School All-Hazards Plan

XYZ Community School District

Revision Date: XX/XX/20XX

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# Emergency Contacts

**Fire/Ambulance/Police Emergency: Dial 911 or 9-911**

**School Contacts**

|  |  |  |
| --- | --- | --- |
| Contact | Phone | Cell |
| Superintendent  |  |  |
| High School Principal |  |  |
| Middle School Principal |  |  |
| Elementary School Principal |  |  |
| Alternative High School Principal  |  |  |
| School Resource Officer |  |  |
| Director of Transportation |  |  |
| Director of Security |  |  |
| Director of Maintenance |  |  |
| Director of Operations |  |  |
| Guidance Counselor |  |  |
| Nurse's Office |  |  |

**Outside Contacts**

|  |  |  |
| --- | --- | --- |
| Contact | Phone | Cell |
| Police Department, Non-Emergency |  |  |
| County Sheriff |  |  |
| Fire Department |  |  |
| Ambulance |  |  |
| Hospital Emergency Room |  |  |
| Animal Control  |  |  |
| County Mental Health Department |  |  |
| County Public Health Department |  |  |
| County Clergy Group |  |  |
| State Department of Human Services |  |  |
| City Public Works Department |  |  |
| Electrical Power Company |  |  |
| Gas Company |  |  |
| Telecommunications Company |  |  |
| Suicide Hotline |  |  |
| Poison Control Center |  |  |
| American Red Cross |  |  |
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# Signatory Page

The District is dedicated to providing a safe environment for employees, students and visitors. To that end, the District has the authority and responsibility to develop a plan for school emergencies. The District formally adopts this document and authorizes staff to carry out their assigned duties before, during and after an incident to ensure campus safety.

This All-Hazards Emergency Plan describes the steps to be taken when an emergency occurs and was designed to be consistent with local incident command structure established by law enforcement and other public safety agencies. While the best efforts have been put forth, this document is not all-inclusive and will evolve as the District’s needs change.

Authorized School Authority:

Signature Title

Community Law Enforcement:

Signature Title Agency

Public Safety (Fire/EMS) Official:

Signature Title Agency

Teacher Representative:

Signature Title Affiliation

# Approval and Implementation

The main objective in the event of an emergency is to prevent injury or loss of life to employees, students and visitors, and to resume normal school operations as soon as it is safe to do so. The District’s All-Hazards Emergency Plan is intended to guide the response to emergencies. Emergencies can be natural (fire, tornado, flood, etc.), man-made (violence, power outage, chemical spill, etc.), or any event preventing the District from functioning in its intended manner.

This All-Hazards Emergency Plan supersedes all previous plans. Revisions to the plan must be reviewed and approved by the individuals listed below. However, building principals may update their site-specific information, such as emergency contacts, emergency evacuation routes and shelter-in-place locations.

Name Title

Name Title

Authorized School Authority:

Signature Title

# Purpose and Overview

Natural disasters such as floods, fires, and severe weather and acts of violence such as school shootings, assaults and suicides can impact daily school operations. An unanticipated tragic event can quickly escalate into a school-wide catastrophe if not dealt with immediately and effectively. Knowing what to do when a crisis occurs can minimize the chaos, disruption and the negative impact on students, staff and the community.

The purpose of this document is to help school staff identify and respond to incidents and to understand their specific roles and responsibilities. The Emergency Response Protocols section defines the immediate actions necessary to ensure safety and minimize damages. All district staff are expected to be knowledgeable of these response protocols and participate in drills and exercises.

This document was developed to address all crises and emergencies schools may encounter. For the purposes of this manual, a crisis is defined as a sudden, temporary, generally unanticipated event that has the potential to profoundly and negatively affect a significant segment of the school population. The crisis may originate inside or outside the school.

Various agencies and services are involved in responding to school incidents, including law enforcement, fire responders, emergency agencies, mental health groups and other community organizations. An important component of the District’s emergency planning is advanced coordination with various federal, state and/or local agencies and community service providers to aid in timely communication and response to an incident. Advance planning may or may not include written agreements to help coordinate services between the groups and the District. If mutual aid agreements are created, a copy should be maintained with other important documents related to this safety plan.

# Plan Development, Maintenance and Distribution

## Record of Distribution

Copies of the All-Hazards Emergency Plan and floor plans will be distributed to all emergency organizations who may take part in incident response. School administrators will record the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery and the number of copies delivered. This record is kept [identify manner kept: hard copy and/or electronic and location]

The All-Hazards Emergency Plan and floor plans will only be shared with those who need to know the information. Otherwise, the plan may be shared only if approved and if all sensitive and security-related information has been properly redacted.

## Reviews and Updates to the Plan

In order to remain current and accurate, the District is responsible to review and update the All-Hazards Emergency Plan annually and the floor plans whenever there is a major modification to the building requiring a change to procedure. The review will be performed by school officials, local emergency management agencies and others deemed appropriate by school administration. Each update will be tracked. The record of changes will include: the change number, the date of the change and the name of the person who made the change.

The District’s All-Hazards Emergency Plan will also be updated when there are deficiencies identified during drills and exercises, or when changes in threat hazards, resources and capabilities or school structure occur.

## Training and Conducting Exercises

The District will facilitate training, drills and tabletop exercises to help ensure that personnel and community emergency responders are aware of their duties and responsibilities under the All-Hazards Emergency Plan.

Basic training and refresher training sessions will be conducted at least annually, including:

* Hazard and incident awareness training for all staff members
* Orientation to the All-hazards Emergency Plan, with an emphasis on emergency response protocols
* First aid and CPR training for at least three individuals from each attendance center
* Team training to address specific incident response or recovery activities such as family reunification
* Two online FEMA courses: ICS 100 and IS-700 are to be taken by all school ICS members. Both courses are available for free at [FEMA’s Emergency Management Institute](http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b)

Additional training will include drills and tabletop exercises. See [Drills](#_Drills).

All District staff members are encouraged to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

# Record of Changes

This table lists all changes made to the District’s All-Hazards Emergency Plan.

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| --- | --- | --- | --- |
| Change # | Date | Name | Summary of Changes |
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# Record of Distribution

This table tracks distribution of the District’s All-Hazards Emergency Plan, both internally and externally.

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| --- | --- | --- | --- | --- |
| Name/Title | Location/Agency | Date | # Copies | Copy No.(s) |
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# Concept of Operations

This plan is based upon the concept that emergency responsibilities of school staff generally parallel day-to-day functions. For example, a school nurse will likely provide first aid during an emergency.

The District’s command of an incident and incident management structure may change once official emergency responders arrive on the scene. Emergency responders are knowledgeable in the incident command system (ICS) and may be best equipped to coordinate the response to a specific incident.

It is critical for school administration officials and all segments of the community emergency response system to work together in advance of an incident to develop an understanding of how the school’s initial response would transition once emergency responders arrive.

## National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provide a systematic, proactive approach that guides government agencies, nongovernmental organizations and the private sector to work seamlessly to prevent, protect against, respond to, recover from and mitigate the effects of all incidents. This system ensures that those involved in incident response/recovery understand their roles and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive federal grant funds.

As part of its NIMS implementation, the District adheres to the following in order to remain NIMS compliant:

* Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will receive ICS-100 training.
* Complete NIMS awareness course IS-700 NIMS: An Introduction.
* Participate in local government’s NIMS preparedness programs and incorporate the District’s All-Hazards Emergency Plan into the County Emergency Operations Procedures (EOP).
* All staff and students are expected to participate in training on the plan’s procedures. The District will ensure the training and equipment necessary for an appropriate response/recovery operation are in place.

## Initial Response and Implementation of the Incident Command System (ICS)

All activities conducted during an incident must be organized and coordinated using the ICS to ensure the most efficient response.

Until emergency responders arrive on-scene, the school principal (or his/her designee) is responsible for activating the appropriate response. The District has designated school incident commanders with authority to direct all incident activities (see section on [Crisis Response Teams](#_Building_Level_Crisis).

Once emergency responders arrive at the scene, the school incident commander will transition command to the responders and move to serving within the incident command structure.

CRISIS RESPONSE TEAMS

## Crisis Response Team Roster

**Building** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Name  | Department | Phone  | Cell |
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# District Level Crisis Response Teams

Teams of trained people in each school building serve as first responders for emergency incidents. A team at the District level is in place to assist the building teams and perform additional functions such as media interaction, solving financial issues, determination of insurance coverage and behavioral health crisis intervention. The District team sets policies and procedures in partnership with the building level teams. The District team also includes representatives from local law enforcement and other community emergency agencies.

# Crisis Response Team Activation

The crisis response teams, both at the building and District levels, will be activated when necessary to facilitate the school’s response and subsequent recovery from any emergency. Any member of the crisis team is authorized to activate the team.

The chart below outlines the District notification procedure when an event or emergency occurs at school or within the community which could affect students and staff.



## ICS Personnel Responsibilities

During an emergency situation the crisis team will use the incident command system to organize and communicate. This ensures all activities will be in line with local emergency responder protocol.

responder protocol.

**School Incident Commander**

Principal or Designee

 **Alternate School Commander(s)**

1. Assistant Principal **2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Role: responsible for directing all aspects of the response*

School Incident Command System

**Finance and Administration**

Finance Director

**Alternates**

**1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Role: purchases materials and keeps financial records of expenditures and employee hours*

**Logistics**

Head Custodian

**Alternates**

**1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Role: manages personnel, supplies and equipment, hands out supplies, equipment and deploys unassigned people for work during a response*

**Planning**

Assistant Principal

**Alternates**

**1.** Admin. Assistant

**2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Role: tracks both available and needed resources, assesses the changing situation, documents the response and manages the large site map at the command post*

**Operations**

Assistant Principal

**Alternates**

**1.** Safety Officer

**2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Role: handles all emergency response jobs, including taking care of students as well as handling the challenges of the emergency*

**Policy Group**

**1.** Superintendent

**2.** Communications Director/PIO

**3.** School Attorney or other key staff

*Role: supports incident commander, provides guidance on policy, helps resolve issues and find resources and assists with communications*

**Public Information Officer**

Communications Director

**Alternates**

**1.** Assistant PIO **2.\_\_\_\_\_\_\_\_\_\_\_\_**

*Role: acts as a liaison between school and public (including media)*

|  |  |
| --- | --- |
| **Function** | **Responsibilities** |
| Incident Commander | Activates school’s emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter–in–place; notifies District authorities and provides situation updates; requests resources |
| Safety Coordinator  | Responsible for safety and security of the site; stops operations if conditions become unsafe |
| Public Information Officer | May be designated site spokesperson; cooperates with the District and other agencies on joint news releases; coordinates media briefings as necessary |
| Liaison | Contact person for outside agencies; may represent school/District at city emergency operations center or at emergency responders’ on–scene command post |
| Operations Chief | Directs actions, i.e., lockdown, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities |
| Medical Staff | Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school’s first aid/CPR responders |
| Site Security/Facility Check | Responsible for seeing that the school building and grounds are visually inspected and secured |
| Student ReleaseCoordinator | Responsible for implementing school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site |
| Logistics Chief | Estimates logistical needs; gets personnel, facilities (relocation sites), services and materials to support operations |
| Communications | Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response |
| Transportation Coordinator | Responsible for arranging transportation during emergency relocations and early dismissal of school; keeps current contact list of transportation providers |
| Planning Chief | Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with incident commander |
| FinancialRecordkeeping Staff | Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with District for insurance; initiates business recovery |

# Organization and Assignment of Responsibilities

Staff are pre-assigned roles to serve within the ICS based on their expertise and training and the needs of the incident. Each staff member must be familiar with his or her role and responsibilities before an incident occurs. Specific responsibilities are outlined in this section and in the [quick reference emergency response guides](#_Quick_Reference_Emergency).

## Principal/Building Administrator

The principal may serve as the school’s incident commander or delegate that authority to a qualified individual. While the principal retains the overall responsibility for the safety of students and staff, delegating certain duties to manage the incident may allow the principal to focus on interacting with other agencies and parents. The principal shall coordinate with the Superintendent’s office and the incident commander.

## School Incident Commander

The incident commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal, delegate or other officials. He or she will identify resources required and direct the on-scene incident management activities. The incident commander’s responsibilities may also include:

* Assuming overall direction of all incident management activities based on procedures outlined in the District’s All-Hazards Emergency Plan
* Taking necessary steps to ensure the safety of students, staff and other individuals
* Determining whether to implement specific emergency response protocols (e.g., evacuation, reverse evacuation, shelter-in-place)
* Arranging for transfer of students, staff and other individuals when safety is threatened by a disaster
* Working with and ensuring communication with emergency services personnel.
* Keeping the principal and other officials informed of the situation
* Ensuring the proper transfer of command when/if a more qualified incident commander arrives on scene

## Teachers

Responsibilities may include:

* Supervising students under their charge
* Taking steps to ensure the safety of students, staff and other individuals during the implementation of incident management protocols established in the school’s EOP
* Directing students under their charge to inside or outside assembly areas, in accordance with protocols or any signals, warnings, written notifications or intercom orders
* Taking attendance when class relocates to an outside or inside assembly area or evacuates to another location
* Reporting missing students to the incident commander
* Executing assignments as directed by the incident commander
* Obtaining first aid services for injured students from the school nurse or person trained in first aid
* Arranging for first aid for those unable to be moved
* Providing first aid if necessary and if certified to do so

## Counselors, Social Workers and Psychologists

Responsibilities may include:

* Monitoring students, staff and other individuals during the implementation of emergency response protocols and recovery efforts
* Providing first aid when necessary if certified in first aid and CPR.
* Assisting in the transfer of students, staff and other individuals when necessary
* Executing assignments as directed by the incident commander
* Assisting with crisis intervention and recovery processes

## School Nurses/Health Assistants

Responsibilities may include:

* Providing first aid or emergency treatment as needed
* Establishing a medical triage area with staff trained in first aid and CPR
* Providing and overseeing care given to those injured
* Distributing supplies and requesting additional supplies
* Organizing first aid and medical supplies, including evacuation kits
* Organizing additional assistance for staff and student with disabilities
* Maintaining emergency care cards for all students and staff
* Maintaining a roster of first aid/CPR/AED trained staff in the building
* Maintaining and organizing student medicines and transporting those medicines during evacuations

## Custodians/Maintenance Personnel

Responsibilities may include:

* Surveying and reporting building damage to the incident commander
* Controlling main shutoff valves for gas, water and electricity and ensuring that no hazard results from broken or downed power lines
* Assisting in securing the building per emergency response protocols
* Providing perimeter control of the campus in cooperation with local authorities
* Assisting in the conservation, use and allocation of supplies and equipment
* Keeping the incident commander informed of school conditions

## School Secretary/Office Staff

Responsibilities may include:

* Making emergency announcements per emergency response protocols
* Organizing and maintaining emergency evacuation command kits, student sign-out sheets and visitor logs
* Answering phones and assisting in receiving and providing information to callers
* Following directions given by the incident commander
* Providing assistance to the principal
* Monitoring weather radio and emergency broadcasts
* Assisting with health incidents as needed

## Food Service/Cafeteria Workers

Responsibilities may include:

* Using, preparing and serving food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident
* Following directions given by the incident commander

## Bus Drivers

Responsibilities may include:

* Ensuring the safety of students if disaster occurs while students are on a bus
* Transferring students to new location when directed
* Following directions given by the incident commander
* Transporting individuals in need of medical attention

## Parents/Guardians

Responsibilities may include:

* Encouraging and supporting school safety, violence prevention and incident preparedness programs
* Providing information to the school about students who may have special needs during an emergency
* Reinforcing school training by practicing incident management preparedness in the home
* Understanding their roles during a school emergency

## Student Responsibilities

Although students do not have direct emergency response responsibilities, they are expected to participate and cooperate during all phases of emergency response and recovery efforts, including:

* Cooperating during emergency drills, exercises and incidents
* Being responsible for themselves and others during an emergency incident
* Understanding the importance of reporting concerning situations to school safety personnel
* Taking an active part in school incident response/recovery activities as appropriate

The District is responsible to develop grade-appropriate educational programs that can be provided to classroom teachers. Some of the items to be covered include:

* Anonymous reporting mechanisms
* Helping peers and conflict resolution
* Interaction with staff regarding safety and security concerns
* Visitor programs and reporting of unknown, unidentified individuals on campus
* Policy of not propping or opening outside doors to others
* Crisis plan roles and expected behaviors
* Lockdown options including evacuation if that is the safest alternative

# Administration, Finance and Logistics

## Agreements and Contracts

If school resources prove to be inadequate during an incident, the District will request assistance from local emergency services, other agencies and the school community in accordance with existing mutual-aid agreements and contracts. Such assistance may include equipment, supplies and/or personnel. All agreements entered into by authorized school officials should be in writing. All pre-negotiated agreements and contracts are to be stored electronically with hard copies stored at the district office.

## Recordkeeping

### Expense Management Policy

The District has established a process for managing the expenses related to incident management operations. This process will require justification for all expenses and will be established according to local policies and standard accounting procedures.

### Activity Logs

Staff assigned within the school ICS will maintain accurate logs recording their activities during incident management activities, including:

* Activation or deactivation of incident policies, procedures and resources
* Significant changes during the incident
* Major commitments of resources or requests for additional resources from external sources
* Issuance of protective action recommendations to the staff and students.
* Evacuations
* Casualties
* Containment or termination of the incident

## Incident Costs

District ICS Finance and Administration staff are responsible for maintaining records summarizing the use of personnel, equipment and supplies. These records will be used to estimate the annual cost of incident response and will be used when preparing future school budgets. They may also be used to recover costs from the responsible party or insurers, or as a basis for requesting financial assistance for certain response and recovery costs from the state and/or federal government.

 The cost record will include:

* Personnel costs, including overtime costs
* Equipment operations costs
* Costs for leased or rented equipment
* Costs for contract services
* Costs of specialized supplies expended for incident management operations

## Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. Essential records are maintained electronically with backup hard copies kept stored at the district office.

