card on/under your door and window. (Green signifies everything is ok, Red means emergency assistance is need)
- If a life threatening situation exists, exit immediately to a place of safety.
- Ignore all bells and alarms unless otherwise instructed
- Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
- Allow no one outside of the classroom until the Incident Commander gives the "All Clear" signal.
- If outside, teachers will move students to the designated off-campus assembly area and wait for further instructions

Consider using a duress code to authenticate any all-clear signal
(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)

Shelter-in-Place

Purpose: Provides a refuge for students, staff and the public inside the school building during an emergency such as severe weather or hazardous material release outdoors. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

School Commander:
- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

"YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATE SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM."

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio, telephones, or runners to gather staff and students inside.

- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning system to stop the inflow of outside air into the building.
- Notify district office the school is **SHELTERING-IN-PLACE.**
- Monitor the NOAA weather radio
- Be prepared to announce change in status ("DROP, COVER AND HOLD" or "All Clear")

Custodians:
- Shut off utilities (if necessary).
- Turn off ventilation systems (Heating, ventilation and air conditioning) as appropriate.
- Post Shelter in Place cards at the primary entrances to the building(s).

Teachers:
- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets, and hallway without large windows or doors.
- Close classroom doors and windows when leaving.
- Have everyone kneel down and be ready to cover their heads to protect from debris.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
    a. For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest (ravine or open ditch) or low spot away from trees and power poles.
    b. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- Move students from mobile classrooms to an interior safe area in a permanent structure.
- All persons must remain in shelter until notified by the Incident Commander or emergency responders.

Drop, Cover and Hold

Purpose: Drop. Cover and Hold is used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or earthquake.

- Inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

- All students and staff who have moved to shelter or safe areas in the building in response to severe weather, should kneel down against the wall and cover their head with their arms and hands.

- Outside, teachers will instruct students to drop to the ground, place their heads between their knees and cover their head and eyes with their arms and hands.

- Instruct everyone to move away from windows.

- Teachers should account for their students and report any student missing to the administration.
- The School Commander may order an evacuation if the situation warrants and it is safe to do so.

Off-Campus Evacuation

Purpose: This protocol is used when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to their parents or guardians. During emergencies, parent, relatives, and friends often rush to the school incident site to check on the safety of students and staff. The resulting blockage of streets and large number of people can severely hamper response actions by emergency agencies. The most effective way to prevent this chaos is to redirect those concerned individuals to a site that is remote from the school and to evacuate students and staff to that site.

School Commander:
- The School Commander will advise the Incident Commander of the decision to implement the protocol and begin setting up the bus evacuation staging area.
- Determine the appropriate pre-designated relocation site and evacuation route. Decide if it is safe for the students/staff to walk to the relocation or if buses are required.
- Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during Family Reunification.
- The School Commander or designee will order an OFF-CAMPUS EVACUATION and FAMILY REUNIFICATION at a pre-designated relocation site with the following announcement:

  "YOUR ATTENTION PLEASE. FOR SAFETY REASONS, WE ARE EVACUATING OFF SITE TO _____ LOCATED AT _____. WE WILL BE IMPLEMENTING THE FAMILY REUNIFICATION FROM THAT LOCATION."

- Direct staff to move students to the evacuation staging area for loading onto buses.
- Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.

- Request the district office to activate appropriate system-wide Crisis Response Teams from each school and send them to the relocation site to assist with Family Reunification.
- Provide the school media/public information representative with detailed instructions via fax or prepared information release to read to the public in order to direct concerned relatives to the Family Reunification Site.
- Designate someone as the Reunification Site Commander.

Teachers and staff
- Take your class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- After evacuating, take roll and account for all students. Report any missing students to school administration. Hold up the RED status card to indicate you have missing or injured students. Use the GREEN status card if everything is ok.
- Maintain control of your class. After receiving the alert for OFF CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site.
- Ensure special needs students and staff are assisted. Request help if needed.
- While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the reunification site commander upon arrival.
- Follow the instructions of the Family Reunification site staff when you arrive. You may be asked to assist in staffing the site.

FAMILY REUNIFICATION

Purpose: The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

School Commander:
- The School Commander after consulting with the Incident Commander will determine the appropriate pre-designated relocation site and safe evacuation route.
- The School Commander will notify the contact person at the relocation site to prepare for arrival of students.
- Designate a Reunification Site Commander.
- Request the District Office to send personnel to staff the Family Reunification Center.

Reunification Site Commander:
- Establish a command post
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.

- Secure a holding area for arriving students and staff away from waiting family members
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

Teachers
- Provide a list of evacuees to the reunification site staff upon arrival.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification Center staff when you arrive. You may be asked to assist in staffing the site.

Mental Health/Crisis Intervention

Purpose: These procedures are intended to guide staff in responding to more frequently occurring crisis such deaths, injuries, emergencies or other traumatic events impacting the school community. As a result of such incidents, students and staff may exhibit a variety of psychological reactions. As soon as the safety of those involved have been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Knowing what to do if such as crisis occurs will minimize the chaos, rumors and the impact of the event on other students and staff.

School Commander:
- Notify the Superintendent of the incident or emergency.
- Ensure the designated media or public information officer is notified and briefed on the circumstances and actions taken. Request the PIO to prepare formal announcement and media release.
- Activate the school Crisis Intervention Team and assign duties. Request additional district level support from teams from other schools or community-based mental health resources if needed.
- Notify building support staff including counselors, psychologists and social workers.
- Convene an emergency staff meeting. Invite outside professionals to join the meeting to help staff members process their own reactions to the situation.

- Determine if additional district/community resources are needed—or are needed to "stand by"—to effectively manage the crisis, and notify them if appropriate.
- Assign staff to monitor the grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, make parent notification and inform them of the situation.
- Make an initial announcement over the PA system to the entire school. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries.
- Immediately following resolution of the crisis, convene the Crisis Intervention Team for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feeling and reactions.

Mental Health/Crisis Intervention Team:
- Assess the range of crisis intervention services needed during and following an emergency or event.
- Advise and assist the school administrator to restore regular school functions as efficiently and as quickly as possible.
- Provide direct intervention services, critical incident stress debriefings, on going assessment of needs and follow-up services as required.
- Identify locations in the school designated for individual or group counseling and make a building wide announcement.
- Identify, gather, and inform the siblings, closest friends and teachers of the deceased/injured and provide counseling support. Notify parents of affected students regarding available community resources.
- Provide grief support for students/staff in designated building areas. Ensure parents of any students seeking support are notified of the impact of the event on their child.
- Review and distribute guidelines to help teachers with classroom discussions.
- Stand-in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
- Assign a counselor, psychologist, social worker or other designated staff to follow a deceased/injured student's class schedule for the remainder of the day if that will help teachers in those classes.
- Notify feeder schools regarding siblings or other students predicted to be strongly affected.

Teachers and staff:
- Seek crisis intervention services or counseling if you are experiencing difficulty coping with the event.
- Provide stress management during class time. Allow students to talk about what they felt or experienced in response to or during the event. Encourage
- Be prepared for some outbursts and disruptive behaviors. Refer students experiencing stress to counseling.
- Allow for changes in normal routines or test schedules.

- Anticipate a recurrence of emotions and trauma on the anniversary date of the incident.

Bomb Threat

Call Taker: Upon receiving a message that a bomb has been placed in school:
- Use bomb threat checklist. (Page ___of Emergency Response Plan)
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)
- Listen closely to caller's voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial *57 to trace call. (May be different on your phone system)
- Notify the Principal/School Commander or designee.

School Commander:
-
- School Commander or designee notifies law enforcement by calling 911 (Insert the actual sequence to dial 911 from your phone system).
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the Public Address system:

"YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. SEARCH TEAM MEMBERS PLEASE REPORT TO_____ ALL TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF."