# Crisis Response Team Checklists

## Annual Preparations

|  |  |  |
| --- | --- | --- |
| Date Completed | Crisis Management Activity | Person Responsible |
|  | Survey facilities and grounds for any potential areas that could cause health or safety problems. | Crisis team staff |
|  | Update and/or renew materials in building emergency kits which are stored in main office and at least one alternate location. Ensure the following items are also available:* Static cling door notices for lockdown and shelter-in-place
* Bus rosters and routes
* Current student photos
 | Principal or designee |
|  | Update and renew materials in classroom emergency kits. Ensure that the room’s emergency postings are accurate and up-to-date. | Crisis team Staff |
|  | Designate offsite evacuation locations and verify contact information. | Principal  |
|  | Review crisis response plan for appropriateness and thoroughness. Make sure all students with permanent or temporary special needs are addressed. Appoint and train two additional staff members to serve as back-up to the principal. | Principal |
|  | Review the building level plans with the superintendent and District response team. | Principal or designee  |
|  | Update organizational chart with correct positions and names. | Principal or designee  |
|  | Review crisis response plan with all staff, especially with new staff members. Crisis team should meet with staff at the beginning of each school year. | Principal or designee  |
|  | Communicate student roles and responsibilities. | Principal or designee  |

## During a Crisis

|  |  |  |
| --- | --- | --- |
| Completed | Crisis Management Activity | Person Responsible |
|  | Determine if the situation warrants implementation of crisis response plan. If so, proceed through the checklist. | Principal or designee  |
|  | Call 911, if appropriate. Activate the crisis response team. Designate an entrance for emergency responders.Meet emergency responders, identify yourself and guide them to the site of the emergency/crisis. In the event that an emergency command station is established by city/county/state personnel identify yourself to the incident commander and take further direction.  | Principal or designee  |
|  | Shutdown building utilities (water, gas, electricity and ventilation), if necessary.  | Building maintenance |
|  | Secure and isolate the scene to protect students/staff and to preserve evidence.  | Principal or designee |
|  | Meet with crisis response team to clarify responsibilities. | Principal or designee  |
|  | Implement notification procedures. | Principal or designee  |
|  | Contact affected family/families (in cooperation with law enforcement or medical personnel). | Principal or designee  |
|  | Notify staff as quickly as possible letting them know what the crisis is, where it is and how the crisis will be managed. | Principal or designee  |
|  | Verify that all special needs students and staff are receiving appropriate communication and assistance. | Nurse |
|  | Secure the building. Require all visitors to check in at the office or at designated check point areas. If appropriate, ask staff to wear identification and monitor the halls. | Principal or designee  |
|  | Keep a log of all activity. | Office staff |
|  | Establish a media center for external communication. Verify that a spokesperson has been designated.  | Principal |
|  | Establish areas and a process for student counseling.  | Counselors  |
|  | Contact community resources as appropriate. | Counselors  |
|  | Communicate with staff regarding what to say if they receive a phone call about the crisis.  | Office staff |
|  | Collect information on at-risk students and verify that parents have been notified of concerns.  | Crisis team staff |

## After the Crisis (same day)

|  |  |  |
| --- | --- | --- |
|  Completed | Crisis Management Activity | Person Responsible |
|  | Issue a formal acknowledgment of the loss/crisis to student body—Cater the message to the age group. Inform students of the location and process for counseling. Return to established routines and continue normal class instruction as soon as possible.  | Principal or designee  |
|  | Schedule a staff meeting for follow-up information and a status report. | Principal or designee  |
|  | Schedule a meeting at the end of the day with the crisis response team to assess additional needs and determine follow-up actions. | Principal or designee  |

## After the Crisis (1-3 days)

|  |  |  |
| --- | --- | --- |
| Date Completed | Crisis Management Activity | Person Responsible |
|  | Keep the staff updated an informed of community resources available. | Principal or designee  |
|  | Inform students of services available. Arrange follow-up services and continued on-site assistance. Refer to outside resources as appropriate.  | Counselors  |
|  | Collect information on at-risk students and verify that parents have been notified of concerns. | Counselors  |
|  | Communicate with parents in writing or conduct a meeting if appropriate. | Principal or designee  |
|  | Appoint a counselor to: 1. Follow the schedule of the student, in the event of a student death.
2. Be in classroom with a substitute, in the event of the death of a staff member.
3. Be available to speak to the class, answer questions and allow class to resume when appropriate.
 | Principal or designee  |
|  | Designate a person to maintain contact with the family for information such as funeral arrangements, memorials, cleaning out a locker or office. If appropriate, determine a procedure for student and staff dismissal for funeral services. | Principal or designee  |

## After the Crisis (1-2 weeks)

|  |  |  |
| --- | --- | --- |
| **Date Completed** | **Crisis Management Activity** | **Person Responsible** |
|  | Ask members of crisis response team and other staff to evaluate and assess the crisis response process. * Make necessary changes or additions to emergency procedures.
* Review logged information.
* Update checklists and notification charts as necessary.
* Acknowledge support and assistance of specific individuals and agencies.
* Mark date on the planning calendar and be aware of the anniversary date.
 | Principal or designee  |

# Crisis Management Log

|  |
| --- |
| Date of Incident: |
| Describe Incident: |
| Location of Incident: |

|  |  |
| --- | --- |
| Time | Response to Crisis |
|  |  |

# Student/Adult Support Services Log

|  |
| --- |
| Date of Incident: |
| Describe Incident: |
| Location of Incident: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | Name | Class/Position | Brief Note | Follow-up |
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# Crisis Management Check-In Sheet

Record all personnel responding to the crisis.

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | School District and School or Agency | Phone Number | Assignment | Arrival Time | Departure Time |
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Continuity of Operations Plan (COOP)

## Purpose

The purpose of the District’s Continuity of Operations Plan (COOP) is to ensure that procedures are in place to maintain and/or rapidly resume teaching and other essential operations after an incident has disrupted normal school operations. The goal is to provide full operational capacity for essential functions within 12 hours after activation of the COOP and sustain these functions for up to 30 days.

## Responsibilities

Designated district personnel, in conjunction with the superintendent, will perform the essential functions listed in Table 1 on next page.

## Essential Functions Performed by COOP Personnel

|  |  |
| --- | --- |
| Principal or Superintendent | * Determine when to close schools and/or send students/staff to alternate locations.
* Disseminate information internally to students and staff.
* Communicate with parents, media and the larger school community.
* Identify duties, including who is responsible for restoring business functions for school.
 |
| Principal/Assistant Principal and/or Department Heads | * Ensure systems are in place for purchasing necessary services quickly after an incident.
* Identify relocation areas for classrooms and administrative operations.
* Create a system for registering students out of district or into alternative schools.
* Brief and train staff regarding their additional responsibilities.
* Provide needed personnel, equipment, supplies, facilities, resources and services required for continued operations.
* Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).
* Reevaluate the curriculum.
 |
| Custodians/Maintenance Personnel | * Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.
* Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re-landscaping).
 |
| School Secretary/Office Staff | * Maintain inventory of essential supplies.
* Maintain essential records (and copies of records) including school’s insurance policy.
* Ensure there is a copy of school records at a separate physical location.
* Secure classroom equipment, books and materials.
* Restore administrative and record-keeping functions such as payroll, accounting and personnel records.
* Retrieve, collect and maintain personnel data.
 |
| Counselors, Social Workers, and School Nurses/Health Assistants | * Establish academic and support services for students and staff/faculty.
* Determine any additional support or services needed for students and staff with special needs.
* Implement additional response and recovery activities according to established protocols.
 |
| Food Service/Cafeteria/Bus Drivers | * Determine how transportation and food services will resume.
 |

## Specific Procedures

### Activation and Relocation

The superintendent will determine when to activate the COOP procedures and/or to relocate operations to an alternate site whenever it is determined the school is not suitable for safe occupancy or functional operation.

### Alert, Notification and Implementation Process

The superintendent or designee will activate the district communication plan (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students, school personnel and parents of the COOP activation and provide detailed information, as available.

### Relocation Sites

The superintendent will identify relocation sites to maintain and/or restore operations and essential functions disrupted by an incident. Each school will have more than one potential relocation site if possible. One site should within walking distance, and other site(s) by transportation services. Selected sites should have reliable services and infrastructure that can sustain operations for up to 30 days. For each alternate facility listed below, the essential resources, equipment and software that will be necessary for resuming operations at the site will be identified and plans will be developed for acquiring those resources. IT systems available at the site will be tested for compatibility with the district’s backup data.

|  |  |  |  |
| --- | --- | --- | --- |
| Alternative Facility | Replacement for Primary Facility | Street Address | Contact Information |
|  | Personnel/Admin Offices |  |  |
|  | School Building A |  |  |
|  | School Building B |  |  |

#### Vital Records Retention

Vital records are electronic and hard copy documents that are needed to support the essential functions and operations of a school these include personnel and student records, payroll records, insurance records and contract documents. Vital records are archived and/or retained on backup data systems stored [identify offsite location and any important details].

#### Training

School personnel responsible for essential functions will be cross-trained to ensure COOP procedures are implemented effectively.

* All COOP designated personnel will undergo annual training on executing COOP procedures. Training will be designed to inform each participant of his/her responsibilities during implementation of COOP procedures. Training includes specific protocols for identifying and assisting individuals with disabilities.
* Designated COOP personnel will participate in exercises to test academic, physical and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems.

### Reconstitution

In most instances reconstitution will include:

* Informing staff that the threat or incident no longer exists, and providing instructions for resuming normal operations.
* Supervising an orderly return to the school building.
* Conducting an after-action review of COOP operations and the effectiveness of plans and procedures.

EMERGENCY WARNINGS AND COMMUNICATION PROCEDURES

A school crisis can affect a single building or the entire District, and can quickly become a community crisis. Communications play a critical role in facilitating response and recovery efforts during all phases of a crisis. For example:

* School staff members and students must be told what is happening and what to do.
* Parents of students and families of staff members must be informed about the situation, including the status of their child or family member.
* Timely contact with law enforcement and other emergency services is necessary for effective response.
* School board members must be kept informed and information must be transmitted to the central District office and to other affected schools.

The scope of the District’s communication plan includes:

* Mass communications capability. The District mass notification system is used to send schedule change notices, weather advisories, lunch balance notifications, emergency alerts and other important parent communications. This notifications may be sent via voice, text, e-mail and/or social media.
* Public address system with an alternative power source or other back-up. The system is configured to broadcast to every student and staff member, both within the school and in adjacent buildings and fields. The system is accessible from multiple locations, including classrooms.
* Interagency communication via shared radio channels
* Interagency access and use of security camera footage
* An anonymous means for students to report specific threats of imminent school violence or other suspicious or criminal conduct
* Means of emergency communication for classroom teachers in multiple locations.
* Other communication devices, such as alarm systems, telephones, cell phones, computers, bullhorns and panic devices or alarms.

## Communication Tasks Before a Crises Occurs

**Analyze communication systems for deficiencies.** Staff members are surveyed at least annually to identify any gaps in communications and to assess staff’s ability to use the various communication tools while under the stress of an actual emergency. Identification of staff and students with special needs are determined and communication mechanisms are modified as needed. Training on emergency announcements, 911 calls, radio communications and etiquette are provided to staff members.

**Ensure common terminology is used.** Terminology is the same across all buildings and departments in the District. Plain language is used for all emergency announcements. Code words or phrases are not allowed.

**Train key staff on the National Incident Management System (NIMS)**. Key staff designated for NIMS training includes building principals and assistant principals, crisis ream members, security personnel, District superintendent and assistant superintendents

**Ensure several modes of communication are available.** In times of crisis, computers, intercoms, two-way radios, telephones and cell phones may be utilized. However, some or all of these may be incapacitated or may be dangerous to use during a particular crisis. Each building has alternate means of communication in a crisis, including a bullhorn and designated runners when that is a safe option.

**Ensure communication gear is available and functional**. Communication gear is of no use if it is not functioning or no one can access it. Perform regular status checks on all emergency communications devices and systems. Two-way radio units and cell phones are checked daily to ensure they are functioning and have charged back-up batteries. The public address system and alarm systems are tested regularly.

**Verify that school communication devices are compatible with emergency responder devices.** District administration will verify that the school’s communication devices are compatible with and do not interfere with emergency responder’s equipment.

**Designate a public information staff member to deal with families, the community and the media.** This helps all parties stay informed and on the same page. All staff are instructed to defer information requests to the communications contact.

## Communication Tasks During a Crisis

**Keep staff who are managing the students informed.** Regardless of the amount of training staff members have received, there may be chaos and fear. Communication mitigates those reactions and helps regain a sense of calm and control.

**Notify families of actions.** Parents will want immediate access to their children. Keep families informed, especially in the case of delayed reunification.

# Communications Technology

Several different communication technologies may be utilized during a crisis. The most common communications tools/methods used by the District include:

**Telephone**

Telephones are the most commonly used communication tool in the District. Service may be unavailable when electricity is lost. Each school building has adequate telephone lines to support emergency communications, including at least one secure line with an unpublished number. The telephone provider will be consulted as needed to identify any unused lines in the school’s system which can be activated if needed.

**Intercom Systems**

Each school has a system to facilitate teacher-initiated communications with the office. Systems that use a handset rather than a wall-mounted speaker are more useful during emergencies and are the District’s preferred system. Instructions for use of the intercom system are posted near the controls in the office area. Students are taught to use the intercom system in the event the teacher has a medical emergency or is otherwise unable to operate the system.

**Bullhorns and Megaphones**

Battery-powered bullhorns or megaphones can be very effective tools for communication in an emergency. Each school building has at least one bullhorn available.

**Two-Way Radios**

Two-way radios provide a reliable method of communication between staff at a single site or across the District. All staff are trained to operate the two-way radios, including those who don’t routinely carry them. Daily radio checks are performed to ensure they are operational.

**Mass Notification System**

The District’s mass communication system utilizes various communications modes, including voice, text, email and social media. In addition to providing general information such as school schedule changes, the system may be used for school safety notifications, including lockdown notices, evacuation alerts and parent reunification instructions.

**Anonymous Reporting System**

The District has established a system that allows students to anonymously report specific threats of imminent school violence or other suspicious conduct. This information will be received by an individual or team that has experience and training in risk assessment and implementing appropriate responses. The system allows students to report via various avenues, such as email, text messaging, voicemail, website, instant messaging, etc.

**Computer Telecommunications**

Computers, tablets and smartphones may be used for electronic communication across the District. E-mail and text messaging are fundamental methods for providing updated information.

**Web Pages**

The Internet can be a powerful tool for sharing facts and information in an emergency. A web page can be used to post daily fact sheets, lists of contact and support numbers or as a place to post thoughts and feelings.

**Fax Machines**

The fax machine is a potentially valuable tool for both sending and receiving information in an emergency. In the case of off-campus accidents, lists of students and staff members involved and their location can be quickly and accurately communicated. Medical information, release forms and medical authorizations can also be faxed, signed and returned during emergencies.

**Cell Phones**

Cell phones may be the only means of communication when electric service is out and are particularly useful for staff members who may be en route to or from the site of an accident or other emergency. Cell phones may also be used by staff on recess duty, bus drivers and staff on off-campus trips. It’s important to note that cellular service may be lost during emergencies due to overloading.

**Duress Alarms**

Some school offices may have panic buttons connected directly to the police or security call center. Depending on the system agreement, there may be an immediate response or the call center may call the school to confirm the emergency. Local duress alarms or chimes may also be used. These are simple devices used to alert nearby staff that a possible threat exists and support is needed.

**Alarm Systems**

Bells or buzzers may be sounded in different ways to signal different types of emergencies, such as fire, tornado or special alert.

# Radio Communications

District administrators are linked to all sites by radio communications. If telephone communications are lost or emergency circumstances demand it, the District radio system will be utilized to maintain a constant and reliable communication link. This radio link will be initiated by a District level administrator who will contact building personnel on channel XXX (the primary channel used by building custodians).

**Radio Communication Plan**

* Custodians will report to the building principals and inform them of the contact made and the use of the radio link.
* Principals and other District staff will set radios to channel XXX**.**
* Principals will check in with the District administrator.
* Depending on the circumstances, there may be a need to use a different channel for communications. Principals will listen for any instructions to move to another channel.

**Appropriate Radio Etiquette and Protocol**

* Hold the “button” on the side of the radio for one second before beginning to speak.
* Keep comments short and to the point.
* Be aware that all conversations are being recorded and may be monitored by media sources.

Prevention and Mitigation

Prevention and mitigation activities include an assessment of the school’s safety culture, physical security, cyber security and staff/student readiness to respond appropriately to various emergencies. This is an ongoing process done in cooperation with local emergency responders, emergency management personnel, hospital/medical staff, and mental health representatives. While the District has little control over some hazards, such as weather-related events, actions can be taken to reduce the impact of such events.

## Prevention

Prevention refers to the actions the District takes to decrease the likelihood that an emergency event or crisis will occur. These actions include a set of pro-active strategies designed to create and maintain a safe and orderly learning environment throughout the District.

Preventative actions include:

* Periodic safety and security assessments
* Reviewing discipline referral data for trends
* Conducting daily safety checks (building and grounds walk through)
* Building access control measures and a visitor management program
* Communication protocols
* Annual staff training on emergency procedures
* Emergency drills and tabletop exercises
* Updating computer firewalls and virus protection
* Fencing or securing hazardous areas as well as outdoor play areas
* Applying crime prevention through environmental design (CPTED) principles to school grounds and structures
* Food preparation and safe handling protocols
* Pandemic flu preparations
* Anti-bullying, anti-violence programs and a means to encourage student reporting of possible threats
* Pro-social skills curriculum
* Student education on their roles and responsibilities in support of the District's safety and security procedures
* Discipline protocols (understanding and consistency by all staff)
* Mail handling
* Student accounting
* Wellness activities (such as drug/alcohol prevention)

## Mitigation

Mitigation refers to the actions the District takes to eliminate or reduce the loss of life and property damage related to an event that cannot be prevented. Mitigation can also reduce or eliminate the need for an emergency response and the recovery period. Mitigation measures may be implemented before, during or while recovering from an emergency. School safety assessments are conducted periodically to identify vulnerabilities and appropriate measures to minimize the impact of any hazards or concerns that are identified.

The District’s hazard mitigation plan has several key elements.

* Review each natural and man-made hazard that may impact the District significantly to estimate the probability (frequency) and severity of likely hazard events.
* Evaluate each hazard to estimate the extent of physical damages, injuries and operational impacts.
* Evaluate a range of mitigation alternatives to identify those with the greatest potential to reduce future damages and losses to the District.
* Establish a plan to implement mitigation alternatives identified.

Emergency Response Protocols

Emergency response protocols are the District-wide responses during the first few minutes of emergency incidents. These responses are implemented by staff and students when a crisis announcement is made. Responses may include the following:

* Evacuation
* Reverse evacuation
* Off campus evacuation
* Lockdown
* Exterior lockdown
* Clear the halls
* Shelter-in-place

The difference between an immediate response protocol and an incident-specific procedure is that a single immediate response protocol may be included in one or more specific emergencies. For example, a school shooting would result initially in a lockdown, and then off campus evacuation and lastly family reunification.

It should be noted that crisis situations are dynamic events and that no written procedure can provide the necessary procedures for all cases. Personal judgment and rational decision making are always necessary during a crisis.

Note: Job-specific quick reference response plans have been developed and distributed to:

* Administrators
* Teachers
* Support staff

A one-page quick reference guide has been provided to post in classrooms, labs and offices adjacent to the fire and severe weather emergency postings.

# Evacuation

**Purpose**

**Threat**

* Threat of violence
* Hostage situation
* Armed intruder
* Internal gas leak
* Fire/explosion

Whenever it is determined that an internal threat makes it safer outside than inside the building

**General**

If the evacuation is a result of a threat of violence or if there is a smell of gas, **DO NOT** use radios, cell phones, fire alarms, turn lights on or off, or otherwise create static within the building as their use may cause an explosion.

**Principal**

* The principal or designee will make theevacuation announcement using the building public address system, two-way radio, telephone or megaphone:

“YOUR ATTENTION PLEASE. WE NEED TO EVACUATE THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEAD COUNT AT THE ASSEMBLY AREA.”

* Call 911, identify the name of the school, describe the emergency, state that the school is evacuating, provide the evacuation location and identify the location of the school command post.
* Evacuation routes may need to change depending on the type of emergency.
	+ Threat of violence: Principal notifies staff of evacuation routes to avoid the area where threat is located
	+ Fire: Follow primary routes unless blocked by smoke or fire
	+ Chemical spill: Avoid any hazardous materials as fumes can overcome people in seconds. Principal notifies staff of evacuation routes to avoid.
* Notify the District office of the school evacuation.
* Announce an end of the incident and return to class when appropriate.
* If students are to be dismissed for the day, establish a checkout area. Students should only be released to parents or those listed on emergency release form.

**Office staff**

* Take the incident command kit, visitor log and student sign out sheets to the assembly area.
* Gather head count 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.
* If time permits, close your door.
* If the exit route is blocked, follow an alternate exit route.
* Bring your class lists, phone lists and classroom go kit materials.
* Designated staff will check the bathrooms, hallways and common areas for visitors, staff and students while exiting.
* Take attendance, noting any students in other activities or services such as band, orchestra, choir, speech, chess club, etc. that are missing. Display GREEN status card to indicate all students are accounted for. Use RED status card to indicate someone is missing, or injured. Report any missing students or staff to the incident commander or appropriate staff members.
* At the assembly area, teachers and students will stay in place until further instructions are given.
* Do not release students to parents. All students will be released according to the reunification plan. If this is impossible, note on roster any students who are released to parents.

NOTE: In inclement weather, consideration should be made for students to get their outside apparel prior to evacuating the building. This should only be allowed if time permits and the apparel is along the recommended evacuation route.

**Support Staff**

* Return all of your students to their classroom, designated assembly areas or a teacher, avoiding area(s) of hazard.
* Report to the assigned staff meeting area. You may be needed in another capacity as the incident unfolds.

**Students/Staff with Disabilities**

* At no time during a scheduled or unscheduled alarm should disabled students/staff be left unattended.
* Students/staff who cannot descend stairs unassisted should go directly to the appropriate evacuation staging area as designated on the building floor plans.
* Designated staff should report to the appropriate evacuation staging areas to coordinate evacuation activities.
* Emergency personnel and school employees and/or students will assist in transporting disabled students/staff to the ground floor where they will be met by school personnel with a wheelchair, if needed, and evacuated.
* Students/staff who are mentally, visually or hearing impaired should be assisted by the designated aide or teacher in evacuating the building.

**Custodians/Maintenance**

* Meet the first responding emergency personnel.
* Provide information on building utilities.
* Remain available as a resource for other building issues.

# Reverse Evacuation

**Purpose**

**Threat**

* Exterior armed person
* Hazardous material spill
* Disturbance on school grounds
* Community threat
* Bank robbery
* Escaped prisoner

A reverse evacuation is often used when conditions are safer inside the building than outside. A reverse evacuation may be used in combination with other procedures, such as exterior lockdown and shelter-in-place.