The School Commander and law enforcement agency will make a decision to:
- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Notify the district Superintendent.
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.
- Assemble and brief the Search Team members at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement official, order an EVACUATION selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Direct students and staff, "DO NOT take personal belongings, coats or backpacks." "Teachers and staff will leave their windows and doors open when exiting."
- Students and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 Feet. is the general rule. Consult with Fire and Police officials

- Arrange for person who found a suspicious item to talk with law enforcement official.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- After consulting with the Superintendent, and the Incident Commander, the School Commander may move students to _____ if weather is inclement or building is damaged.   (primary relocation center)
- The school commander will notify staff and student of the termination of the emergency and to resume normal operations.

Teachers and staff:
- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the School Commander or Search Team members.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to assembly area.
- Teachers will open classroom windows and leave classroom doors open when exiting.
- Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate student or staff is missing or you need immediate assistance. Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared to for Off-Site Evacuation if ordered.
- If given the "All Clear" signal, return to the building and resume normal operations.

BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

1) When is the bomb going to explode?

2) Where is it right now?

3) What does it look like?

4) What kind of bomb is it?

5) What will cause it to explode?

6) Did you place the bomb?

7) Why?

8) What is your address?

9) What is your name?

Exact wording of the threat: _____

_____
_____
_____
_____
_____

Sex of Caller: _____   Race: _____

Length of call: _____   Age: _____

Date: _____   Time: _____

Number at which call was received: _____

 Notes:

Callers Voice - Circle as applicable:

• Calm	• Nasal
• Angry	• Stutter
• Excited	• Lisp
• Slow	• Raspy
• Rapid	• Deep
• Soft	• Ragged
• Loud	• Clearing Throat
• Laughter	• Deep Breathing
• Crying	• Cracked Voice
• Normal	• Disguised
• Distinct	• Accent
• Slurred	• Familiar

If voice is familiar, whom did it sound like?

_____

Background Sounds:

• Street Noises	• Factory Machinery
• Animal Noises	• Voices
• Clear	• PA System
• Static	• Local Call
• Music	• Long Distance
• House Noises	• Phone Booth
• Motor	• Office Machinery

• Other _____

Threat Language:

• Well Spoken (educated)	
• Incoherent	• Taped
• Foul	• Message read
• Irrational by threat maker	

Remarks: _____

_____
_____

BUS ACCIDENT

Bus Driver/Monitor:
- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire
- If conditions are safer outside the bus than inside, evacuate the bus
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the school district/bus company office and provide the following information:
  1. Who
  2. What,
  3. When,
  4, Where(location)
  5. Why and needs
- Do not discuss details of the accident with media
- Do not release any students to anyone unless told to do so by school district administration or law enforcement
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Commander:
- Dispatch the district transportation director, school administrator or designee to the accident location.
- School official(s) at the scene will access level of support needed and convey this to the School Commander and Superintendent's office.
- School Commander or designee at the scene will report the names of student passengers, their conditions disposition, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The School Commander or building principal will ensure any special health information or medication for any injured student is sent to the hospital.

Superintendent
- If multiple hospitals are used, the Superintendent's office will send an administrator to each hospital.

- The Superintendent or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital the student where the student was taken.
- District staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release and parent letter of explanation for the same day distribution, if possible.

FIRE

In the event a fire or smoke from a fire has been detected:
- Any staff discovering fire or smoke will signal the fire alarm, and report the fire to the School Administrator.
- The School Commander or designee will immediately initiate an EVACUATION announcement, direct staff to call 9-1-1 to verify the fire alarm and notify the district office.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the Assembly Areas.
- No one may re-enter building(s) until entire building(s) is declared safe by the fire department

Administration:
- School Commander or designee calls 911 (Insert the actual sequence to dial 9-1-1 from your phone system) to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
- School office staff will take the visitor log, student sign-out sheet and the Critical Incident Response Kit and evacuate to the designated school command post.
- Office staff will obtain student roll from teachers and inform the principal or incident commander of any missing students
- After consulting with Superintendent, fire department and law enforcement officials, the School Commander may direct an off-site evacuation to _____ if weather is inclement or building is damaged. (Primary relocation center)
- School Commander notifies students and staff of termination of emergency, return to the building and resumes normal operations.

Teachers
- Take the class roster , the emergency Go Kit and lead students out of the building to the designated assembly area(s). Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Close the classroom door and turn out the lights upon exiting confirming all students and personnel are out of the classroom.

- Take attendance at the assembly area after being evacuated. . Hold up the GREEN status card to indicate all students are accounted for. Use the RED status card to indicate a student or staff is missing or you need immediate assistance.
- Be prepared to move students if an OFF-CAMPUS EVACUATION is ordered.
- Keep your class together and wait for further instructions.

INTRUDER/HOSTAGE

Intruder- When an unauthorized person enters school property:
- Notify School Commander.
- Ask another staff person to accompany you before approaching guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:
- Warn intruder of consequences for staying on school property.
- Notify security or police and Principal if intruder still refuses to leave. Give police full description of intruder. (Keep intruder unaware of call for help if possible)
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- School Commander notifies Superintendent and may issue Lockdown procedures (see Lockdown Procedures section).

Hostage Situation:
- If hostage taker is unaware of your presence, do not intervene.
- Notify the Principal or main office.
- School Commander or designee will announce LOCKDOWN action.
- The SC or designee will ensure staff outside are notified of the LOCKDOWN and to move students away from the building to the outside assembly areas.
- The SC or designee will call 9-1-1 immediately (insert he actual sequence to call 9-1-1 from your phone system). Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN. Ask for assistance from hostage negotiation team.
- The SC or designee will redirect any buses enroute to the school to an alternate location.
- School Commander notifies Superintendent.
- The SC will give control of scene to police and hostage negotiation team.
- The SC will ensure detailed notes of events are taken.

- Teachers and staff will implement LOCKDOWN procedures upon hearing the alert. If outside, move to campus assembly areas and wait for further instructions.
- Everyone should remain in lockdown until given the "All Clear" or if directed in person by a uniformed law enforcement officer.

If taken hostage:
- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

NUCLEAR POWER PLANT RADIOLOGICAL EVENT

Schools within 10-mile radius (Insert facility name(s)) Nuclear Station: Listen for 3 to 5 minute steady siren blast. This signals public to tune their radios to an Emergency Alert Station (EAS). Schools will be notified if radiological release requires protective actions. There are two basic protective actions: Sheltering and Evacuation.

Sheltering Notification:
- Bring all persons inside building(s).
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put food in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

Administration:
- School Commander announces EVACAUATION alert to students and staff directing them to remain the classrooms until transportation arrives and a second notice is given to load the buses.
- School Commander contacts (transportation coordinator) and informs him/her that an EVACUATION and OFF CAMPUS RELOCATION has been ordered.
- School Commander or designee notifies the relocation center to activate the FAMILY REUNIFICATION PROTOCOL.
- Activate the parent notification protocol and direct them to the relocation site.
- Order teachers and support staff to close all windows.
- Direct staff to turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Post evacuation signs at the main entrances to the building.

Teacher responsibilities during evacuation and movement to relocation site:
- Return to homeroom or keep classes intact.
- Take roll.

- Explain evacuation/off-campus relocation procedures to students.
- Instruct students to take belongings.
- Wait in classroom until School Commander or designee informs teachers that buses have arrived.
- Take class roster, emergency Go Kit and move students to the bus staging area for loading.
- Take roll again after arriving at the relocation center

SEVERE WEATHER

When a Severe Weather Watch or Warning has been issued in the area near the school.

Severe Weather Watch has been issued:
- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into the building.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review "DROP COVER and HOLD" procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school
- The School Commander will announce SHELTER-IN-PLACE alert signal
- The SC will direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in "DROP, COVEFR and HOLD" positions until the danger passes.
- The SC will direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Evacuate students and staff from any mobile classrooms in to the building.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

HAZARDOUS MATERIAL RELEASE

Hazardous material (haz-mat) release is an incident involving the discharge or spill of a biological or chemical substance including release of radioactive materials. Internal haz-mat incidents may occur from activities in a school laboratory, vocational technical area, or maintenance shop. External haz-mat exposure often results from an accident involving a train or truck carrying hazardous materials or an explosion or spill at an industrial site.