**Principal**

* Order a reverse evacuationfor students and staff outside to move inside the building using the building PA, megaphone, 2-way radios, cell phones or runners as necessary.
* The principal or designee will make the following announcement:

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE A REVERSE EVACUATION. WE HAVE A SECURITY SITUATION OUTSIDE THE BUILDING AND NEED EVERYONE TO RETURN TO THE BUILDING IMMEDIATELY. EVERYONE INSIDE THE BUILDING SHOULD REMAIN INSIDE UNTIL FURTHER NOTICE”

* Assign staff to monitor entrances. No one other than local emergency personnel should be allowed to enter the building.
* Notify the District office of the situation.
* Notify each classroom in person or announce by intercom when the incident is resolved.

**Teachers/Staff**

* Immediately move into the building or safe areas using the closest entry. All exterior classroom activities, recess, PE, etc. will be cancelled.
* If movement into the building would present a danger to those individuals outside, teachers and staff outside will notify the principal and relocate students to the designated assembly area or off-campus assembly site.
* Teachers will take attendance and account for all students. Report any missing students to administration.
* No students or staff will be allowed outside the building.
* Close and lock all exterior doors and windows. Assigned staff should monitor building entrances until an announcement is made that the incident is resolved.
* All staff not supervising students should go to the office for assignment to monitor entrances.
* Stay in reverse evacuation/exterior lockdownuntil emergency personnel or crisis response team members signal the resolution of the situation. Students will not be released at the end of the day until the exterior lockdown has ended.

**Custodians/Maintenance**

* Lock all exterior doors after students/staff get inside.
* Assist in monitoring entrances.
* Assist emergency personnel as necessary.

# Off-Campus Evacuation

**Purpose**

**Threat**

* Threat of violence
* Hazardous material spill
* Utility outage

Used when circumstances require an evacuation of students and staff to a remote site where students will be accounted for and released to their parents or guardians.

**Principal**

* Determine the appropriate pre-designated relocation site and evacuation route. Decide if it is safe for the students/staff to walk or if buses are required.

NOTE: Evacuation sites should be selected randomly at the time of the incident to keep actions from being anticipated.

* If evacuating by bus, begin setting up the bus evacuation staging area.
* If needed, request buses or alternate means of transportation.
* Request that law enforcement provide security at the evacuation staging area, along the evacuation route and provide traffic control/security at the relocation site during family reunification.
* The principal or designee will order an off-campus evacuation and family reunification at relocation site with the following announcement:

“YOUR ATTENTION PLEASE. FOR SAFETY REASONS, WE ARE EVACUATING OFFSITE TO \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ LOCATED AT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. WE WILL BE IMPLEMENTING THE FAMILY REUNIFICATION PLAN FROM THAT LOCATION.”

* Notify the District office of the situation.
* If necessary, direct staff to move students to the evacuation staging area.
* Request the District office to activate appropriate crisis response team members from other schools and send them to the relocation site to assist with family reunification.
* Provide the public information officer with detailed instructions or prepared release which directs concerned relatives to the family reunification site.
* Designate someone as the reunification site commander.

**Teachers/staff**

* Take your class roster, phone lists and emergency go kit as you exit.
* Office staff should take the incident command kit.
* After evacuating, take roll and 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 or depart to the relocation site.
* Ensure special needs students and staff are assisted. Request help if needed.
* Follow the instructions of the family reunification site commander when you arrive. You may be asked to assist in staffing the site.

**Custodians**

* Secure the building(s) before exiting.
* Report to the command post to assist the incident commander.

# Lockdown – Internal Threat

**Purpose**

Used when there is a threat of violence inside the school building or serious incident that could jeopardize the safety of students/staff.

**Principal**

**Threat**

* Intruder inside building
* Weapon in building or on school grounds
* Student or adult with disruptive or assaultive behavior
* Hostage situation
* Shots fired
* The principal will make the following announcement:

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

Note: Evacuation should be considered for those in locations where a secure lockdown is not possible or when escaping the potential threat makes more sense than locking down.

* Designate someone to call 911, 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. A staff member should stay on the phone to provide updates and additional information.
* Notify staff and classes outside to immediately move to the off-campus assembly area(s) or off-campus relocation site, account for students and wait for further information.
* Direct staff to switch bells to manual mode and deactivate the fire alarm, if possible.
* Notify the transportation director or bus service to stop all inbound buses and redirect them to designated relocation site(s).
* Notify District office.
* Notify each classroom in person when the lockdown incident is over.

**Office Staff**

* Stay by the phones to wait for additional instructions from District office or school incident commander.
* Assist the school commander with establishing the school command post.

**Teachers**

* Clear the hallway by your room, moving everyone into the classroom if possible.
* Teachers and students not in classrooms (gym, auditorium, lunchroom, bathrooms, study halls, etc.) should seek the closest available shelter area or evacuate to assembly area or other safe location.
* Lock your doors, turn off lights, and shut your blinds or cover your windows.
* Move students and staff away from the doors and windows.
* Have all people sit down against an interior wall and remain quiet.
* **DO NOT** respond to anyone at the door. Emergency responders or building administrator will unlock doors as needed.
* If an immediate 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 school incident commander of missing students or additional students, staff or guests sheltered in your classroom.
* Stay in lockdown until emergency personnel/crisis response team members personally release your room.
* On the direction of emergency personnel/crisis response team, move students to the designated evacuation site. Family reunification procedures will occur from there.

**When students/adults are outside the building:**

* If students/adults are outside, find cover as a group or lie down on the ground.
* If possible and appropriate, teachers will move students to the designated off-campus assembly area or evacuation site and wait for further instructions.

**Custodians**

* Direct any contractors, delivery drivers or vendors in the immediate area into a securable room and lock the door or evacuate if appropriate.

# Exterior Lockdown (Lock Out)

**Purpose**

Used when there is a potential threat outdoors in the general vicinity of school buildings or in the community at large.

**Threat**

* Unauthorized individual outside building
* Disturbance on school grounds
* Community threat:
* Bank robbery
* Escaped prisoner

**Principal**

* Order a reverse evacuation for students and staff outside to move inside the building.
* The principal will make the following announcement:

“YOUR ATTENTION, PLEASE. WE HAVE BEEN ADVISED OF A SECURITY SITUATION IN THE COMMUNITY AND NEED TO SECURE THE SCHOOL. PLEASE SECURE ALL EXTERIOR DOORS IMMEDIATELY. TEACHERS SHOULD CONTINUE NORMAL CLASSROOM ACTIVITIES, BUT NO ONE WILL BE ALLOWED OUTDOORS.”

* Notify District office.
* Assign staff to monitor building entrances. Only emergency personnel should be allowed to enter the building.
* Notify each classroom in person or announce by intercom when the incident is resolved.

**Teachers/Staff**

* Close and lock windows and close window shades.
* Maintain normal interior classroom activities unless otherwise instructed.
* All exterior classroom activity, recess, PE, etc., will be cancelled.
* Students are not allowed to leave the building or to travel between buildings.
* Account for all students/adults. Communicate names of any missing students/adults to administration.
* All staff not supervising students should go to the office for an entrance monitoring assignment.
* Stay in exterior lockdown until administration announces the resolution of the situation. Students will not be released at the end of the day until the exterior lockdown incident has been resolved.

**Custodians/Maintenance**

* Lock all exterior doors, including delivery doors.
* Assist in monitoring entrances.

# Clear the Halls

**Purpose**

Used when there is a need to clear hallways and confine students and staff to their rooms*.*

**Threat**

* Medical emergency
* Animal loose in the school
* Student or adult with disruptive or assaultive behavior
* Drug or weapons search

**Principal**

* Depending on the situation, order a reverse evacuation for students and staff outside to move inside or direct them as a group to an alternative location.
* The principal or designee will make the following announcement using the building PA system, 2-way radio, telephone or megaphone:

“YOUR ATTENTION, PLEASE. WE NEED TO CLEAR ALL HALLWAYS IMMEDIATELY. PLEASE GO TO THE NEAREST ROOM AND STAY THERE UNTIL FURTHER NOTICE. DISREGARD ALL ALARMS AND BELLS.”

* Notify District office.
* Assign staff to monitor building entrances. Only emergency personnel should be allowed to enter the building.
* Notify each classroom in person or announce by intercom when the incident is resolved.

**Teachers/Staff**

* Staff should gather any students/adults from the hallway into their room.
* Keep all students in the classroom, close doors and continue working/teaching.
* Teachers and students not in classrooms (gym, auditorium, lunchroom, media center, study halls, etc.) should seek the closest available classroom or other available room.
* Stay out of hallways and commons area.
* Account for all students/adults. Communicate names of any missing students/adults to administration.
* All staff not supervising students should contact the office for directions.
* Stay in clear the halls mode until administration signals the resolution of the situation. Students will not be released until the clear the halls situation has been resolved.

**Custodians/Maintenance**

* Provide assistance to building administration and emergency personnel as necessary.

# Shelter-In-Place

**Purpose**

Provides a refuge for students, staff and the public inside the school building during an emergency. 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. Shelter areas may change depending on the emergency.

**Threat**

* Severe weather
* Radiation release
* Chemical spill
* Exterior gas leak

**Principal**

* The principal or designee will make the following announcement using the building PA system, 2-way radio, telephone or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION (Describe Emergency) AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATED SHELTER LOCATIONS (or specific shelter location necessary for event). ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO THEIR INTERIOR SHELTER AREA. DISREGARD ALL ALARMS AND BELLS.”

* Order a reverse evacuation, if necessary, for students and staff outside. Use the building PA, megaphone, 2-way radio, telephones or runners to make the announcement to students and staff outdoors.
* Direct staff to close all windows and doors.
* If warranted, order the shutdown of heating, ventilation and air conditioning systems to stop the inflow of outside air into the building.
* Notify District office that the school is in shelter-in-place mode**.**
* Restrict access: no one goes out or comes in to the shelter-in-place location without permission. All activities are cancelled.
* If evacuation is ordered, everyone will be transported to the emergency evacuation site or other site determined by local emergency personnel.
* If the emergency is weather related, monitor the NOAA weather radio.
* Notify in person or by intercom when the incident has been resolved.

**Custodians/Maintenance**

* Shut off utilities (if necessary).
* Turn off ventilation systems (Heating, ventilation and air conditioning) if necessary and/or instructed.

**Teachers/Staff**

* Move students into designated safe areas, such as inside windowless rooms, bathrooms, locker rooms or windowless inner hallways, or follow specific sheltering instructions from the principal.
* Close classroom doors and windows when leaving and take class roster and phone lists.
* Gather any students/adults from the hallway to the closest shelter-in-place location.
* Ensure special needs students and staff are assisted. Request help if needed.
* If outside, teachers will direct students to the nearest school building, interior safe area or other appropriate shelter.
* Move students from mobile classrooms to a designated shelter in a permanent structure.
* Account for all students/staff. Communicate names of any missing students/staff or additional people to administration, when possible.
* Bells designating period changes will be shut off or disregarded, if possible.
* All people must remain in shelter until notified by administration or emergency responders.
* The shelter-in-place may last for an extended period of time. Staff should be prepared to activate their own family emergency plan. This plan designates someone to take care of staff members' families in the event they are not able to.
* If evacuation is ordered, follow directions of emergency personnel/crisis response team. Family reunification procedures will occur from there.

HAZARD-SPECIFIC INCIDENT PROCEDURES

# Perimeter Control

Emergency responders often need control of an area to do their job. This prevents more people from being injured by moving into a hazardous zone and helps keep a head count of those being evacuated through perimeter checkpoints. Local police have the primary responsibility for maintaining a secure perimeter. Depending on the emergency, school District employees may be requested to help first responders in establishing and/or maintaining a secure perimeter.

Emergencies that pose an immediate risk to students and staff will require that school District staff secure the area until first responders arrive. Examples include downed power line on school property, chemical spills and vehicle emergencies. Members of the crisis team will assist with perimeter control activities as requested by building principals or school superintendent.

Perimeter control tools are to be maintained by the crisis ream. Recommended items include:

* + High visibility vests and hard hats
	+ Whistles
	+ Bullhorn
	+ Safety warning cones
	+ Warning tape

# Family Reunification

**Purpose**

The family reunification protocol is used to ensure a safe and systematic means of accounting for students and reuniting them with their parents/guardians at secure site following a school evacuation.This protocol is implemented whenever a crisis makes it unsafe or impractical to reunite students with their parents/guradians at the school.

**Principal**

* Inform the District crisis team of the decision to implement the reunification protocol.
* Select the appropriate reunification site (from the list of pre-planned sites).

For security reasons, the location of the selected site(s) should not be revealed to the public before a crisis occurs.

* Notify the contact person at the site to verify it is available and provide an approximate timetable for student arrival.
* 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.
* Provide the school public information officer representative with detailed instructions or prepared release which directs concerned relatives to the family reunification site.
* Implement perimeter control procedures to make sure students go to the reunification site instead of going home or leaving the building.
* Coordinate student transportation to the reunification site with the transportation director and establish a staging area at the school for bus loading.
* Designate a reunification site commander.
* Request the District office to send personnel to help staff the family reunification center.

**Reunification Site Director**

* Establish a command post.
* Coordinate the set-up of the site into functional areas (see diagram below) and assign supervisors for each area.
* Assign roles to incoming staff, volunteers and public safety personnel.
* Assign staff to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
* Check identification of all personnel who arrive to assist.
* Set up a holding area for arriving students and staff away from waiting family members.
* Set up an information area for parent/guardian sign-in and identification check.
* Set up a student release checkout area where students will be escorted to meet their parent/guardian.
* Set up a counseling area and direct staff to escort parents/guardians of any injured, missing or deceased student to the area for staff to provide notification in private.
* Set up a media staging area and notify the school public information officer of the location.
* Only release students to authorized people after checking proof of identity and signing a student release form. Verify with the custodial parent before releasing student to anyone else and request photo identification.
* Hand out information sheets to parents that help identify signs of psychological stress and provide an overview of school and community counseling resources.
* Instruct parents/guardians to leave the site once they have signed out their student to make room for others.

**Teachers/Staff**

* Provide a list of students to the reunification site staff upon arrival. Note any missing students.
* Ensure special needs students and staff are assisted; request help if needed.
* Follow the instructions of the family reunification center staff when you arrive. Assist in staffing the site as requested.

## Reunification Center Functional Areas

**Student Area**

Purpose: Provide a secure staging area for students waiting to be reunited with parents/guardians.

* Maintain an updated list of students/staff in the area.
* Set up a triage, if necessary.
* Send students to checkout area when summoned.

**Information Area**

Purpose: Serve as the primary source of information for parents, staff members, public safety personnel and the media.

* Receive the passenger lists from arriving buses/vehicles and pass to the checkout area.
* Receive incoming staff, volunteers and public safety personnel and communicate assignments.
* Debrief staff on any updates to the crisis.
* Maintain a list of all personnel at the reunification center.
* Maintain a list of the injured or deceased and inform personnel in the checkout and counseling areas.

Note: A media area may be established adjacent to the information area, but only public information should be provided.

**Checkout Area**

Purpose: Reunification and discharge point for parents/guardians and their children. Adequate staffing should be available to provide timely check out for large numbers of students.

* Parents/guardians should be directed to this area upon arrival.
* Adults must show proper identification to staff.
* Non-parents must have pre-authorization from a parent before leaving with a child.

**Counseling Area**

Purpose: Provide immediate counseling and crisis intervention services to those in need.

* Staffed with trained counseling and mental health professionals
* Provide private areas for grief counseling.
* Provide any required notifications of death and serious injury (trained personnel only).

**Area Supervisor**

A supervisor is assigned for each functional area that is responsible for:

* Supervising all activities within the area
* Providing instructions to staff within the area
* Debriefing the reunification site director as requested
* Maintaining a list of all staff within the area

## Reunification Center Diagram



# Fire/Explosion

**Response Protocol: Evacuation, Off-Campus Evacuation**

**General**

* Activate the fire alarm.
* If there is a strong gas odor, **DO NOT** operate lights, use radios or telephones.
* Provide necessary assistance to special needs students.
* Students and staff outside when the fire alarm is activated should remain outside and assemble at their designated meeting area.
* No one may re-enter the building until the entire building has been declared safe by fire department personnel.
* For fires during non-school hours, the principal and superintendent will decide based on occupancy condition determined by fire department officials whether school will open the following day or if classes will be cancelled or held at an alternate location.

**Building Administrator**

* Notify fire department (911) and superintendent after evacuation.
* Establish a command post.
* Meet with emergency officials as soon as possible.
* In the case of inclement weather or if the building is damaged, consult with district transportation staff and move students to a designated off-campus evacuation site.
* Do not allow reentry into buildings until they are declared safe by fire personnel.
* Notify staff and students if/when it is safe to enter the building.

**Teachers/Staff**

* Evacuate building when fire alarm sounds and wait for further instructions:
	+ Follow the recommended evacuation route posted in the room.
	+ If an exit path is blocked or dangerous, use an alternate route.
	+ Ensure that all students are safely out of the room and the door is closed but not locked.
	+ Take class roster and check attendance when all students have reached their designated safe area. Display GREEN status card to indicate all students are accounted for. Use RED status card to indicate someone is missing, or injured.
	+ Report any missing students or staff to the command post or appropriate staff members.
	+ Remain with students at all times.
	+ Note on roster any student released to parent.
* If the fire alarm sounds during passing time, lunch or any other time while students are out of their classroom, they shall evacuate using the nearest exit and rejoin their class at the designated safe area.

**Custodial/Maintenance**

* Provide information on building utilities and assist in shutdown if necessary.
* Remain available as a resource for other building issues.
* Assist building administration to ensure that everyone has evacuated.

# Gas Leaks

**Response Protocol: Evacuation (leak inside), Shelter-In-Place (leak outside)**

Natural gas/propane gas leaks can occur inside or outside of a building. You should suspect a gas leak if you smell an unpleasant, rotten egg odor. The fire department and gas companies have gas-detection instruments that can determine the source and severity of the leak.

**For All Gas Leaks**

* Call gas companies: XXX-XXXX
* Call the buildings and grounds department: XXX-XXXX
* Call the superintendent: XXX-XXXX
* If the situation is an emergency: 911

**If the Smell of Gas is Faint**

* Open windows and doors.
* Evacuate the building.

**If the Smell of Gas is Strong**

* **DO NOT** activate with the fire alarm or PA system, unless it has been determined safe to use during a gas leak.
* **DO NOT** turn on/off lights.
* Transfer school bells to manual mode.
* **DO NOT** use cell phones, radios or landline phones unless they have been determined safe to use during a gas leak.
* Shut-off main gas valve and all building utilities.
* Evacuate the building. If you do not have a safe way to communicate the evacuation, use runners or other in-person communication.
* Move upwind from the smell.
* Seek shelter in alternate evacuation site if directed.

**If Odors are Detected Outside the Building**

* It is not necessary to evacuate the building. Evacuation is called for only if odor seeps into the building.
* Initiate shelter-in-place procedure, if warranted.
* Call the police and fire non-emergency numbers to report the smell.

**If Person(s) is in a Room Unconscious**

* Do not enter without approved breathing protection (self-contained breathing apparatus).
* Remove all people from contaminated areas if safe to do so.
* Call 911.

# Hazardous Material Release

**Response Protocol: Evacuation (spill inside), Shelter-In-Place (spill outside)**

**Spill Inside The Building**

**Teachers/Staff**

* Evaluate level of hazardous exposure and evacuate the immediate area.
* Avoid direct contact with the spilled chemical.
* If chemical has come into contact with skin or eyes, review safety data sheet (SDS) and follow directions.
* Contact the main office.
* Do not attempt to clean up spilled chemical without reviewing SDS and obtaining proper personal protective equipment.

**Custodians/Maintenance**

* Keep students and staff away from spill.
* Evaluate ventilation options to limit exposure, which may include shutting off air handlers for containment or opening the area for fresh air ventilation to dilute fumes.
* If spill is too large clean up, contact the main office.
* If chemical hazards have been identified through the label and/or SDS and you have proper materials and training, proceed with cleanup.
* Only attempt cleanup if proper personal protective equipment is available.

**Administrators**

* If necessary, call 911.
* If chemical spill is severe, initiate building evacuation. Move students far enough away from building to minimize exposure.
* If necessary, use off-campus evacuation procedures and plan route to minimize exposure.
* Contact District office.
* Arrange to meet responding emergency personnel at the building command center and provide them with appropriate SDS information.
* If students or staff are injured, send SDS of the spilled chemical(s) along with victim(s) to the hospital.

**Spill Outside the Building**

* Initiate shelter-in-place response protocol. Reverse evacuate if necessary.
* Close all exterior windows and doors.
* Shut off all outside air ventilators.
* Keep telephone lines clear for emergency calls.
* If necessary, the building administrator will call the fire department for consultation. The fire department will coordinate any necessary evacuations.
* After emergency has passed, release students to parents/guardians or designee.