Substance Released Inside A Room or Building

- The School Commander (SC) will initiate an EVACUATION alert. Direct staff to use designated routes or other alternate safe routes to assigned Assembly Area(s) upwind or cross wind from the affected room or building.
- The SC directs staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system,) provide the name and location of the school, state the emergency and describe actions to safeguard students and staff and identify the location of the school command post.
- The SC or staff will notify the Superintendent's office and request activation of media and parent notification protocol.
- The SC will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The SC will establish a school command post outside the school and brief fire officials when they arrive.
- Refer media to:

  _____   _____
        District spokesperson   Telephone Numbers (home, work, mobile)

- Teachers should take attendance at their outside Assembly Area and report any missing or injured students to administration.
- After evacuation, persons who have come into direct contact with haz-mat substances should be taken to a decontamination area.
- The SC will determine if an off-campus evacuation to a relocation site is necessary. If so, request transportation resources from the district. Alert staff to move to students to designated transportation site.
- Request law enforcement officials to assist with evacuation and assign officers to the relocation site.

Substance Release Outdoors:
- The School Commander (SC) will immediately announce a SHELTER-IN-PLACE alert and a REVERSE EVACUATION into the building for all students and staff outside the building.
- The SC or designee will call 9-1-1 (Insert the actual sequence to dial 911 from your phone system) identify the name/exact location of the school, describe the

emergency, state what actions are being taken to safeguard students/staff and remain on the line until told otherwise.

- The SC will direct staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- The SC will notify the Superintendent's office and request activation of media and parent notification protocol.
- Refer media to:

_____

      District Spokesperson   Telephone Numbers (home, work, mobile)

- The SC will ensure all buses enroute to the school are re-directed to the alternate relocation site and deposit the student there for reunification with parents.
- Teachers and staff outside will immediately move into the building using the nearest entrance and proceed to the designated safe areas. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- The SC will turn on a radio or television to monitor information concerning the incident.
- The school will remain in SHELTER-IN-PLACE until the fire official or appropriate agency provides clearance or the staff is otherwise notified by the Superintendent.
- When emergency responders determine it is safe to do so, the SC will give the "All Clear" signal to staff and students and announce whether school will resume normal activities, dismiss early or complete a non-emergency evacuation and movement to an off-campus relocation site for parent reunification.

EARTHQUAKE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

School Commander:
- The School Commander (SC) or designee will call 9-1-1(if necessary) (Insert the actual sequence to dial 911 from your phone system)
- After the shaking stops, the SC will initiate an EVACUATE BUILDING alert. Staff and students will evacuate using designated routes or alternate routes to the outside Assembly Area(s).
- The SC will contact the Superintendent's office and activate the media and parent notification protocol.
- The SC will establish a school command post and medical triage site on campus.
- The SC will direct staff to shut off utilities and notify the appropriate utility company of damages (e.g., gas, power, water or sewer)

- The SC will consult with emergency management and public safety officials to determine if the buildings are safe for reoccupancy.
- The SC will consult with the Superintendent concerning closing school. They will decide whether to announce dismissal students from the school or EVACUATE student's off-campus to an alternate relocation site for Parent Reunification.
- If an off-campus EVACUATION is ordered, activate the parent notification procedures and notify the appropriate law enforcement agency to request assistance at the relocation site.

Teachers and staff:
- Upon the first indication of an earthquake, teachers should direct students to DROP, COVER and HOLD, seek shelter under desks and move away from windows and overhead hazards.
- If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- If EVACUATION is ordered, teachers will bring their student roster and emergency Go Kit, take attendance at the Assembly Area, and report any missing or injured students.
- Designated staff will check for injuries and provide appropriate first aid.
- Be prepared to relocate to a remote site if an off-campus evacuation is ordered.

ACTIVE SHOOTER/ARMED INTRUDER

An active shooter or armed assault on campus involves one or more individual's intent on causing physical harm to students and staff. Intruders may possess a gun, a knife a bomb or other harmful device.