# Nuclear Release

**Response Protocol: Shelter-In-Place, Evacuation**

Schools within 10-mile radius of (Insert facility name(s)) Nuclear Facility, listen for a 3-5 minute steady siren blast (insert other notification signal if different). This signals the public to tune their radios to an emergency alert station (EAS). Schools will be notified if radiological release requires protective actions by emergency personnel.

**Shelter-In-Place**

* Announce reverse evacuation - bring all people inside main school building.
* 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.

**Evacuation**

**Administrators**

* Ask teachers and support staff to close all windows.
* Announce off-campus evacuation but direct students and staff to remain in their rooms until transportation arrives. A second notice will be given to load the buses.
* Consult with emergency management personnel to determine appropriate evacuation location and route.
* Inform the transportation director of the off-campus evacuation.
* Notify the relocation center and activate the family reunification protocol.
* Activate the parent notification protocol and direct them to the relocation site.
* Direct staff to turn off lights, electrical equipment, gas, air conditioning and heating systems.
* Post signs that indicate the building has been evacuated at the main entrances.

**Teachers**

* Take roll.
* Explain evacuation/off-campus relocation procedures to students.
* Instruct students to take belongings.
* Wait in classroom until administrator or designee announces 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.

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# Utility/Telecommunications Failure

**Response Protocol (if necessary): Evacuation, Off-Campus Evacuation, Shelter-In-Place**

**Teachers/Staff**

* Immediately report to the building administration any utility failures (electrical power, water, gas) or telecommunications failure (telephone, Internet, cable TV).
* Remain in the classroom and continue conducting class until further notice.
* Teachers and staff without classes should report to the main office for possible assignment.
* If electrical power is out, computers and appliances should be turned off or unplugged until power is restored.

**Custodians/Maintenance**

* Notify the specific utility/telecommunication company of the failure.
* Work with the utility company to determine the expected duration of the outage.
* Notify building administrator of the expected duration of the outage.
* In the event of an electrical power failure, equipment which is subject to damage from power surges, should be turned off or unplugged until power is restored.
* Call buildings and grounds department, XXX-XXXX.
* Assist the utility/telecommunication company in restoration of services.

**Administration**

* Consult with the superintendent to determine whether or not to dismiss school. If so, activate parent and media notification protocols.
* If necessary, initiate evacuation/off-campus evacuation procedures.
* Classes should continue if it is possible to do so without subjecting students to adverse climate conditions. Early dismissal may result in sending students home to an unsupervised home or to homes without electrical power.
* If electrical lines are on the ground within proximity of the school grounds, a designated school employee should be appointed to keep people from the area until the local utility company is on site.

# Vehicle Emergencies

**Driver**

* If your vehicle is involved in an accident, attempt to move to the side of the road. This will help prevent another accident and allow for traffic movement.
* Turn off the ignition, remove key and turn on hazard lights.
* Call 911. Let them know a school vehicle was involved in an accident, the accident location, number and type of injuries, and school District or bus company name. Remain on the phone to provide updates until emergency responders arrive.
* Visually inspect the vehicles involved in the accident to determine if there is an imminent danger (e.g., hazardous material spill, vapor cloud, fire or smoke). Inspect the vehicles to determine if hazardous materials are involved by looking for placards, decals and signage.
* Administer first aid, if necessary. Remain calm and help comfort students.
* Set out reflective triangles to warn other drivers.
* Notify the superintendent and transportation/bus company director.
* Keep children seated in the vehicle unless it is necessary to evacuate.
* If there is a threat of fire or further damage to the vehicle, evacuate passengers to a safe location.
* Do not release students to anyone unless given permission by school District administration.
* If there are no injuries, follow the District/bus company policy and instructions on moving, returning or delivering students.
* Do not issue statements to the press. Refer them to the authorities in charge or to the superintendent.

**Administration**

* Assigned district staff should respond to the scene and if necessary and provide emotional support to students.
* Dispatch the District transportation director or designee to the accident location.
* School official(s) at the scene will assess level of support needed and convey this to the incident commander.
* School official(s) at the scene will report the names of student passengers, their conditions, and location(s) to the District office so parents/guardians can be notified.
* Assign school official(s) at the scene to accompany injured students to the hospital.
* Ensure that injured student’s health information cards and medication is sent to the hospital.
* If injured students are sent to multiple hospitals, the superintendent’s office will send an administrator to each hospital.
* The District public information officer or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital where the student was taken.
* District staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis intervention procedures.
* Public information officer will prepare a press release and parent letter of explanation for same day distribution if possible.
* Fill out a student injury report if students were injured in the accident.

# Bus Emergency Action Plan

A copy of this plan is to be kept on each school bus at all times.

**DRIVER MUST NEVER LEAVE BUS UNATTENDED. STUDENTS ARE YOUR FIRST RESPONSIBILITY.**

**Accident**

* Quickly secure the vehicle in a safe area, set brake, turn off ignition and activate hazard lights.
* Check for injuries.
* Determine if evacuation is necessary. Students should remain on the bus unless evacuation is necessary.
* Evacuate if fuel is spilled, bus is overturned, there is a potential for additional vehicle impacts or a fire danger exists.
* Radio or call transportation dispatch for help. Stay with vehicle – do not leave to assist other vehicle(s).
* Appoint bus assistant and place triangle reflectors at 10, 50 and 100 feet behind the bus.
* Reassure students that situation is under control.
* Follow transfer of students procedures below if necessary.
* Follow post-crash procedures below.

**Post-Crash Procedures**

* Have assigned assistant supervise students.
* Fill out accident information card.
* Give name, address and license number to police and other driver.
* Get other driver/vehicle(s) information: (name, address, phone, insurance and DL number).
* Get license plate number(s) of vehicle(s) involved.
* Get name, phone number and address of witnesses.
* Discuss crash only with the police, school transportation department and school officials.
* Do not leave crash site until authorized.
* Do not let anyone on bus other than emergency personnel, school or company staff.

**Disabled Vehicle**

* Pull off the road to a safe area, set brake, turn off ignition, activate hazard lights and remove key.
* Appoint bus assistant and place triangle reflectors at 10, 50 and 100 feet behind the bus.
* Do not leave bus vicinity if carrying students.
* Radio or call transportation dispatch office.

**Disabled Driver**

* If driver feels ill or is disabled, the driver should stop the vehicle.
* Pull off the road to a safe area, set brake, turn off ignition, activate hazard lights and remove key.
* Ask students for help, call 911 or transportation dispatch office for assistance.
* Bus assistants should be trained to use the radio, to send for help and to supervise students.

**Transfer of Students to Another Bus**

* Do not release students until all names, addresses and phone numbers are recorded.
* Students must be released by emergency personnel before they can leave the bus.
* Park replacement bus so students do not have to cross roadways or through hazards.
* Students should walk single-file.
* Double check to make sure all students have been transferred.
* Arrange for special transportation for any students and staff with special needs.

**Fire/Evacuation**

Reasons to evacuate: Fire or fire danger, collision risk (intersection, crest of hill, curve), or other unsafe position: on/near train tracks, steep bank, in water, tornado path, etc.

* Be familiar with exit options, including rear door, roof hatches and side window exits.
* Consider traffic and other hazards when evacuating.
* Use both front and rear exits to reduce evacuation time.
* Driver should stay on bus to supervise evacuation. Appoint student assistant to help.
* Move students at least 100 feet from site, keep them together.
* Keep students away from fire and smoke.
* Supervise after the evacuation. Appoint assistant to help as needed.
* Use fire extinguisher if possible but do not endanger yourself or others by attempting to extinguish the fire.
* Get assistance – radio to transportation dispatch to call 911 or call 911 yourself.

**Severe Weather**

* If a tornado funnel is sighted, seek shelter in a concrete-constructed building, building basement or in a ditch or depression at least 100 feet from the bus.
* Do not try to outrun a tornado or drive at unsafe speeds.
* If there is no time to evacuate bus, have children assume the protective position, remaining in seats with their heads below window level.
* If flood warnings are issued, watch for flooding in dips, low areas and around bridges. Do not attempt to drive through any standing water.
* If vehicle stalls, evacuate and seek high ground.

**School Lockdown**

* If there is a school lockdown, do not go to school building unless directed by law enforcement or school administrator.
* If students are on bus when lockdown is announced, go to pre-arranged evacuation site.

**Medical/First Aid**

* Driver’s first responsibility is student safety.
* Do not leave bus to administer first aid to people in another vehicle – call 911 for assistance.
* Do not move victim(s) unless victim is in imminent danger.
* Address breathing problems first, stop bleeding next and treat for shock after that.
* Call 911 for any emergency that affects the airway, breathing or circulation.

Common injuries or illnesses that a school bus driver might encounter:

* **Vomiting** – Not preventable, but fresh air may provide relief. Use body fluid cleanup kit and follow universal precautions.
* **Nosebleed** – Have victim sit down and lean forward or lie down with head and shoulders raised. Do not have them put head back. Pinch soft part of nose firmly for 10 minutes.
* **Bee sting** – Stings can be serious if the victim has an allergy. Treat with ice pack, but call 911 if an allergic reaction occurs. Allergic reactions may be similar to shock symptoms.

# Alcohol/Drugs

**Teachers/Staff**

* If a teacher suspects that a student is under the influence or in possession of a controlled substance, notify the building administrator immediately. Follow up with written documentation.
* If a teacher/administrator has knowledge of possible alcohol or drug abuse issues, he/she should submit a referral to the appropriate agency.

**Administration**

* Assess the seriousness of the incident and determine the level of assistance needed (e.g., police, counselor).
* Identify parties involved.
* Isolate parties involved for interviews and investigation.
* Notify parents/guardians.
* Determine disciplinary consequences with district administration.
* Determine what intervention/follow up is necessary.
* Document incident/secure witness statement(s) if appropriate.

# Assaults/Fights

**Response Protocol: Clear the Halls**

**Teachers/Staff**

* Ensure the safety of students and staff.
* Call 911 if necessary.
* If possible, defuse the situation.
* Notify building administrator.
* If necessary, notify the medical response team or first aid certified individuals in the building.
* Seal off area to preserve evidence and disperse onlookers.
* Do not leave the victim(s) alone.
* Document all activities witnessed.

**Administration**

* Notify law enforcement if circumstances indicate that criminal activity was involved, e.g., if a weapon was used, if there was a sexual assault or there were significant physical injuries.
* Notify the superintendent and parents of the student(s) involved.
* Document all activities witnessed by staff. Interview the victim(s)/witness(es).
* Assess the counseling needs of the victim(s)/witness(es).
* Implement post-crisis intervention procedures as needed.

# Death At School

**Response Protocol: Clear the Halls**

**Teachers/Staff**

* Assess situation.
* Send staff member to office to call 911.
* Secure area, remove and isolate witnesses with a staff member.
* Document any observations regarding the death and the immediate area.
* Identify students and staff who may need counseling.

**Administration**

* Call 911.
* Activate clear the hallsprotocol.
* Secure the scene, protect evidence and cooperate with any investigations.
* Notify District office.
* Personally contact the deceased’s family and offer support.
* Public information officer will communicate with news media.
* Adjust scheduled activities as necessary.
* Designate room(s) for grief counseling. Coordinate any additional counseling resources that may be needed.
* Have the public information officer prepare a statement to students with verified information. Review with superintendent before issuing the statement.
* Determine if students in other buildings or Districts may be directly affected and notify the appropriate administrators(s), if necessary.
* Hold an emergency staff meeting. If the event occurred outside of normal school hours, this meeting should take place as soon as staff returns to school. Keep school personnel updated on the events and circumstances.
* Gather personal items of the deceased from lockers, desks, etc. and deliver to appropriate family members.
* Announce loss to the entire school with verified information.

# Hostage

**Response Protocol: Lockdown, Evacuation, Off-Campus Evacuation**

**General**

* If perpetrator is unaware of your presence, do not intervene.
* Seal off area near hostage scene to keep others out of area.
* Hostage situation will be turned over to law enforcement. It is their responsibility to bring the situation to a successful conclusion.
* Provide detailed notes of events to the incident commander, such as description of perpetrator(s), types of weapons being used and any demands or instructions given.

**If Taken Hostage**

* Follow instructions of perpetrator.
* Try not to panic. Calm students if they are present.
* Move very slowly. Keep your distance. Attempt to keep some obstacle between you and the perpetrator such as a bookcase, desk or wall.
* Maintain a non-threatening pose. Keep hands at your sides or folded.
* Do not maintain constant eye contact.
* Ask permission to speak but do not argue or make suggestions.
* Be respectful to perpetrator. Simply ask questions and listen.
* Never hold out your hand and ask the person to turn a weapon over to you. Ask the person to put the weapon down. Indicate that it would be easier to talk if they lay it down or put it in their pocket.
* Make no sudden, unannounced moves. If you are going to move, tell them beforehand what you would like to do.
* Do not promise something that cannot be delivered.
* Ask them if it is okay for the students to leave.
* Keep talking, asking, paraphrasing and listening. At some point talk about the fact that no one needs to be harmed and that neither you, nor anyone else intends to harm them.
* Buy time by communicating. When help arrives, do exactly what they tell you to do.

**Administration**

* Initiate lockdown protocol.
* Call 911. Give dispatcher details of event, including hostage location and identify an incident command post away from the hostage location for responding officers.
* If requested, assist police officers in a quiet, orderly room-by-room evacuation away from the hostage situation.
* Gather information on students involved and provide information to law enforcement.
* Assess the counseling needs of the victim(s)/witness(es). Implement post-crisis intervention procedures.

# Intruder – Unauthorized Person

**Response Protocol: Lockdown**

An intruder is an unknown and suspicious person in building or on campus grounds without a visitor's pass or who lack visible identification.

**All Staff**

* Ask another member of staff to accompany you before approaching a suspicious or unknown person.
* Politely greet the person, identify yourself and ask how you may help them.
* Ask the person the purpose of their visit. If possible, attempt to identify the individual and/or their vehicle.
* Inform the person that all visitors must register at the office and wear a visitor badge.
* If the person is non-compliant or argumentative, inform them that they are in violation of school policy and must leave the campus.
* If the verbal warning fails, back away from the intruder and notify the main office/building administrator.
* Maintain visual contact. Knowing the location of the intruder is less disruptive than doing a building–wide search later.
* The intruder should not be chased if they flee. The goal is to get the intruder off school property, not to capture them.
* Make note of the physical description of the intruder to give to law enforcement if necessary.

**Administration**

* If the intruder will not leave the building, activate the lockdown protocol.
* Call 911immediately.
* Notify the district office/superintendent.

# Missing or Runaway Student

If the child is found at any point, inform everyone who has been notified of the incident that the child is no longer missing.

**Teachers/Staff**

* Report any student who is missing to the administration.
* Notify the administration if the student returns.

**Administration**

***During school hours – If the student has been listed as initially present:***

* Make announcement for missing student to report to the office.
* Search campus.
* Notify superintendent.
* Consider initiating clear the halls protocol until the matter is either resolved or school has been completely searched.
* Call parent/guardian or those listed on emergency form.
* Begin gathering information on the child, including:
	+ Description: height, weight, skin color, eye color, clothing, backpack, etc.
	+ A photo if available
	+ Home address, phone number, parents’ contact number
	+ Class schedule, special activities
	+ Bus or walking route information
* Obtain information from possible witnesses, friends and the last person to see student.
* Call 911 and explain the situation.
* Do not release any information to the media. Refer any inquiries to the superintendent of public information officer.
* Work closely with the police when they arrive at the school.
* Notify parents immediately if student is found.

***Before school hours – If the student is missing between home and school:***

* If student does not arrive at school, check with parent/guardian.
	+ If student has an excused absence, stop procedures.
	+ Ask for student's possible route to school and means of transportation.
	+ Could the student have become lost?
	+ Is student suspected of being a truant?
	+ Is student suspected of being a runaway?
	+ Are any of the student’s friends also missing?
* Advise parent/guardian to call the police if student is not found.
* If student is a young child, possibly drive the student's route to school in an attempt to find them.
* Do not release any information to the media. Refer inquiries to the superintendent.
* Work closely with the police when they have arrived at the school.
* Notify parents immediately if student is found.

***After hours – If the student is missing between school and home:***

* If parent/guardian has called school to report missing student:
	+ Express concern and desire to help.
	+ Gather pertinent information.
	+ Advise caller to contact caregivers and friends.
	+ Inquire as to possible activities the student could be attending.
	+ If caller is a parent/guardian, advise them to call police if student is not found.
	+ Ask caller to inform the school if student is found.
* If caller was not the parent/guardian, call the parent or legal guardian.
* Contact student’s teacher or last hour teacher to confirm attendance.
* Make announcement over the PA system for student to report to the office.
* Search entire campus.
* Contact bus drivers and crossing guards.
* If student is not found on campus, consider driving route from school to home.
* Do not release any information to the media. Refer inquiries to the superintendent or public information officer.

# Sexual Assault

**Response Protocol (if necessary): Lockdown, Clear the Halls**

**Teachers/Staff**

* Determine if immediate medical attention is needed.
* Call 911. Police will coordinate questioning of victim, suspects and collection of evidence.
* Notify building administrator.
* If there is a crime scene related to the assault, seal off area to preserve evidence and disperse onlookers.
* Do not allow the victim to eat, drink, change clothes or shower.
* While awaiting police, isolate the victim from activity related to the incident.
* Do not leave victim alone.
* Arrange for any unique services or support for students with special needs.
* Victim should not be asked any questions beyond obtaining a description of the perpetrator.

**Administration**

* Determine need for a lockdown or clear the halls until circumstances surrounding the incident are known.
* Ensure 911 has been called.
* Notify the superintendent and parents of the victim(s) involved.
* Assess the emotional impact of incident on faculty and student population.
* Implement post-crisis procedures.
* Be prepared to address any rumors with validated facts.

# Active Violence

**Response Protocol: Lockdown, Evacuate**

**Teacher/Staff**

* Make lockdown announcement or notify main office/administration to start lockdown response protocol.
* Follow lockdown response protocol.

**Administration**

* Activate lockdownresponseprotocol. Help students and staff find safe shelter.
* Call 911.
* Assess the situation including the perpetrator’s location, injuries and the potential for additional violence.
* If the suspect is still in the school, attempt to identify their location without leaving your safe area.

***If suspect has left:***

* Ensure that all exterior doors are secured to prevent re-entry.
* Inform the superintendent of the situation.
* Meet with responding law enforcement officers to provide any new information.
* When the police arrive, they are in charge of the scene.
* Gather information and emergency information cards for all involved in the incident.
* Refer media requests to superintendent or public information officer per media procedures.
* Assess the counseling needs of the victim(s)/witness(es).
* Implement post-crisis procedures.
* Continue to provide updates to students, family and faculty during subsequent days to prevent rumors.

# Suicide/Attempted Suicide

**Response Protocol (if necessary): Lockdown, Evacuate**

**Teachers/Staff**

* All threats of suicide should be taken seriously.
* Report any written or verbal reference to suicide, to dying or ending his or her life to an appropriate counselor.
* Do not leave the student alone. Stay with the student until the counselor or other intervention staff arrives.
* Do not allow the student to leave school without a parent, guardian or other appropriate adult supervision.
* Report all threats of suicide immediately. This includes a third party such as a student letting you know of a friend who has been talking about suicide.

**Counselors**

* Talk privately with the student and assess the seriousness of the threat.
* Ask directly if the person has entertained thoughts of suicide.
* If the threat is serious:
	+ Do not leave the student alone.
	+ Notify the administration.
	+ Notify the parents/guardians.
	+ Continue to counsel the student.
	+ Provide parents with other community resources for counseling.
		- National Youth Crisis Hotline 1-800-448-4663.
		- Yellow Ribbon Suicide Prevention Program 1-800-784-2433

**Suicide Attempt in School**

**Administration**

* Notify building administrator, school nurse or medical response team.
* Call 911 if the person needs medical attention, has a weapon or needs to be restrained.
* Administer first aid if necessary.
* Try to calm the suicidal person.
* Stay with the suicidal person until police or intervention staff arrives.
* Isolate the suicidal person or the area.
* Do not allow the student to leave school without parent, guardian or other appropriate adult supervision.
* Activate lockdown or clear the halls protocol as appropriate.
* Call parent(s) or guardian(s) if the suicidal person is a student. Call family or emergency contact if suicidal person is a staff member.
* Notify superintendent.
* Implement post-crisis procedures.
* Remain in contact with counselor about the situation.
* Request outside evaluation and counseling if the counselor deems it necessary.
* Parents may be required to show proof of psychological consultation before the student/staff member is permitted to return to school.

# Suspicious Mail or Package

**Response Protocol (if necessary): Shelter-in-Place, Evacuate**

Characteristics of a suspicious package or letter include: excessive postage or excessive weight, sealed with tape, misspellings of common words, oily stains, discoloration or odor, no return address, incorrect title or addressed to title only or sent by an unknown school vendor.

**Teachers/Staff**

* Do not open thepackage or letter.
* Isolate the package or letter immediately. Place a trash can or box over the package/letter.
* Do not try to smell thepackage or letter.
* Leave the area where the package or letter is located. Limit access to the area.
* Notify building administration.
* Isolate anyone who may have been exposed to the substance to minimize spreading.
* Preserve evidence for law enforcement.

**Administration**

* Call 911.
* Initiate evacuation or shelter-in-place procedures as appropriate.
* Consult with law enforcement to determine next steps.
* Notify District administration.
* Consult with emergency officials to determine need for decontamination of the area and the people exposed to the substance.

# Threat of Violence

**Response Protocol: Lockdown, Evacuation, Off-Campus Evacuation, Clear the Halls**

**Telephone Procedures**

* The person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911 – telling the 911 operator, “This is (name of caller) from (name of school). We are receiving a threat of violence on another line. The number of that line is xxx-xxxx.”
* The person receiving the phone call should obtain as much information as possible and record this information in writing on the threat of violence checklist found on the next page.
* Keep the caller on the phone. Pretend you are having a difficult time hearing to help extend the conversation.
* Be calm, be courteous, listen and do not interrupt the caller.
* Immediately after the call dial \*57 to initiate a phone trace, if your phones has this function.
* Notify building administrator.
* Talk to no one other than those instructed by administration or to law enforcement.

**Written or E-Mail Threats**

* Save the message, do not delete the e-mail or throw away the message.
* Print a copy of any e-mail message(s) to be turned over to the police.

**Administration**

* Assess and determine the credibility of the threat.
* Based on the credibility initiate the appropriate response protocol. This may include investigation only, lockdown, clear the halls, evacuation or off-campus evacuation.
* The decision to evacuate the school is the responsibility of the building administrator or designee. Police cannot order an evacuation.
* If the threat concerns an explosive device, consult with officials from the police and fire departments to decide how to determine whether a device is in the school building.
* If evacuating, ensure evacuation routes are safe and do not cross into suspected danger areas.
* Do not resume school activities until the threat has been resolved.

**Building Searches – Explosive Threats**

NOTE: Do not use radios, cell phones, fire alarms or turn lights on/off. Their use may set off any potentially explosive devices.

* Teachers should take note of any suspicious items in their classroom and report to the building administrator as soon as possible.
* The building administrator or designee will set up the command center.
* Unauthorized individuals should be prevented from entering the building.
* Administration and staff volunteers familiar with the areas should examine the common areas and bathrooms for suspicious items.

**Suspicious Package or Device Discovered**

* **DO NOT** move or handle the package.
* Notify the building administrator to start building evacuation.
* Let law enforcement and fire officials know where the item is located.

**THREAT OF VIOLENCE**

(PLACE THIS CARD UNDER YOUR PHONE)

Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a.m. p.m.

**QUESTIONS TO ASK**

1. When will the threat occur?
2. Where will the threat occur?
3. What is the threat?
4. Why?
5. What will escalate the threat?
6. What is your name?
7. What is your address?

**VOICE IDENTIFCATION**

|  |  |
| --- | --- |
| * Male
 | * Female
 |
| * Calm
 | * Accent
 |
| * Angry
 | * Slurred
 |
| * Excited
 | * Stutter
 |
| * Slow
 | * Lisp
 |
| * Rapid
 | * Deep
 |
| * Soft
 | * Cracking
 |
| * Loud
 | * Disguised
 |
| * Intoxicated
 | * Nasal
 |
| * Familiar (if so, who did it sound like): ­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**EXACT WORDS SPOKEN****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Extension No: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**BACKGROUND NOISES**

|  |  |
| --- | --- |
| * Street
 | * Factory
 |
| * Voices
 | * Motor
 |
| * Music
 | * House
 |
| * Office
 | * PA Systems
 |
| * Animal
 | * Static
 |
| * Other
 |
|  |

**LANGUAGE**

|  |  |
| --- | --- |
| * Foul
 | * Incoherent
 |
| * Irrational
 | * Taped
 |
| * Well Spoken
 | * Read by Caller
 |
| * Other
 |

**REPORT CALL IMMEDIATELY TO:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Unrest

**(Student Unrest, Riots, Demonstrations, Civil Disobedience)**

**Response Protocol (if necessary) : Lockdown, Exterior Lockdown**

**Teachers/Staff**

# Unrest

**(Student Unrest, Riots, Demonstrations, Civil Disobedience)**

**Response Protocol (if necessary): Lockdown, Exterior Lockdown**

**Teachers/Staff**

* Access situation to determine who is involved, approximate size of group and what the group is doing before determining the appropriate response.
* If possible, give verbal directions to participants to defuse the situation.
* Do not let a crowd incite participants. Disperse onlookers.
* Stay on the scene – ask others to inform the main office.
* Call 911 if necessary. If situation is non-violent, notify the school resource officer and administration.
* If medical assistance is needed, follow the procedure for medical emergencies.
* All staff not supervising students should call the office for directions.

**Administration**

* Clearly communicate to all students (via announcement or bullhorn) that students should either attend classes or move off the property.
* Inform students/participants that they will be suspended or possibly arrested if they do not comply with instructions.
* If appropriate, implement lockdown or exterior lockdown.
* If student disruption persists after a second warning, notify student(s) of their suspension and direct them to leave school property. If student(s) continues to remain on school property, call 911.
* Post staff members at exterior doors to monitor outside disturbance and to ensure no one is allowed inside or to leave the building.
* Notify superintendent.
* Obtain detailed written statements from witnesses and staff.
* Notify parents or guardians of students involved.
* Refer media requests to superintendent or public information officer.
* Assess counseling needs of participants and witnesses.
* Implement post-crisis procedures as needed.

**Public Demonstrations**

* Notify faculty of any planned demonstrations.
* Develop an information letter to parents.
* If demonstration occurs, maintain separation of students and demonstrators. Class changes requiring students to exit the building should be limited or canceled if near the demonstration area.
* Do not allow students to be interviewed by media or join in demonstration.
* Act as liaison with police.
* Notify transportation director of demonstration and any possible impact buses may encounter arriving to or departing from the school.

# Weapons on Campus

**Response Protocol (if necessary): Lockdown, Clear the Halls**

The term "weapon" includes:

* Firearms, whether loaded or unloaded, including, pistols, revolvers, pellet guns, air guns, BB guns, stun guns and their ammunition
* Arrows, daggers, razors, stilettos, switchblade knifes, or a knife having a blade exceeding three inches in length
* Clubs, chains, metal knuckles, numchucks or throwing stars
* Poisons, fireworks, pepper spray, explosives and other propellants
* Any object or device which has the appearance of a weapon, or any device that is a facsimile of a real weapon
* Any other item being used to intimidate, threaten or assault anyone

**Staff or students who are aware of a weapon brought to school:**

* Immediately notify building administrator, teacher or law enforcement.
* Give the following information:
* Name of person suspected of bringing the weapon
* Location of the weapon
* Whether the suspect has threatened anyone

**Teachers who suspect that a weapon is in the classroom:**

* Stay calm.
* Do not call attention to the weapon.
* Notify the building administrator, the school resource officer or a neighboring teacher as soon as possible.
* Teacher should not leave the classroom.

**Administration**

* Call law enforcement to report that a weapon is suspected in school.
* Activate clear the halls or lockdown response protocol as appropriate.
* Ask law enforcement to participate in questioning the suspected student or staff member.
* Consider the best time and place to approach the person, taking into account these factors:
	+ Need for assistance from law enforcement
	+ Type of weapon
	+ Safety of people in the area
	+ State of mind of the suspected person
	+ Accessibility of the weapon
* When being called for questioning, the student or staff member should bring all personal items in his or her possession at the time.
* If a search of the student's personal possessions and body yields nothing, go to the student's locker/staff’s room for a thorough search.
* If possible, have law enforcement separate student/staff from any weapon.
* If the suspect threatens you with the weapon, do not try to disarm him/her. Back away with your hands up.
* Follow District policy and procedures if needing to conduct a weapons search.
* Document all activities related to a weapons incident according to reporting requirements of the District and state statutes.
* If the suspect is a student, notify parent(s)/guardian(s).

# Infectious/Contagious Diseases

Infectious diseases can be spread form one person to another and are caused by organisms like bacteria, viruses and parasites. Illness caused by an infectious disease is a common occurrence in schools, but they are typically short-term, requiring less than one week exclusion from school. In such cases, the principal, after consultation with the school nurse, will make the initial decision to exclude a child from school attendance.

**Teachers/Coaches/Staff**

* Teachers and staff should report suspected cases of contagious disease to their building administrator, who will relay the concern to the superintendent. A medical evaluation of the student or employee may be required.

**School Nurses**

* School nurses should be aware of infectious diseases that may affect students and be familiar with how to minimize their spread. Since school nurses may not be on-site at the school, a designated staff member should consult with the nurse regularly. Suspected outbreaks should be reported to the state or local public health agency immediately.
* Employees should be taught the proper methods of cleaning up spilled body fluids, collecting trash and disinfecting areas which might be sources of contamination.

**Administration**

* If the superintendent decides after consultation with medical personel and other public health officials that a contagious disease is present in the school and there is significant risk of transmission, the student or staff member will be asked to stay home.
* In cases where unvaccinated students are exposed to a vaccine-preventable disease (such as measles, mumps and rubella), consult with state or local public health agencies to determine if unvaccinated students should not attend school for a period of time.
* The superintendent may establish a review panel consisting of school board members, health department officials and physicians. The superintendent may convene the review panel if the decision to exclude a student or employee with a contagious disease is questionable or contested. Each case should be handled individually.
* The affected student’s right to privacy will be maintained by all involved. Information regarding the students or employees suspected of or diagnosed as having an infectious disease should be released only through the superintendent's office.
* The school District will institute preventive measures to control the spread of infectious diseases. Such measures include the education of employees and students about contagious diseases and the methods of reducing the risk of transmission.
* The superintendent will advise the school board to regularly re-examine its infectious disease policy and regulations as new information becomes available.

# Medical Emergency

For minor and non-life-threatening illnesses and injuries perform basic first aid, call the office/nurse or send student to office/nurse for treatment and observation.

**Response Protocol (If necessary): Clear the Halls**

**Teachers/Staff – Basic First Aid**

* Evaluate the accident/incident scene to ensure safety.
* If the scene is safe, proceed to the victim.
* Control bleeding.
	+ Treat all bodily fluids as potentially infectious and use universal bloodborne pathogen precautions.
* Check for breathing and pulse and assess the extent of injuries.
* Look for signs/symptoms of stroke, allergic reaction, overdose, poisoning, etc.
* Call 911, if the injury appears serious or cannot be treated with basic first aid.
* Begin CPR, if necessary.
* Ask someone to retrieve an AED (automatic external defibrillator), if available.
* In the case of poisoning, give container to another staff member and have them call the Poison Control Center, 1-800-222-1222.
* If a cervical spine injury is suspected, the victim should not be moved except by medically trained personnel or in an absolute emergency. Manually stabilize the victim's head immediately by holding the head to prevent any movement of the head or neck.
* If possible, isolate the affected student/staff member. Disperse onlookers and keep others from congregating.
* After emergency medical services personnel arrive, provide information about the incident.

**Administration**

* Activate clear the hallsprotocol, if necessary.
* Hold bells if emergency situation is in a common area where students travel during passing periods.
* In case of traumatic medical emergency or death at school:
	+ Notify superintendent.
	+ Notify parent or guardian of the situation and provide them with hospital information.
* Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
* If child is being transported, assign a staff member to accompany him/her to the hospital.
* Ensure student/staff medical information is sent to the hospital.
* Advise faculty and staff of situation (when appropriate).
* Follow up with parents/guardian.
* Implement post-crisis procedures.

**Cleanup Procedures**

* When cleaning up a bodily fluid:
	+ Wear gloves.
	+ Wipe area with paper or cloth towels.
	+ Place all blood-soaked articles in a red plastic biohazard bag and seal.
	+ Wash the area with a disinfectant solution (1:10 chlorine bleach/water solution or approved hospital-grade germicide/disinfectant).
	+ Remove gloves by turning inside out.
	+ Place gloves inside red plastic biohazard bag and seal.
	+ Wash hands immediately after removing gloves.
	+ Take the sealed plastic bag to custodian for proper disposal.
	+ If your bare skin was exposed to bodily fluids:
		- Wash area immediately with soap and water.
		- Report exposure to school nurse immediately.
		- Complete an employee injury/incident report.
		- Receive further instructions for follow-up evaluation and care.

# Earthquakes

**Response Protocol: Evacuation, Off-Campus Evacuation**

**Earthquake Safety Rules**

Your first concern during an earthquake is to shield yourself from debris and falling objects since this is the cause of most injuries and deaths.

Stay where you are when the shaking starts. If you are indoors, remain indoors. If you are outside, stay outside. Most injuries occur as people are entering or leaving buildings.

**Teachers and staff**

* Upon the first indication of an earthquake, teachers should direct students to 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 an evacuation is ordered, teachers should take their class roster and emergency go kit.
* After evacuating, take roll. Report any missing or injured 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.
* Designated staff should check for injuries and provide appropriate first aid.
* Be prepared to relocate to a remote site if an off-campus evacuation is ordered.

**If building is damaged or people are injured:**

**Administration**

* Call 911(if necessary).
* Once shaking stops, initiate the evacuation protocol.
* Direct custodial staff to shut off utilities and notify the appropriate utility company of damages (e.g., gas, power, water or sewer).
* If necessary, establish a command post and medical triage site on campus.
* Contact the superintendent.
* Consult with the superintendent and make decision to either dismiss students or conduct an off-campus evacuation and family 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.
* Consult with emergency management and public safety officials to determine if the buildings are safe to reoccupy.

# Floods

**Response Protocol: Off-Campus Evacuation**

**Definitions**

***Flash flood*** - A dangerous rise in water level of a stream or over a land area in a few hours or less caused by heavy rain.

***Flash flood watch*** *-* Heavy rains are occurring or are expected to occur soon causing flash flooding in certain areas. Citizens should be aware of the possibility of a flood emergency that will require immediate action.

***Flash flood warning*** *-* Flash flooding is occurring or is imminent on certain streams or designated areas. Immediate precautions should be taken by those threatened.

**Administration**

* Monitor current weather information via NOAA weather radio or local media sources. Stay in contact with emergency management officials.
* Review evacuation procedures with staff.
* Check relocation centers. Find an alternate relocation center if primary and secondary centers are at risk of being flooded.
* Alert transportation director to prepare in the event of an off-campus evacuation.
* If District officials and emergency responders advise evacuation, do so immediately.
* Implement family reunification procedures.
* Notify parents/guardians according to District notification policy.

**Bus/School Vehicle Drivers**

* Watch for flooding on roadway dips, low areas and around bridges.
	+ Do not attempt to drive through running or standing water. If your vehicle stalls, abandon it and seek higher ground.
	+ Water depth of one foot is enough to sweep vehicles from roadway.
* Be especially cautious after dark, when it is harder to recognize flood dangers.

**After flash flood warning is cancelled**

* Communicate that emergency is over and, if possible, reoccupy building.
* Recognize that flash flooding may have ended, but general flooding may come later from streams and rivers.
* Continue monitoring weather sources.
* Know the location of high ground and how to get there.

# Severe Storm/Tornado

**Response Protocol: Shelter-In-Place, Reverse Evacuation**

**Definitions**

***Severe Thunderstorm Watch:*** Conditions are favorable for the development of a severe thunderstorms that can produce winds of 58 mph or higher and 1-in diameter or larger hail. School activities should continue as normal.

***Severe Thunderstorm Warning:*** A severe thunderstorm is occurring in the indicated area and people outdoors should seek shelter immediately. All exterior school activities will be canceled or moved inside. Inside school activities should continue as normal.

***Tornado Watch:*** A severe thunderstorms is in your area with atmospheric conditions that could possibly produce tornados. School activities should continue as normal.

***Tornado Warning:*** A tornado has been sighted or indicated by weather radar. Initiate the emergency response plan below.

**Teachers/Staff**

* Move immediately to your designated shelter area.
* Ensure that students with physical disabilities have evacuated the upper floor. Use the elevator to evacuate these students to the ground floor. Do not use the fire evacuation staging area.
* Take your class roster.
* Close the door upon leaving your classroom.
* Review protective tuck position with students. Make sure that all children have assumed the required safe position before taking your own position.
* Take attendance and notify the building administrator of missing students or staff as soon as it is safe to do so.
* Remain in the safe area until warning expires or until administration or emergency personnel have indicated it is safe to leave the shelter area.

**Administration**

* Monitor current weather information via NOAA weather radio or local media sources.
* Announce reverse evacuation to students and staff outside or in portable buildings.
* Announce the shelter-in-place protocol. Communicate by PA system that a tornado warning is in effect and all students and staff should seek shelter immediately. Do not use the fire alarm as a warning device.
* If danger from a tornado is imminent, give the command for students to assume the protective tuck position on their elbows and knees, with their hands protecting the back of their head.
* If the warning is issued at or near dismissal time, do not release students. Children are safer at school than in a bus or car. Parents arriving at school to pick up their children should be invited to seek shelter inside the school building.

**Post Tornado Emergency Management**

* Maintain order and instruct students to remain in place.
* If there are injuries, provide first aid and call 911.
* Instruct students and staff to avoid touching any electrical devices or exposed wires.
* If a natural gas odor is detected, evacuate the building. Do not use the fire alarm or activate any electrical switches or devices that may cause a spark.
* If a section of the school is partially collapsed, evacuate students from that area.
* Call 911 if there is any structural damage.

# Winter Storm

**Response Protocol: Evacuation**

**Definitions**

***Travelers advisory:*** Issued when ice and snow are expected to hinder travel.

***Winter storm watch:*** Severe winter weather is possible.

***Winter storm warning:*** Heavy snow, sleet or freezing rain is expected.

***Blizzard warning:*** Heavy snow and winds in excess of 35 mph are expected.

**Administration**

* Monitor current weather information via NOAA weather radio or local media sources.
* A decision by the superintendent to cancel classes for the day or to alter the bus schedules is normally made by \_\_\_\_ AM
* All students and staff are instructed to listen to radio station XXX and/or television channel XX when weather conditions might cause school cancellations or postponements.An announcement will also be put on the school’s voicemail, Facebook, Twitter and student/parent notification system as soon as a decision is made.
* If school is in session, decisions regarding the early release of students is made by the superintendent. Staff will be notified by intercom, telephone tree or email.
* Remind families to have emergency plans in place for their children should students be released early, including childcare arrangements, keys to home, transportation, etc.
* If conditions are dangerous at dismissal time, hold students until parent/guardian arrives.
* Make decision whether or not to cancel recess and other outdoor activities.
* Be prepared for children to arrive earlier than usual or stay later than usual due to driving conditions parents may encounter.

# Wildfire

**Response Protocol: Evacuation, Shelter-In-Place**

**Teachers/Staff**

* If the building administrator issues the evacuation order, evacuate using emergency routes or other safe routes and proceed directly to the assembly area.
* Teachers should take their student roster and emergency go kit.
* Take attendance and notify the building administrator of any missing students or staff. Hold up the RED status card to indicate you have missing or injured students. Use the GREEN status card if everything is ok.

**Administration**

* Monitor current fire information via emergency radio stations or local media sources.
* Work with the fire department to determine if school grounds are threatened by the fire, smoke, hazardous atmospheres or other fire-related conditions.
* Initiate the appropriate immediate response actions, which may include shelter-in-place, evacuate or off-campus evacuation.
* Notify the superintendent.
* Activate the crisis response team and keep access routes open for emergency vehicles.
* In the event of a loss of water or other utilities, refer to utility/telecommunication failure procedure.

# Hurricanes

**Definitions**

**Watch** - First indication that a geographical area may be threatened by hurricane conditions within 48 hours.

**Warning** - Factors indicate that a hurricane is expected to strike a geographical area within 36 hours.

**Landfall** - Hurricane to strike. Evacuation orders have been issued.

**Administrators**

When an official hurricane watch has been issued:

* Identify staff to work at hurricane shelters.
* Ensure emergency contact information and instructions are available to personnel involved with post-storm procedures.
* Monitor and track the storm’s characteristics.

When an official hurricane warning has been issued:

* Cancel all school-related activities and functions within 36 hours of expected landfall.
* Direct employees to leave all school facilities not designated as shelters unless approved by the superintendent.
* Ensure all District facilities are secured and shutdown.