Administrator
- The School Commander (SC)/Principal will direct staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system), give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officer (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- The SC will announce a building-wide LOCKDOWN alert. Direct staff and students outside the building to move immediately to the campus Assembly Area(s) and be prepared to EVACUATE off-campus if necessary.
- The SC will direct any support staff outside to stop pedestrians from entering school grounds and stop all vehicles from entering the campus until police arrive.
- The SC will ensure any buses enroute to the school are redirected to the pre-designated Relocation Site.

- The SC will secure the administration office as a command post and retrieve the Critical Incident Response Kit. If the incident is occurring at the administration office, the SC will designate an alternate command post.
- The SC will assign someone to meet and brief arriving law enforcement officers.
- The SC or designee will switch bells to manual mode and disarm the fire alarm.
- The SC will direct office staff to contact the classrooms via intercom or alternate means of communication to check status.
- The SC will notify the Superintendent's office and request activation of media and parent notification protocols
- Refer media to:

_____.
     District Spokesperson   Telephone Numbers (home, work, mobile)

- Assign staff to meet and brief responding law enforcement officers.

Teachers:

- Upon first indication of an armed intruder, staff should immediately notify the School Administrator and go to LOCKDOWN. .
- Clear students from the hallway and bathrooms outside the classroom immediately.
- Close and lock all doors and windows, pull down the shades and turn off the lights.
- Tell the students to get down on the floor up against an interior solid wall and remain quiet
- Account for all students and report any additional non-class students sheltered in the room and any missing students
- Place a RED or GREEN card on an outside window, on inside door window or under the door to communicate with first responders. A GREEN card means "Everything is OK in the classroom"; a RED card means, "Emergency assistance is needed."
- Teachers, staff and students will remain in LOCKDOWN until given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an intruder enters the classroom use a pre-determined code to communicate when the office calls for a status check.
- If an intruder enters and begins shooting, "TELL THE STUDENTS TO GET OUT ANY WAY POSSIBLE", exit the building or run to another location that can be locked.

Recovery

- After the intruder(s) have been subdued, the School Commander will announce an EVACUATION and OFF-CAMPUS RELOCATION to an alternate site for FAMILY REUNIFICATION.

- The SC will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The SC will request bus transportation or alternate transportation to the relocation site.
- The SC will request the district activate media and parent notification protocols and direct parents to go to the relocation site.
- Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned Assembly Areas, take attendance and move to the buses for transport.
- The SC will activate the district Crisis Response Team and notify area mental health agency to provide counseling and mental health services at the relocation site.
- The SC will debrief the school Emergency Management Team.
- The Superintendent in consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public

(Note: The school is a crime scene and will require a thorough search and processing.)

UTILITY LOSS OR FAILURE

Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be relocated until the power is restored.

- Upon notice of loss of utilities, the School Commander (SC) will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE or EVACUATION. The SC may direct staff to shut off utilities, as deemed necessary.
- The School Commander will contact the local utility company (see emergency contact section) and determine the anticipated duration of the outage.
- The School Commander will confer with the Superintendent and determine whether school should be closed and classes temporarily suspended. If so, activate parent and media notification protocols.
- In the event of a gas leak, the School Commander will direct staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system) give name and exact location of the school, state the emergency, identify affected area(s) of the building, announce the school is EVACUATING and provide the location of the school command post outside.
- For gas leaks, the School Commander will order an EVACUATION and open windows. DO NOT ACTIVATE THE FIRE ALARM and transfer school bells to manual mode. Direct staff to shut off all utilities.
- If evacuating, teachers and staff should follow evacuation procedures avoiding areas of hazard, assemble at designated assembly area, take attendance and report

any missing students to administration. Teachers should be prepared to evacuate students off campus to a relocation site for parent reunification, if directed.
- Refer media to:

_____
      District Spokesperson   Telephone Numbers (home, work, mobile)

- Do not allow anyone to reenter the building until the facility has been deemed safe.
- The School Commander will complete a detailed incident report at the earliest opportunity and send to the Superintendent's Office.

MEDIA

All staff must refer media to school site or district spokesperson.