When the all clear signal is officially announced after the hurricane:

* Report to assigned school building for damage assessment.
* Identify classrooms or other areas by room number or name that are usable.
* Estimate earliest date that classes or work can resume.

Note: It is possible that only law enforcement and emergency personnel will be allowed on the streets immediately after the all clear announcement. In that case, the school resource officer(s) will coordinate District needs with community emergency personnel.

**Custodians**

* Close and secure windows.
* Store all portable items such as garbage cans, buckets, loose boards and portable playground items inside the building.
* Secure or take down awnings and sun shades.
* Take down and secure wind screens and batting cages.
* Remove flags from flag poles and advertising banners from all chain link fences and structures.
* Remove or secure all potential missile hazards.
* Start and test emergency generators to ensure they are operational. Fill fuel tanks.
* Turn off all gas and electrical appliances, except as required in designated emergency shelters.
* Check emergency lights for proper operation.
* Take any additional precautions considered necessary for the protection of the particular facility and site.
* Be prepared to staff shelters if schools are designated as shelters.

When the all clear signal is officially announced after the hurricane, assist building administrators in damage assessment, with particular attention to the following:

* Availability of water and function of plumbing systems
* Availability of electricity and/or gas
* Functioning of air conditioning and ventilation systems
* Functioning of boilers
* Roof leaks
* Fallen trees
* Fallen electrical wires – stay clear and secure the area
* Damaged windows and doors
* Flooding in buildings and on the grounds

**Teachers and staff**

* Store all books, papers and other equipment as far as possible from windows or areas subject to water entry. Cover with plastic sheeting and store above the floor.
* Move audio-visual, computer equipment and other expensive appliances to a secure central location without windows. If equipment cannot be moved and may be subject to water damage, cover it with plastic sheeting.
* Be prepared to staff shelters if school is a designated shelter.

**Food service**

* Plan menus and ensure enough food is purchased and delivered to each shelter.
* Determine how to handle any spoiled food at each school, plan new menus and order replacement food.
* Be prepared to staff shelters if schools are designated as shelters.

# Developing a Special Needs Evacuation Plan

Some special needs students may have to rely on others during an emergency. Their ability to move to exits or shelters may be limited and communication may be impeded at a time when clear and rapid communication is critical to safety.

**Planning**

It’s important to plan ahead to make sure these students are kept safe during an emergency situation. Follow these steps as you begin your planning process.

1. Start with a list of students who may require special assistance during an emergency. Include students with temporary disabilities such as a broken leg.
2. List all resources the child relies upon such as mobility aids, communication devices, special transportation and medications.
3. Discuss what special communication methods will be needed for students with speech, vision, hearing or cognitive issues. These methods may consist of signs, pictorial representations, audible and visual alarms or simplified diagrams.
4. Review all paths of travel and potential obstacles. Determine the primary and secondary paths of exit that will be used during emergencies. Individuals with mobility impairments will need a smooth solid, level walking surface that avoids barriers and has guardrails that protect open sides.
5. Create a buddy system that pairs students up with special needs students during emergencies. Buddies need to be willing and capable of assisting the special need student.
6. Include district personnel, special education staff, parents, students and local first responders in the planning process.

**Evacuation Plans**

1. **Create an emergency plan for each child that includes the processes for evacuation and notification protocols, shelter identification, family reunification site selection and emergency care.**
* Identify the routes that the student will take.
* Identify who will assist the student whether it be a staff member or student buddy.
* Make a list of all medication needed and create a plan for its storage. Because medicines or medical devices may not be available in emergency shelters, it’s important to make alternative arrangements to meet these needs. Heat waves and power outages can affect the potency and integrity of some medications. If there is a power outage, ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.
* Arrange furniture and other items to provide barrier-free paths of egress. Train staff on the proper way to move students with mobility issues.
1. **Install necessary signage and visual alarms.**
* Place evacuation information indicating primary and secondary exits in all rooms and hallways.
* Ensure there are emergency notification devices that are appropriate for each special needs student.
* Post signage with the name and location of each area so that the students will know exactly where they are.
1. **Develop a transportation plan for each student.**
* Maintain a list of transportation resources by type and availability with accessibility and capacity information. Include school-owned vehicles, staff vehicles and parent vehicles that are available for use.
* Ensure that sufficient transportation capacity to effectively meet the demand in an emergency.
* Acquire additional accessible transportation equipment, securement devices, supplies and resources as needed.
* Train staff on procedures for transporting students with a variety of assistance needs, as well as the transport of service animals.
* Use buses when possible. Consider other modes of transportation only if buses are unavailable or unable to get to the school quickly. If buses are unavailable, refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.
* Create procedures for receiving students with special needs at the predesignated evacuation and family reunification sites.
1. **Review the plan with emergency response personnel, including local police, fire and emergency medical services.**
* Before school begins in the fall, walk around the site with first responders to familiarize them with the primary exits and all areas of rescue.
* Ask the responders to conduct a special drill or tabletop exercise explaining how they will support the students and staff with special needs during an emergency.
1. **Review the emergency plan with students and staff.**
* Train all buddies on evacuation procedures. Practice special shelter-in-place drills with the special needs students and their assigned buddies.
* Provide in-depth training to those designated to evacuate special needs students. Include training on proper lifting techniques.
* Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
* Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because the elevators may not be working.
* Include students with special needs in the selection of emergency evacuation devices.
* Remind parents and caregivers that they are responsible for updating emergency information with the schools.

## Emergency Response Protocols for Special Needs Students

**Communication**

Clear communication is key during emergency situations. Communication methods must ensure effective interaction with people who have speech, vision or hearing limitations. Alarm systems should incorporate both audible and visual elements. Some children with certain disabilities have specific “triggers”—words, images, sounds, etc. that signal danger or disruption to their feelings of safety and security. It is essential that parents/caregivers and teachers work together to share information about triggers and cues.

**Deaf and Hearing Impaired.** Communicate with a notepad and pen, with simple concise speech or with sign language. Regardless of the method of communication used, convey two key messages:

* *There is an emergency*
* *What actions to perform*

Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

* *Important*
* *Emergency*
* *Keep calm*
* *Leave now*
* *Fire exit*

**Blind or Visually Impaired.** Use Braille signage or audible directions for students who are visually impaired. Ensure emergency back-up lighting systems, especially in stairwells and other dark areas, are operational.

Someone who is blind or visually impaired will generally be able to hear emergency communication the same as sighted students, but will need assistance if the communication is only visual. Describe the nature of the emergency and offer to assist.

* *Touch the person on the elbow gently.*
* *Identify yourself and quickly explain the situation.*
* *Ask if the individual has any preferences regarding how to be guided.*
* *Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.*
* *Be protective of your space as there may be many people using the same route to evacuate.*

**Cognitively or Emotionally Impaired.** Simple diagrams or pictures may give these students sufficient information to get to safety. Make sure that evacuation routes have directional signs that are easy to follow.

Some students may not understand emergency announcements and their companion or buddy will need to instruct the student on what to do. Others may have a difficult time remaining calm while exiting. If there is a buddy or companion assistant, they should quickly describe the situation and involve the student in the evacuation as much as possible. Let the student know what is happening and keep him/her reassured.

**Procedures**

Follow these procedures during an emergency situation with special needs students.

**Lockdown/Shelter-in-Place Strategies**

* Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
* Use Go Kits for immediate necessities.
* Keep students away from windows and doors.
* Use the buddy system to provide comfort and reassurance.
* Be sure to check on each special needs student to ensure he/she is accounted for.

**During an Evacuation**

* Carry all medication, supplies, equipment and dietary needs with student.
* Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. An example of a double-sided emergency medical information card is shown on the next page.
* Ask the student how he/she would like to be assisted. Use the buddy system.
* Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification.
* Move to the designated evacuation area. The path should be unobstructed. Be careful of falling debris when leaving the building.
* Provide priority assistance to wheelchair users with electrical respirators.
* Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc.
* Account for all students before transportation commences and after arrival at the destination.

## Double-Sided Medical Information Card

**Emergency Medical Information Card**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_** **Photo**

**School Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Medical Condition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_**

**Home Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work Phone: \_\_\_\_\_\_\_\_\_\_\_\_**

 **Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_**

**Parents are responsible for updating the student’s emergency information and medications.**

**Emergency Medical Information Card**

**Student Birth date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Blood Type: \_\_\_\_ Allergies: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Physical Limitations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Communication Difficulties: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Adaptive Equipment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Primary Care Physician: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Emergency Phone: \_\_\_\_\_\_\_\_\_\_\_**

**Specialty Physician: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Emergency Phone: \_\_\_\_\_\_\_\_\_\_\_**

**Students**

## Sample Emergency Evacuation Plan for Special Needs Students



LARGE EVENT SECURITY PLANNING

# Large Event Security Planning

Most school-sponsored special/extracurricular events held throughout the year typically have relatively low safety risks. However, some events like high school football and basketball games, can draw large crowds from rival schools or towns and may cause security issues. Using professional judgment, the building administrator will determine the extent of security planning required for a given event. Factors to consider include:

* Anticipated size of the crowd
* History of incidents at similar events
* Current conflicts at the school
* Student or staff reports of potential threats or disruptions
* Anticipated weather conditions

## Pre-event Planning

A pre-event meeting will take place prior to the event and/or prior to the start of the season for ongoing games or events. The event coordinator, building administrator, security staff and crisis response team should be represented at the meeting. Meetings related to events with larger anticipated crowds will include law enforcement officers and school resource officers (SROs). The meeting will cover the following topics:

* Ensuring that adequate security personnel and school staff are available at the event at ticket gates, perimeter entrance/exit points, parking lots, common areas (restrooms, concession stands, etc.), in the stands and at other key locations.
* Identifying emergency exits and designated severe weather shelter areas.
* Ensuring that police will be in uniform and school staff in clearly identifiable clothing or vests.
* Ensuring that event staff has first aid and AED training.
* Ensuring that event staff is trained on crowd monitoring techniques, verbal de-escalation skills, handling fights, handling emergency medical situations, evacuation procedures, and tasks related to specific operations (ticket-taking procedures, concession stand operations, etc.).
* Ensuring that all event staff are equipped with two-way radios. School cell phones may be issued to select staff members assigned to the event.
* Ensuring that spectator seating is arranged into clearly designated areas, i.e., home team in bleachers on one side and visiting team on other side.
* Verifying which perimeter doors or gates will be used for the event. Identifying locations where gates or locked corridors are needed to secure sections of the building not used for the event. (consider fire regulations)
* Reminding any staff assigned to videotape the event to record any misconduct that may occur when possible.
* Ensuring all areas accessible to spectators, especially entrances and parking lots, are adequately illuminated.
* Confirming preplanned announcements for evacuation, weather emergencies and incident-defusing messages are reviewed and available.

## During the Event

**Event Admission Policy**

* Admission will be collected for the duration of all events.
* Individuals under the influence of alcohol or illegal substances will not be permitted into the event.
* People with gang-related clothing or other known gang identification symbols will not be permitted into the event.
* Attendants may re-enter the event but are required to pass through security each time.
* Event staff should confiscate any items not allowed during the event. Restricted items include:
	+ Alcohol or other controlled substances
	+ Pepper spray or other personal protection sprays
	+ Weapons of any kind, including box cutters or knives

*Note: All carry-in items are subject to search.*

* Ensure that security personnel and school staff are positioned at strategic locations, both inside and outside the event venue.
* Constantly supervise restroom areas and any hidden areas, such as underneath bleachers.
* Provide extra supervision at concession areas during peak periods, such as before the event and at intermission or halftime.
* Make announcements during the event as appropriate regarding school rules, sportsmanship expectations, traffic flow guidelines, etc.

### If an Incident Occurs

* Staff on scene should assess the situation and intervene if it is safe to do so.
* Get law enforcement involved if the situation warrants, especially for assaults and drug or alcohol issues.
* Separate and interview those involved and any witnesses as soon as possible.
* Enforce the school’s code of conduct and any laws that may have been broken.
* Use PA system to make appropriate announcements.

## After the Event

* Make announcements about the location of exits and any traffic flow guidelines.
* Ensure that security personnel and school staff are positioned at exits and in the parking lot immediately after the event.
* Provide extra supervision for known troublemakers.
* Maintain school staff and law enforcement presence after the conclusion of the event for approximately 30 minutes.

# Field Trips and Off-Campus Activities Planning

## Pre-Trip Planning

Off-campus require pre-approval and advance planning. The District has a policy in place to ensure that all field trips go through a District and budgetary approval process. Once the trip is approved, the sponsoring teacher/staff member should do the following:

* Visit the field trip site prior to scheduling the trip.
* Explain the planned field trip to parents and receive permission slips for each child for each trip.
* Acquire transportation per District policies. Children should never be transported in cars owned by private individuals.
* Determine number of adult chaperones needed for the age level, activities and any special needs students.
* Determine if children and other adults are adequately prepared for the field trip.
* Prepare identification tags for all children that include the name of the school and phone number. The identification should not be placed on outerwear that may be removed on long bus trips. Name tags should be worn inside shirts or tops to prevent strangers from learning children’s names. Consider using bracelet identification particularly for younger children.
* Review safety precautions, the buddy system, behavioral expectations and emergency procedures with children and adults. Rehearse as necessary.

## Trip Safety

The following practices help minimize the impact of any emergencies that may develop:

* Leave a roster at the school before departure.
* The teacher must have children and parents’ names, telephone numbers and school/emergency telephone numbers with them at all times.
* Decide how children will be grouped with adults. The adult chaperones must have lists of the children in their care with the telephone number of the school.
* Establish a place for regrouping and communicate the spot to all chaperones.
* A designated staff member from each group should be responsible for carrying a first aid kit, money, communication device (cell phone, two-way radio, etc.) and needed supplies.
* Adult supervision of all children at all times is essential. Children must never be left alone or sent ahead of the group for any reason.
* Students, staff and chaperones should travel to and return from the activity site in the same vehicle.
* If appropriate, safe and healthy foods should be provided that follow the food service guidelines. Staff should be aware of any steps necessary for safe handling of food.

### Vehicle Emergency Kit

All busses or vehicles used for the field trip will contain the following items:

* Quick reference emergency procedures
* Cell phone or other emergency communications equipment
* Class rosters
* Signs to display bus numbers
* Route maps/GPS
* Area maps
* Pencils
* Paper
* Stick-on name tags
* First aid kit
* List of emergency telephone numbers
	+ Transportation office
	+ Emergency medical services
	+ Law enforcement
	+ Local hospital

Drills and Training

# Drills

Drills are used is to test emergency response protocols (e.g., lockdown, evacuation, shelter-in-place), develop awareness, and provide training to students and staff. Drills provide the opportunity to:

* Discover gaps or weaknesses in emergency procedures
* Improve response speed and coordination
* Clarify roles and responsibilities
* Enhance individual performances during actual emergencies

The District is required by state statutes to conduct at least \_\_ school lockdown drills, \_\_ fire drills, \_\_ tornado drills, and \_\_ bus evacuation drills each year. Students are expected to be present and participate in all drills.

In addition to the state mandated drills, at least one of the following drills will be conducted during the school year:

* Shelter-in-place - chemical releases, air contamination, etc.
* Public health emergency - TB, smallpox, meningitis, etc.
* Reverse evacuation - chemical release, neighborhood emergency, etc.
* Off campus evacuation – gas leak, bomb threat, etc.
* Family reunification

## Lockdown Drills

Lockdown drills should include all three different lockdown situations:

* Clear the halls
* Exterior lockdown (Lock out)
* Lockdown

All lockdown training should include a discussion of procedures in the event student and staff are in locations where lockdowns are not possible or when escaping the potential threat makes more sense than locking down.

## Drill Safety Considerations

When performing exercises and drills, the following safety precautions should be followed to minimize injury to staff and/or students:

* Do not perform drills at full speed (no running)
* Do not allow physical contact between participants
* Do not use simulated or real weapons
* Do not require anyone to exit through windows, move furniture or climb on furniture
* Participants should stay on their feet or be seated (they should not leave the floor in any way).

## Tabletop Exercises

In addition to drills, each school building is expected to conduct at least one tabletop exercise during the school year. Tabletop exercises provide the opportunity to practice dealing with emergencies and crises through group discussion of scenarios in a relaxed, low-stress environment. Tabletop exercises should be designed to test all elements of the emergency plans. These exercises will assist the District in evaluating emergency procedures before an actual emergency incident occurs. Participants should be limited to a small group of staff and administration initially. Add local emergency responders later in the process.

## Functional Exercises

The District may schedule functional exercise when necessary. These exercises are scenario-based, like tabletop exercises, but are conducted in a realistic, real-time environment, without actual movement of personnel and equipment. They will typically involve all departments of the and likely local emergency responders. These exercises may be conducted in several different rooms or buildings to exercise communication needs and provide a more realistic disconnect between the District and emergency responders. Unlike drills, functional exercises must be extensively planned and advance notification must be given.

## After-Action Reporting

After-action reporting allows the District to discuss, evaluate and document the results of drills, tabletop and other exercises. This helps analyze the emergency plans and participants’ performances and provides corrective actions for areas identified for improvement. This is an important part of any exercise and should not be overlooked.

The after-action report is used to establish an improvement plan for making changes and additions to emergency procedures or training. The improvement plan should establish detailed goals and assigns tasks to those affected with clear, specific deadlines.

## Drill Schedule and Log

**School**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Administrator**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fire Drills**: Practice using secondary evacuation routes once per year.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date Scheduled | Date Conducted | Weather Conditions | # of Occupants | Evacuation Time | Comments |
|  |  |  |  |  |  |
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**Severe Weather Drills**: Practice with some students held in office to test attendance procedure.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date Scheduled | Date Conducted | Weather Conditions | # of Occupants | Shelter Time | Comments |
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**Bus Evacuation Drills**: Perform one during first month of school.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date Scheduled | Date Conducted | Weather Conditions | # of Occupants | Evacuation Time | Comments |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Lockdown Drills**: Practice all three types. Conduct at least one at a non-classroom time: lunch, student arrival/dismissal, during outdoor activities.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date Scheduled | Date Conducted | Type of Lockdown | Student Participation? | Time to Secure | Comments |
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**Other Drills**: Reverse evacuation, off campus evacuation, shelter-in-place, etc.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date Scheduled | Date Conducted | Type of Drill | Student Participation? | Time to Secure | Comments |
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## Training

In support of the District’s emergency procedures, the following training is to be conducted at least annually. In addition, new employees, substitutes, student teachers and volunteers should be trained on safety and security policies and procedures before beginning their assignments.

**School**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Administrator**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Date Scheduled | Date Conducted | Topic | Required For |
|  |  | Crisis plan | All staff |
|  |  | Visitor management program | Main office staff |
|  |  | Nonviolent crisis de-escalation | Main office staff |
|  |  | Operation of emergency communications | Main office staff |
|  |  | Approaching unknown campus guests | All staff |
|  |  | Spectator/event supervision | Event staff |
|  |  | Reporting security concerns | All staff and students |
|  |  | Reunification program | All staff |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

SUPPLEMENTAL INFORMATION

# Building Floor Plans and Vicinity Maps

[Paste maps here]



# Quick Reference Emergency Response Guide

|  |  |
| --- | --- |
| Lockdown | *Threat of violence inside the school building.* |

Note: Evacuation should be considered for individuals in locations where secure lockdowns are not possible or when escaping the potential threat makes more sense than locking down.

**Announcement**: AN EMERGENCY SITUATION EXISTS, GO TO LOCKDOWN IMMEDIATELY.

1. Clear the hallway by your room. Move everyone into classroom/office.
2. Lock your doors, turn off lights. Cover window in doorway, if necessary.
3. Move students and staff away from doors and windows.
4. Have all people sit down against an interior wall and remain quiet.
5. DO NOT respond to anyone at the door.
6. Ignore all bells and alarms unless otherwise instructed.

**Students/adults outside the building**: Move students/adults to the designated off-campus evacuation site and wait for further instructions.

|  |  |
| --- | --- |
| Exterior Lockdown | *Exterior threat in the general vicinity of school building.* |

**Announcement:** A SECURITY SITUATION EXISTS IN THE COMMUNITY, SECURE ALL EXTERIOR DOORS IMMEDIATELY.

1. Close and lock windows. Close window shades.
2. Maintain normal interior classroom activities unless otherwise directed.
3. All exterior classroom activity, recess, PE, etc., are cancelled.
4. Students are not allowed to leave the building or to travel between buildings.
5. Account for all students/adults. Communicate names of any missing or additional students/adults to administration.
6. All staff not supervising students should go to the office for assignments to monitor entrances.

|  |  |
| --- | --- |
| Clear the Halls | *A need to clear hallways and confine students and staff to their rooms.* |

**Announcement:** CLEAR ALL HALLWAYS IMMEDIATELY. PLEASE GO TO THE NEAREST ROOM AND STAY THERE UNTIL FURTHER NOTICE.

1. Staff should gather any students/adults from hallway into their room.
2. Keep all students in the classroom, close doors and continue working/teaching.
3. Teachers and students not in classrooms (gym, lunchroom, media center, etc.) should seek the closest available classroom or other available room.
4. Stay out of hallways and commons areas.
5. Account for all students/adults. Communicate names of any missing or additional students/adults to administration.
6. Ignore all bells and alarms unless otherwise instructed.
7. All staff not supervising students should contact the office for directions.

|  |  |
| --- | --- |
| Evacuation | *Emergency inside building requiring all students and staff to exit building.* |

**Announcement:** EVACUATE THE BUILDING, GO TO YOUR DESIGNATED EXTERIOR ASSEMBLY AREA.

1. Evacuate the building using designated routes and report to the designated assembly area.
2. If time permits, close your door and turn off lights.
3. If the exit route is blocked, follow an alternate exit route.
4. In inclement weather, if time permits, allow students to get their coats if it is along the evacuation route.
5. Bring class roster, phone lists and classroom go kit materials.
6. Take attendance, noting any students in other activities. Display GREEN status card to indicate all students are accounted for or use RED status card to indicate someone is missing or injured.
7. Do not release students to parents. All students should be released according to the reunification plan.

|  |  |
| --- | --- |
| Shelter-In-Place | *Emergency outside requiring students and staff to stay in building.* |

**Announcement:** IMPLEMENT SHELTER-IN-PLACE PROCEDURES, MOVE TO THE DESIGNATED SHELTER LOCATIONS. ALL STAFF AND STUDENTS OUTSIDE IMMEDIATELY MOVE TO THE DESIGNATED INTERIOR SHELTER AREA.

1. Move students into designated shelter locations, or follow any specific sheltering instructions.
2. Close classroom doors and windows when leaving. Take class roster and phone lists.
3. Gather any students/adults from the hallway to the closest designated shelter location.
4. If outside, move to the nearest interior shelter location.
5. Move from mobile classrooms to designated shelter locations in a permanent structure.
6. Account for all students/adults. Communicate names of any missing or additional students/adults to administration.
7. Ignore all bells and alarms unless otherwise instructed.
8. All people remain in shelter until notified by administration or emergency responders.

Additional staff training guides can be located the following links:

[School Emergency Response Quick Reference Guide](http://www.emcins.com/LossControl/Support/Documents/6420.pdf)

[Administrative Staff Crisis Response Plan](http://www.emcins.com/Docs/OFILib/AA050001112_20130422.PDF)

[Teachers Crisis Response Plan](http://www.emcins.com/Docs/OFILib/AA050001106_20130422.PDF)

[Support Staff Response Plan](http://www.emcins.com/Docs/OFILib/AA050001131_20130422.PDF)

# Incident Command Kit

At least one incident command kit should be maintained at each attendance center. The kits should be updated on a regular basis and stored in a central location. One person and two alternates are responsible for its removal from the school during drills and emergency situations. Because of the number of items, a large rolling duffel bag or container should be used.

The following items are recommended:

Physical Plans

* Complete set of master keys with a printed key list
* Blueprints and floor plans or site map of school
* Location and instructions for mechanical systems (water, electric and gas)
* Incident log
* Copy of a video or CD-ROM depicting school interior and exterior
* Interior and exterior photographs of the school emergency response plans
* Copies of the school's site crisis response plan or District's plan
* Master bus schedules
* Emergency contact names and phone numbers
* Basic first aid supplies
* Map to emergency shelter with marked route

Staff and Student Information

* Updated rosters with pictures, if possible, of all faculty and students. Staff lists should include their contact numbers (home, classroom/office and cell). Student contact information should include those authorized to pick up him/her.
* Student and staff sign-out sheets that include how, when and by whom. Include a section for students transported to medical facilities
* List of students and staff with special needs and disabilities and description of need
* Staff and volunteer contact information, including emergency medical information and family notification information

Emergency Tools

* Reflective vests/hats for crisis response team members with identifying marks
* Bullhorn with charged batteries
* AM/FM portable radio
* Flashlights and batteries
* Whistle
* Goggles or protective eye gear
* Clipboards, paper, pens and markers
* Peel off stickers (for ID use)

**In addition to the above items, the visitor log and any extra school radios and cell phones should be placed in the kit prior to leaving the building.**

# Classroom Go-Kit

An emergency evacuation kit should be located in each classroom near the door in a bright-colored bag or backpack.

The following items are recommended:

* Quick reference emergency response guide
* Current class roster, student attendance list and emergency contact information
* First aid kit
* A hat, vest or other unique identifier for the teacher
* A whistle
* Tarp or ground cover
* Age-appropriate time-passers (cards, crayons, etc.)
* Latex-free gloves
* Sunscreen
* Small flashlight and batteries
* Pad of paper, pen and permanent marker

# Health Office Go-Kit

An emergency evacuation kit should be located in the health office. An office staff member should be designated to grab the kit if the nurse is not present during drills and emergency situations.

The following items are recommended:

* Student medications (inhalers, EpiPens, and other needed student medications)
* First aid supplies
* Diabetic test kits and snacks
* Zip-lock bags
* Medical reference materials
* Container for sharps
* Cards with emergency student-specific emergency information
* Student and staff emergency contact information

# Accident/Incident Investigation Report

|  |
| --- |
| **Accident Information** |
| Name(s) of Injured Employee(s):      | Date of Accident/Injury/Illness:      |
| Work Area of Injured Employee(s):      | Date Investigation Began:      |
| Describe Nature of Accident, Injury or Illness:      |
| Part(s) of Body Affected:      |
| Describe Medical Treatment Administered:      |
| **Witness Information** |
| Witness #1 Name:      | Phone:      |
| Witness's Description of Accident/Incident:      |
| Witness's Signature:       |
| Witness #2 Name:      | Phone:      |
| Witness's Description of Accident/Incident:      |
| Witness's Signature:       |
| **Investigation Results** |
| List contributing factors/root causes:      |
| Was a mandatory safe work practice violated? | Yes [ ]  | No [ ]  |
| Was the unsafe condition, practice or protective equipment problem corrected immediately? | Yes [ ]  | No [ ]  |
| If no, what has been done to ensure correction?      |
| Do additional mandatory safe work practices need to be implemented? | Yes [ ]  | No [ ]  |
| If yes, please describe safe work practice:      |
| List corrective actions taken and date implemented:      |
| Signature of Investigator:      | Date:      |
| Signature of Person Responsible for Corrective Actions:      | Date:      |

# Threat Assessment Inquiry Worksheet

A threat assessment inquiry is to be conducted by the school threat assessment team using fact-based information whenever a reported threat is received. An investigation and validation of the threat is very important as alleged accounts of behavior may be inaccurate. All information should be corroborated by multiple sources if possible.

* + 1. What behaviors and/or conversations were reported, and by whom?
		2. What was the situation?
		3. Who, if anyone, witnessed the reported behavior?
		4. What was the context for the reported behavior? *Remember that individuals who report information about possible threatening situations may have multiple motives and accounts may be inaccurate.*

**Information about the student of concern**

Name Date of birth \_\_\_\_\_\_\_

Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home phone Cell phone

Student ID Grade \_\_\_\_\_\_\_\_\_\_\_\_\_

Parent guardian \_\_\_\_\_\_\_\_\_\_\_\_\_

Parent or guardian phone numbers \_\_\_\_\_\_\_\_\_\_\_\_\_

Emergency contact info

**Background information about the student of concern**

**1.** Describe the current family or home situation.

**2.** Describe the student’s academic performance.

**3.** Describe the student’s social networks (friends).

**4.** Describe any history of relationships and conflicts.

**5.** Describe any history of harassing others or being harassed.

**6.** Describe any history of violence toward self or others.

**7.** Describe any history of having been a victim of violence or bullying.

**8.** Describe any known past violence.

**9.** Describe any past criminal behavior.

**10.** Describe any mental health or substance abuse history.

**11.** Describe any access to and/or use of weapons.

**12.** Describe any history of grievances or grudges.

**Current life information about the student of concern**

**1.** Describe the stability of living and home situations.

**2.** Describe the nature and quality of current relationships and personal support.

**3.** Describe any recent personal losses or losses of status (shame, humiliation, recent breakup or loss of significant relationship).

**4.** Describe any current grievances or grudges.

**5.** Describe any perceptions of being treated unfairly.

**6.** Describe any known difficulty coping with a stressful event.

**7.** Describe any downward progression in social, academic, behavioral or psychological function.

**8.** Describe any recent hopelessness, desperation or despair including suicidal thoughts, gestures, actions or attempts.

**9.** Describe any pending crises or change in circumstances.

**Attack-related behaviors**

**1.** Describe any ideas or plans about injuring him/herself or attacking a school or people at school.

**2.** Describe any communications or writings that suggest that the student has an unusual or worrisome interest in school attacks.

**3.** Describe any comments that express or imply the student is considering mounting an attack at school.

**4.** Describe any recent weapon-seeking behavior.

**5.** Describe any rehearsals of attacks or ambushes.

# Threat Assessment: Analysis Worksheet

The analysis of the information gathered during the Threat Assessment Inquiry should answer the following two questions:

* Is the behavior of the student consistent with a path towards violence or an attack?
* Does the student’s current situation make him/her vulnerable to targeted violence?

**What are the student’s motives and goals?**

* What motivated the student to make the statements or take the actions?
* Does the situation or circumstance that led to these statements or actions still exist?
* Does the student have a major grievance or grudge? Against whom?
* What efforts have been made to resolve the problem and what has been the result?
* Does the student feel that the problem is resolved?

**Have there been any communications suggesting ideas or intent to attack?**

* What, if anything, has the student communicated regarding targets, friends, other students, teachers, family or others? Has this person eluded to these things in a diary/journal or website.
* Have friends been alerted or warned away?
* Has the student shown inappropriate interest in school attacks, attackers, weapons or incidents of mass violence?
* Has the student engaged in attack-related behaviors such as developing a plan, attempting to acquire weapons, researching potential sites for attack or rehearsing attacks?

**Does the student have the capacity to carry out an act of targeted violence?**

* How organized is the student’s thinking and behavior?
* Does the student have the means to access a weapon and/or carry out an attack?

**Is the student experiencing hopelessness or desperation?**

* Is there information to suggest that the student is experiencing desperation and/or despair?
* Has the student experienced a recent failure, loss or loss of status?
* Is the student known to have difficulty coping with stress?
* Is the student suicidal or accident prone? Has he/she ever been suicidal?
* Has the student engaged in behavior that suggests that he or she has considered suicide?
* Does the student have a trusting relationship with at least one responsible adult?With whom?
* Is the student emotionally connected to other students?
* Has the student ever raised concern in a way that suggested he/she needed intervention or supportive services?
* Are other people concerned about the student’s potential for violence?
* Are those who know the student concerned that he/she might take action based on violent ideas or plans?
* Are those who know the student concerned about a specific target?
* Have those who know the student witnessed recent changes or escalations in mood or behavior?
* What is the response of other people who know about the student’s ideas or plan to mount an attack?
* Do those who know about the student’s ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, etc.?

# Concluding the Threat Assessment

The threat assessment team should determine a response based on the information gathered.

If the threat assessment team concludes that there is sufficient information to be reasonably certain that the student appears to be on a path to violence, the team should enforce the school discipline code, refer the student to local mental health professionals and recommend the matter be referred to the appropriate law enforcement agency for investigation.

If the threat assessment team concludes that the student of concern does not pose a threat, the threat assessment team may close the inquiry. The inquiry can be reopened at a later date if new information arises.

# Tabletop Exercises

### Unknown Intruder in School

It is 10:30 AM on a blustery late October morning at (Insert School Name). It is a normal school day and (Insert PE teacher name) is outdoors with a PE class.

An unknown adult male is seen walking in the hallway by a teacher. He appears to be in his early 20’s and is wearing a black hooded sweatshirt and black cargo jeans. The teacher who spotted the man was not comfortable approaching him by herself, so she went into her room to call the office.

* What are your initial steps to react to this incident?
* Will a building lockdown be initiated?
* Who will contact (PE Teacher) and what actions is he/she expected to take?
* How will the search for the intruder be conducted? By whom?
* Will staff be appointed to watch exits and video surveillance monitors?
* Will the other buildings in the District be contacted at this point?

**New Development #1**

It is now 10:45 AM and the school is in lockdown. Police have established a perimeter around the school and have begun a systematic building search. At 11:30, the police report they have searched the building and no intruder has been found.

* What is your next step or steps?
* Will students be asked to report anything they have seen out of the ordinary?
* Will additional law enforcement presence be requested in school buildings for the rest of the day?
* Will video footage be searched to see if the intruder had left the premises earlier?
* What message(s) will you communicate to parents, staff and students?

**New Development #2**

It is now 12:30 PM and several students come to the office in apparent fear and ask to go home. In addition, some parents have called the school asking to pick up their children.

* How will you respond to these requests?
* How will this change your communications?
* What will you now communicate?
* What steps will be taken in the aftermath of this incident to return the school to normal operations?

### Hostage

It is 11:25 AM on a sunny but cool April morning in (Insert city name). The second lunch period is in progress and (Insert biology teacher name) biology class is outside collecting plant samples. A contractor is on site working on a rooftop ventilator. (Insert media center staff name) is at the middle school picking up some DVD’s he/she needs.

During passing period at the high school, office staff and administrators hear three or four popping noises, like firecrackers.

* What is the school’s initial response upon hearing this noise?

It is now 11:28 AM. Some students and teachers run to the office to report an intruder. The intruder had walked into a math class, pulled out a gun and fired several shots into the ceiling. He ordered all the male students to leave, along with the teacher, and all but six female students. The students report that he appears to be one of the school’s students who hangs out with a group of skateboarders after school and on weekends. They report that he is dressed in baggy blue jeans and a hooded sweatshirt, with the hood pulled over his head. One student said he thought he saw another person dressed the same way in the hallway.

* What is your response protocol to deal with this situation?
* What announcement is made?
* Where will office staff meet?
* How are the other schools notified?
* What protocol do the other schools follow?
* What is done with the biology class outdoors?
* What is done with the contractor on the roof?
* What about (media center staff) or others who may be arriving at the school?
* Where are the students in the cafeteria expected to go?
* What is done with the bells to signal classroom periods?
* Who will meet the police when they arrive?
* What other communication is made?

**New Development #1**

While in lockdown, music is heard coming from (Insert band instructor’s name) band room.

* How will he/she be notified of the lockdown?

**New Development #2**

It is now 11:35 AM. Police have assumed command of the incident and have established a perimeter around the school. They are attempting to negotiate with the intruder for the release of the students. The intruder has locked the classroom door and ordered one of the students to cover the door window. He has forced the female students to line up in front of the classroom windows, where he can use them as human shields.

Of the six students, all but two are released. The intruder stops responding to repeated calls to the classroom by police. The media calls the main office and wants a statement.

* What message(s) will you now communicate to media, parents, staff, students and the community?

**New Development #3**

It is now 12:10 PM and the middle school principal calls to report that several students have urgent bathroom needs and one child needs to see the nurse for his Rx. (The school is still in full lockdown)

* What is your response? Will the lockdown level be altered for the other school buildings?

**New Development #4**

It is now 12:35 PM and the police announce plans to partially evacuate the high school, room by room, busing all students to a remote site for reunification with families. The police are asking where you want to send the students.

* What evacuation site will you select?
* How will you communicate the plan to staff?
* How will the transportation be arranged and by who?
* Where will the buses be staged for student loading?
* Who will be in charge at the evacuation site to coordinate reunification?
* What documentation will be taken to the evacuation site to facilitate the release of students to the appropriate parent/legal guardian?
* How and when will the media be notified? What information will be given and by whom?

**New Development #5**

As the evacuation is proceeding, one of the teachers refuses to open her door, thinking it could be an imposter.

* How will this be handled? Who has the master classroom key(s)?
* Will an administrator accompany police to each room?

**New Development #6**

The police have learned that the intruder may have sexually assaulted some of the female students who were kept as hostages. He has also made comments that “something bad is going to happen” at 2:00 PM.

At 1:40 PM the police team sets off diversionary explosive devices and storm the classroom. The two female students attempt to flee, but one is hit by a bullet from the hail of gunfire between the officers and the intruder. The intruder is killed; the female student who is hit in the head with a bullet is taken to the local hospital in grave condition. Some of the students who have not been evacuated panic and flee the building.

* How do you respond to this new set of events?
* How will this change your communications and audiences?
* What will you now communicate?

**New Development #7**

* Police informs the school that their investigation may take 2 to 3 days and the school is considered a crime scene.
* Will school be cancelled or an alternate site used?
* How will the plan be communicated?
* How will counseling services be extended to students and staff, especially if high school classes are canceled the next day? (all buildings are affected and may need counseling)
* Who will be on stand-by to provide support and assistance as needed?
* Who will serve as spokesperson and provide a communication link with the media? What should be released?
* Who will clean up the affected room when released by police? An outside firm?

**Next Steps:**

* What other steps will be taken in the aftermath of the incident to facilitate recovery?

### Bomb Threat

It’s a dark, chilly April morning at (insert name) middle school with moderate rains and strong winds forecast for much of the morning and afternoon.

8:15 AM

A custodian finds a hand-written note taped to the wall in the boy’s restroom. The note reads “There is a bomb in the building”. The custodian removes the note and takes it to the main office. Ms. \_\_\_\_\_\_\_\_ is in the office.

* What is your action plan to deal with this situation?
* Who should Ms. \_\_\_\_\_\_\_\_\_ call first? What immediate precautions should be followed?
* What will be done with any buses still in route to the school? How are they notified?
* Will other schools be notified of the threat? Who should do this?
* Who will decide how to respond to the threat of a bomb? Will the police department be asked to respond to the campus? What number should be called to request law enforcement assistance?
* How will you protect students and staff? Lockout, lockdown, etc.?
* If evacuating, what evacuation site will be selected? Will other school buildings be evacuated as well?
* How will the evacuation route and site be checked to ensure safety? Will bus transportation be needed? Who coordinates the transportation?

 8:20 AM

The police department arrives on campus and all vehicle entry points are barricaded.

* Who will meet with police when they arrive? What arrangements should be made to provide video surveillance access to the police?
* What will you do to determine if this is a credible threat? Who will be involved in the decision-making?
* Who else should be contacted? Will someone check other schools to see if they are having similar threats?
* What area will be selected for bus staging/loading?
* What announcement is made and by whom?
* What should be happening in each classroom?
* What should be happening in the office?
* How will parents be notified?
* Will a building search be conducted? Who will do this? (must be a voluntary assignment) What instructions/precautions are given? (law enforcement will not likely conduct a room-by-room search)

8:50 AM

As evacuation efforts are underway, a suspicious bag is identified in the lunchroom.

* How will this event influence evacuation efforts?
* Will the search be expanded to cover all campus areas? If so, which staff members will assist law enforcement in identifying suspicious or out of place objects?
* How and when will you inform students about this incident and what information will be shared?

10:30 AM

The police department reports that a campus-wide sweep did not uncover any additional unusual packages.

* When will classes resume? Who decides?
* What steps will be taken to solicit leads about the identity of the perpetrator? Will video surveillance be reviewed?
* Who will serve as spokesperson and provide a statement to the media? What should be released? What do you need to communicate about the incident?

1:00 PM

Students have been returned to school to complete the day. Some students have contacted the office and said they are fearful of another incident and they don’t feel safe.

* What steps will be taken to calm students’ fears? Will they be given excused absences?
* Will additional counseling resources be made available and if so, how will that be communicated?
* What other specific steps will be taken during the recovery stage of this incident?

### Explosion with Building Damage Exercise

It is Monday on a cool spring day with moderate rains forecast for much of the afternoon and evening. At approximately 2:00 PM, an explosion is heard from somewhere inside the high school. Moments later a second explosion is heard. The origin of the second explosion is unknown, but is thought to come from the cafeteria. The fire alarms have been activated.

* Who is responsible to ensure 911 has been called?
* What is your action plan to deal with this situation?
* Who will sweep the buildings to ensure evacuation has been completed or will you wait for the fire department to respond?
* Who will close natural gas supply lines and when? Is there a procedure for this, including a map of the shutoff locations?
* Who will meet the fire department when they arrive? Where will you meet them? Is there a Knox Box? If not, how will keys be given to them? Where will the command center be located?
* At this point, will the other emergency team members be contacted? Will the emergency operations center be activated? Will an off-campus meeting site be selected until the scope of the incident is known? Who decides?