- The School District, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)

- Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

- Refer media to:

_____
      District Spokesperson   Telephone Numbers (home, work, mobile)

Alternate District spokesperson:

_____
         Name   Telephone Numbers (home, work, mobile)

- School Public Information person acts as contact for emergency responders and assists district spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

School Public Information person: _____ _____
                                       Name   Room #
Alternate Public Information person: _____
                                       Name   Room #

During an emergency, adhere to the following procedures:

- Incident Commander or designee relays all factual information to Superintendent.
- Superintendent notifies other schools in district and may ask school Public Information designee to prepare a written statement to media.
- Establish a media information center away from school.
- Update media regularly. Do not say "No comment".
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement
- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school's plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.

STRUCTURAL FAILURE

Structural failure of a building may result from an earthquake, underground mine collapse, ground settling, heavy snow and ice accumulation on roofs, broken water or sewer lines, and faulty construction. The structural failure may be catastrophic with a sudden collapse severely injuring occupants. Some structural failures may cause large cracks in walls or foundations, flooding, and loss of utilities which present a hazard to the safety of students and staff.

Structural failure with collapse or partial collapse:
- Upon the first indication of a structural failure the School Commander may implement DROP, COVER and HOLD, an EVACUATION and an OFF-SITE EVACUATION.
- If the roof, ceiling, or wall collapses, students and staff should immediately DROP, COVER and HOLD, seek shelter under desks and tables, and move away from windows or glass.
- Teachers and staff will immediately the injured and evacuate the building moving to their assigned assembly area(s).
- The School Commander will initiate an EVACUATION of the building
- The School Commander (SC) or designee will call 9-1-1(if necessary) (Insert the actual sequence to dial 911 from your phone system), identify the name and exact location of the school, state the emergency, describe response actions taken, and remain on the line to provide updates.
- The SC will direct staff to turn off utilities and seal off the high risk area, if necessary

- The SC will notify CPR/first aid certified persons in school building of medical emergencies, if necessary.(Names of CPR/first aid certified persons are listed in Critical Incident Response Team Members section.). The team will check for injuries and provide appropriate first aid.
- No one will be allowed to reenter the building until declared safe by emergency management and public safety officials.

Structural failure without collapse
- For structural failure without collapse, the SC will ensure the affected area is vacated immediately and determine if an EVACUATION is warranted. Staff will be directed to seal off the affected area and turn off utilities to that area, if necessary.
- The SC will notify the Superintendent and determine whether to dismiss school early, order an evacuation, and off site evacuation for parent reunification.
- The Superintendent and School Commander will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The district office will notify the architect and insurance carrier to document and assess the damage
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

MEDICAL EMERGENCY

School Staff Response:
- Quickly assess the situation. Make sure the situation is safe for you to approach. Examples of danger include but are not limited to:
  - a. Live electric wires
  - b. Gas leak
  - c. Building damage
  - d. Animal threat
- Immediately notify the building's emergency responder(s) whose contact information is posted in the facility.
- Assess the seriousness of the injury or illness.
- Under life and death circumstances call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Immediately inform the Building Principal or main office.
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first aid according to your level of training until help arrives.
- Comfort and reassure the victim. Do Not Move the sick or injured unless the scene is unsafe.

- If the victim is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use.
- Staff trained in the use of the AED will respond to the scene and apply the device if necessary.
- If an AED was used, the person using it will complete the Automatic Defibrillator Incident Report, 4:170-E7. If appropriate, a supervising staff member completes the report.

Administration:
- Direct staff to call 9-1-1, if necessary, and provide appropriate information to responders.
- Send school staff with first responder/first aid/AED training to the scene.
- Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
- Assign a staff member to remain with the victim if they are transported to the hospital
- Notify parent or guardian of the situation, include type of injury or illness, medical care given and location where the victim has been transported.
- Ensure student/staff medical information from administrative records is sent to the hospital.
- Notify the school counselor/Crisis Response Team and provide a brief description of the incident.
- Advise faculty and staff of the situation (when appropriate).
- Develop and maintain written documentation of the incident and report each use of an AED to the local EMS System Resource Hospital. Ensure the person who used the AED completes the Automatic External Defibrillator Incident Report, 4:170-E7.
- Follow-up with the parents or guardian

PUBLIC HEALTH EMERGENCY