2:30 PM

The fire department has responded and contained the fire. The police department has responded and established a perimeter around the building. The fire department reports that the building has been evacuated. Their initial opinion is that incendiary devices were used, but their investigation is just underway.

* Who is in charge between the fire department and police department?
* Who serves as the liaison with the fire department?
* What arrangements should be made to provide video surveillance to the police?
* Will a search of all campus buildings be conducted? If so, which staff members will assist law enforcement to identify any suspicious or out of place objects?

2:45 PM

Several media members call the school to request a statement and a news crew is on the campus grounds looking for people to interview.

* Who will serve as spokesperson and provide a statement to the media? What should be released? What do you need to communicate about the incident?
* Will you request that media leave the campus due to safety concerns? If so, how will this be enforced?

5:00 PM

After a thorough search of all other campus buildings, no other devices or unusual objects are found.

* What will you decide about classes and any after school activities? How will the decision be communicated? Will you use the media to help get the word out?

6:00 PM

The fire department reports that two propane bombs were used in the incident and the building will be treated as a crime scenes. In addition, there appears to be some structural damage and no one will be allowed to enter the building until further notice.

* Assuming that at least tomorrow’s classes/activities must be cancelled, what message will be sent to students and staff? Will law enforcement be consulted regarding the message content and delivery method? How will food service and other contractors be notified?
* What additional security measures should be implemented, if any?
* Who will be contracted to evaluate the structural damage? Cleanup?
* What will the emergency management team decide regarding continuation of classes, assuming that the building will be closed for a week or more? Will alternate off-campus sites be selected? Which ones?
* What specific actions will be taken to continue classes at alternate location(s)? Are responsibilities defined? Some things to consider:
	+ Will transportation be provided for students with no cars? Will car pools be coordinated?
	+ How will security be established at the off-campus sites?
	+ Will audio/visual equipment be needed?
	+ Will faculty be allowed to gather items from their offices? Who decides?
	+ How will you inform students and staff about the plan and what information will be conveyed?
	+ What legal and financial implications should be considered?
* When and where will the emergency management team meet next?

1:00 PM Tuesday

The fire department has completed their investigation and have given the all clear. However, they advise against re-entry until a contractor has evaluated the structural damage.

* Who will contact and coordinate with the contractor selected to evaluate the structural damage? Will the same contractor be used for cleanup?

3:00 PM Tuesday

Some students have contacted the main office and say they are fearful of another incident and don’t feel safe on campus.

* What steps will be taken to calm students’ fears?
* Will additional counseling resources be made available and if so, how will that be communicated?
* What other specific steps will be taken during the recovery stage of this incident?

1:00 PM Wednesday

The contractor has completed an evaluation of the damage and estimates it will take 10 days to repair the structural and smoke damage.

* Will this new information affect your decisions regarding continuation of classes?
* What message will be communicated to the school community?
* What actions will be taken when preparing for regular classes in 10 days?

### Hazmat Incident – outside spill

It is a sunny Friday in (insert name). Winds are light and from the west and temperature at 12:15 PM is 65°. The annual spring concert is scheduled today at (insert name) elementary. Parents and visitors are expected to begin arriving at 12:30 PM. Ms. (insert name) and Ms. (insert name) the special education para-professionals are outdoors conducting adaptive physical education for four students.

12:30 PM

Approximately 25 parents and other spectators are gathering in the gym bleachers. A strong natural gas odor is detected by the group outside. Ms. Hansen contacts the office to report the odor.

* What are your first concerns and what action should be taken? Is there a specific action plan to deal with this situation?

12:32 PM

Mr. (principal’s name) had the maintenance staff check the school’s gas meter and the school’s interior for a possible gas leak. No sign of a leak was reported. He then decided to call 911 and move everyone inside the school due to the gas odor (reverse evacuation). Parents and spectators have been instructed to remain in the gym.

* Is this what you would do? How do you communicate with those outdoors?
* What direction will be given to arriving parents?

A few minutes later, three students from Ms. (Insert name) 2nd grade class complain about feeling sick. They are sent to the nurse. Minutes later, five students with similar complaints from a. 3rd grade math class are also sent to the nurse. A couple of teachers enter the office to report similar experiences in their classrooms.

* What actions should be taken based on this new information?
* Who else should be contacted? Will someone check other schools to see if they are having a similar experience?
* What, if any, decision will be made concerning the concert at this time?

12:55 PM

Fire department officials arrive at the school and report there was a hazardous material incident on the highway west of town. Fire officials inform the school they are ordering the evacuation of the school along with the surrounding neighborhood. They instruct the school to evacuate to the south and then to the east.

* Do you have an off-campus evacuation procedure? What evacuation site will be selected? Who will consult with the fire department to approve the site? Will evacuation be coordinated District-wide, assuming other schools in the city will be evacuated as well?
* What area will be selected for bus staging/loading?
* What announcement is made?
* What should be happening in each classroom?
* What should be happening in the office?
* What preparations should the nurse take?
* How will all parents be notified? Will you use the media to get the word out as well as any mass communication means?

12:57 PM

Parents at the school for the concert want to leave and take their children with them. A few leave immediately without signing their children out at the office.

* Knowing that you can’t stop them, what should you be concerned with?

Several teachers are showing signs of panic. They think it is safer to stay in the school than going back outdoors to the gas odor.

* How do you respond to this?

1:10 PM

As evacuation efforts are being coordinated, 12 additional students complain about feeling sick and the number appears to be growing.

* How do you respond to this?
* How will the ill be transported to an area clinic or hospital? Which clinic or hospital? Note: This is a community event and emergency response will be delayed.
* How are affected parents notified?
* What should be done to ensure that the entire building was evacuated?
* Who will secure the building after it has been evacuated?

1:40 PM

The buses have arrived at the evacuation site. Parents are arriving and some want to take their children immediately. Some teachers are asking what they should do.

* Do you have a written family reunification procedure? Are staff roles and responsibilities clearly defined? Do staff members have vests to identify them as school staff? Will law enforcement be asked to assist?
* Who is in charge at the evacuation site? What forms or paperwork are needed and who has the responsibility of bringing them?
* Who will coordinate traffic control? (law enforcement may not be available)
* How will students be accounted for if they leave with parents without following check out procedures? Do you have a method or plan to prevent this?
* Who will communicate the procedure and expectations to the people at the evacuation site? Is a bullhorn available?

### Power Outage Exercise

It is the first day of classes in January following the long holiday break. It’s a dark, cold morning with moderate rain/sleet forecast for much of the afternoon and evening. Current temperature is 31° F and is expected to drop into the single digits overnight.

10:30 AM

* A power outage occurs, the cause is unknown at this point. It appears that the outage affects the entire school building.
* What is your action plan to deal with this situation? What are people’s roles and responsibilities during the loss of electrical power?
* Will the crisis team meet? How are the members notified and where do they meet?
* How is the status of other buildings determined?
* Who will communicate with the power company to report the outage and to receive status updates?
* What critical equipment must be disconnected to prevent possible surge damage when power is restored? Who coordinates?
* What, if any, message will be communicated to the students at this point? How will it be communicated? What, if any, communication will be released to parents and the community at large?

11:45 AM

The power company technicians have responded and determined that a transformer had an internal short circuit and burned out. The transformer must be replaced, but the replacement will not be available until the following morning.

* How will this new information be communicated to students and staff?
* What decision will be made regarding classes and activities for the rest of the day and evening? Will normal dismissal time be changed? If so, how will transportation be arranged?
* What new message will be communicated to students and staff? Who is responsible for composing and delivering the message?
* Will you involve the media to help get the word out? If so, who will serve as spokesperson? What should be released? What do you need to communicate about the incident?
* What decision will be made concerning lunches?
* What steps are necessary to minimize any food spoilage? Who coordinates?

10:30 PM

The maintenance staff calls Ms. (principal’s name) to report that the interior building temperature is 40 degrees.

* Will auxiliary heaters be deployed? Will sprinklers be drained (if applicable)? Who coordinates this?
* What other staff members should be consulted?

8:30 AM the next day

The transformer is on site and technicians are working to restore power. Their new estimate for completion is 10:30 AM.

* How will this new information affect today’s class and activity schedule?
* What message will be sent to affected staff members? Will a community-wide update be given at this time?
* What start-up activities must be performed when power is restored?

SAMPLE LETTERS AND COMMUNICATIONS

# Media Guidelines

**All media requests should be referred to the superintendent or District public information officer.**

* Superintendent serves as District’s public information officer unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.
* Refer media requests to the District public information officer, who will assume responsibility for issuing public statements during an emergency. (This responsibility should be pre-determined during the planning process)
* See crisis response team and incident command charts for roles and responsibilities.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 District public information officer Telephone numbers (home, work and cell)

Alternate public information officer:

#1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name Telephone numbers (home, work and cell)

#2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name Telephone Numbers (home, work and cell)

* District liaison officer acts as contact for emergency responders and assists public information officer with coordinating media communications.

**During an emergency, adhere to the following procedures:**

* Incident commander or designee relays all factual information to superintendent.
* Establish a media information center away from school.
* Update media regularly. Do not say “no comment” or ask to speak off the record.
* Do not argue with the media.
* Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

**Media statement**

* Create general statements before incidents occur. Adapt statement during crisis.
* Emphasize safety of students and staff first.
* Briefly describe school’s plan for responding to the 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.
* Do not share anyone’s medical status or medical information.
* Refrain from exaggerating or sensationalizing the crisis.

# PARENT/STAFF/STUDENT LETTERS

## Anonymous Written Threat

[Date]

Dear Administrators, Parents, Students and Staff:

We are looking forward to great events at our high school this weekend. We appreciate our students’ hard work at these events, and we welcome you to our schools. As your host, we to inform you of a situation that we are currently investigating.

Our high school, received several anonymous written threats to the schools’ safety. We are currently in the investigation process. These threats started on [date] and have been vague. The latest threat was found this past [day, date]. We take each threat seriously, and we are working with the police department to identify the individual(s) responsible. Most importantly, school administrators are working together to ensure that our schools are safe.

While we do not believe these events are the target of any of the threats, we have taken extra precautions to ensure all students, parents and visitors coming to the high school will be safe. We plan to continue with Saturday’s scheduled events. We ask that you be patient and understanding, as we will have extra police presence and additional security in place. We will continue our investigation and if the situation changes, we will inform you.

We look forward to successful events and thank you for your understanding.

Sincerely,

Name Name

Superintendent Principal

XYZ School District XYZ High School

## Lockdown

[Date]

Dear Parents, Guardians, Staff and Students:

This letter is to inform you of an incident that occurred on [date]. [Describe inciden] The police department ordered an immediate lockdown for [name of school] at [time of day]. The police department requested that no students be allowed to walk or bike home from school and asked that students be released directly to parents or a designated adult.

I would like to thank the staff, students and parents of [school name] for your response to this incident. Our number one priority is to keep our students safe at all times. I greatly appreciate your cooperation, understanding and quick response to the requests of the police department.

If you have any questions, please feel free to call me at [phone number]

Sincerely,

Principal

[School name]

# PARENT LETTERS

## Bomb Threat

[Date]

Dear Parents:

As you are probably aware, there was a bomb threat at [name of school] middle school today. [Describe how/where threat was received]. District administration and the [Municipality] police were contacted. It was determined that the situation could be controlled and monitored by the following actions:

* Students were evacuated at approximately [time] with [grade level] students sent to [school name], [grade level] students to [school name], [grade level] and [others such as cognitively disabled, etc.] students to [school name].
* Staff accompanied students to these evacuation sites.
* Administrators searched the building.
* When it was determined that the building was safe, students were returned to [name of school] middle school at approximately [time].
* Lunch was provided to students at the school to which they were evacuated.

A student has been arrested and suspended from school.

Please help us by talking to your child about the serious consequences and long term effects this type of behavior would have on his/her life. Encourage him/her to advocate for a positive safe school environment. Reinforce the need to have your child report health and safety concerns to appropriate staff or to you so that [name of school] middle school can remain a safe, open and student-centered educational facility. With your help and support, we can provide the type of educational environment, programming, co-curricular activities that our community expects.

Thank you for your help.

Sincerely,

Principal

[School name]

## Death of Staff Member

[Date]

Dear Parent/Guardian:

This letter is to inform you that your child has been told of the unexpected death of [name of deceased], [staff role, e.g. custodian, teacher, etc.] at [name of school].

[Name of individual] was well known in our school community. [His/her] death will affect not only students, but our entire staff and families.

Members of the school and District crisis teams have been working with our students and staff members today. They have addressed concerns, answered questions and will be assisting with the grieving process.

During this time, your child may be feeling confused or have questions about death.

Listening to your child at this time is important. Help them to express their concerns and feelings. This can be done through drawing pictures, reading books, and talking about their emotions.

Any concerns that you might have about your child’s feelings or change in behavior please contact [counselor name]. [Name of school] has a list of books and materials that can help you to support your child during this time.

Please feel free to call me if you have any questions or concerns. I can be reached at

[phone number].

Sincerely,

Principal

[Name of school]

## Death of a Student

[Date]

To the parents of the [grade level] students:

With great sadness we share the following information related to one of our students. A child in our early childhood program, [name of student], died yesterday. [Name of student] attended the morning program at [name of school]. [His/her] [brother/sister] is a student in our [specify grade] grade.

We know young children respond better to information when they hear it from a parent or guardian. As you are the most important person to your child, we wanted to give you the opportunity to share this information with him/her personally.

Reading a story is a gentle way to address difficult topics with children. Listed below are several books we have used to discuss the topic of death with children.

1. “*The Tenth Good Thing About Barney”,* by Judith Viorst

2. “*Gentle Willow”,* by Joyce Mills

3. “*When Dinosaurs Die”,* by Laurie Kransy Brown and Marc Brown

4. “*The Fall of Freddie the Leaf”,* by Leo Buscaglia

We have contacted the coordinator of the family resource center and have requested that these books be sent to [name of school] to be available for families.

Each building is assigned support staff to address student needs. Our staff available includes [name], school counselor; [name], school psychologist; and [name], school social worker. If you feel your child is having a difficult time handling his/her emotions associated with this death, please alert us.

In addition, support staff within our building will be talking to each first grade classroom within the next few days. The focus of this discussion will be to share the information and discuss ways in which students can help to support their fellow classmate, [name of sibling], upon his/her return to school.

This information affects our [name of school] family, and we felt it was important to share it with you. If you have concerns or questions please feel free to let us know.

Respectfully,

Signed by principal, social worker, counselor and psychologist

Telephone # included for each person.

## Miscellaneous Purpose

Possible uses:

* Threat against school safety
* Dispel rumors
* Correct inaccurate information
* Encourage parent involvement

[Date]

I want to take this opportunity to reassure parents and students about the safety of

[name of school] and share with you some information about an event that happened this week.

A student drew a vague threat onto a bathroom wall. When it was discovered, we took it very seriously and involved the [Municipality] police department. The situation is resolved and did not affect the safety of our school or disrupt classes.

This event represents a teachable moment for our children. We recognize that our young people may not understand the consequences of their actions. Please talk to your sons and daughters about the seriousness of making any threat that pertains to the safety or security of our schools, our students and our staff. Encourage them to talk to you or to any of the staff at [name of school] if they become aware of their friends making poor choices at school.

I’m confident that through working together, we will continue to keep [name of school] safe for our children. Thank you for your continued support.

Sincerely,

School principal or superintendent

## Weapon

[Date]

Dear Parents,

The [city name] police department has reported that a gun(s) may have been disposed of in or around the [name of school] neighborhood.

Our building crisis team met to discuss this report and decided to show a video

“Straight Talk About Guns” to our students. This video on gun safety was produced by the District and is part of the safety curriculum.

In an attempt to educate students in personal safety in this area, [Name of officer] liaison officer from [name of school] and I presented a short assembly on this topic. We did this for the entire student population so that all grade levels heard the same message.

We ask that you sit down as a family and discuss the dangers of weapons. Please tell your children to report a weapon to an adult and warn them to never touch a weapon.

The police are continuing to investigate this situation, and I will keep you informed of any updates. If you have any questions, please feel free to call me at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Sincerely,

Principal

[School name]

# STAFF LETTER

## Intruder

[Date]

Dear Staff,

Around [time] yesterday it was reported by a student that there was an armed man on the east side of the building in the trees near the first grade playground. This student reported this to the teacher after recess and the teacher passed along this information to me.

I spoke with this student to gather information and then followed the procedures specified in the school District crisis manual:

* Issued an internal lockdown (lockout)
* Called the police to investigate
* Called the District office to report the situation

The police thoroughly checked the area where the student reported seeing the man with the gun. They found no fresh footprints in the snow that would indicate anyone had been there. The police spoke to the student, and the student went with the police to show exactly where the student saw the person. The police concluded that the area was safe and no one was there as described by the student.

The police made sure the total perimeter of the school was safe before we released the students from the internal lockdown. We had the students exit through the front door at dismissal as an extra safety precaution.

Thank you for being calm and following the directions given. Remember that you should always report anything suspicious or anything that concerns you about your safety. Your safety is our number one concern. We will do everything possible to guarantee that you are safe while you are at [name of school].

(Principal’s Name)

# Telephone Script

## Responding to Telephone Inquiries from Students or Families

[School name] Memorandum

To: Secretaries, principals, staff

From:

Date:

RE: Phone inquiries from students or families about [event]

Please use the following information when responding to telephone inquiries from students or families. This statement has been approved for use by [approver name].

Please refer all media inquiries to:

[name, phone number, e-mail address]

**Details of Incident**

Early this morning before the start of school [name of student], a [name of school]

[year in school], died when [cause of death].

The incident happened [location of accident]. At least two other students witnessed the accident.

[Name of student] will be missed by our entire school community. We do not know any further details about the death at this time.

**Further Questions or Information**

If you have questions about the accident, or have information that can help investigators, please call local police at [phone number].

**Funeral Arrangements**

When we learn of funeral arrangements, we will share them with staff and students, so they can express their support to the family.

**Availability of Counselors**

The [school name] has counselors at our school today. Students and staff can talk with them about their grief. [School name] is also providing counseling to the students who witnessed the accident.

**Corresponding with Family**

If you wish to send a card or letter to the family, you can drop it off at the school office, and we will forward it to the family. Because of student record confidentiality, we are unable to provide the family’s address.

**School Open/Closed**

The school is not open tomorrow.

But when we are open again on Monday, [date], counselors will still be in place if anyone should need them.

Author of Memorandum: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Media Advisors

## Canine Search, Gun Found on School Property

During second period today [specify times], a routine search of school lockers and vehicles in the parking lots was conducted at [school name]. These searches are conducted periodically, and in cooperation with the [Municipality] police department and county sheriff’s department, and canine units from various law enforcement agencies.

The purpose of the search was to ensure the school’s commitment to safety and security of all of our staff and students. No drugs were found during the search.

During the search of the parking lot however, an unloaded, cased 22-caliber rifle was found in a student’s truck. The student stated that he was an avid hunter and forgot it was in the truck.The cased rifle was confiscated, and appropriate school action was taken, including involvement of the police department.

The search caused no disruption to the instructional day. Periodic searches of school lockers and the parking lots will continue in the future.

Statement prepared by

Contact number

## Canine Search, No Incident

During second period today [specify times], a routine search of school lockers and vehicles in the parking lots was conducted at [school name]. These searches are conducted periodically, and in cooperation with the [municipality] police department and county sheriff’s department, and canine units from various law enforcement agencies.

The purpose of the search was to ensure the school’s commitment to safety and security of all of our staff and students. No drugs or other items of concern were found.

The search caused no disruption to the instructional day. Periodic searches of school lockers and the parking lots will continue in the future.

Statement prepared by

Contact number

RECOVERY AFTER AN INCIDENT

After a safe environment has been reestablished and immediate emergency conditions have subsided, the crisis response team will design a plan to restore normal school operations. The school District will designate appropriate personnel and collaborate with external groups to accomplish the following (depending on the type of incident):

* Conduct a comprehensive assessment of the physical and operational recovery needs.
* Assess physical security, data access and all other critical services (e.g., plumbing and electrical).
* Examine critical IT and personnel resources and determine the impact if they are unavailable.
* Document damaged facilities, lost equipment and resources that will be required for insurance claims or requests for state and federal assistance.
* Identify recordkeeping requirements for state and federal disaster assistance.
* Provide detailed facilities data to the school District office so that it can estimate temporary space needs.
* Arrange for ongoing status reports during the recovery activities to estimate when educational program can be fully operational and identify special facilities, equipment and resources necessary to resume regular operations.
* Establish an agreement with mental health organizations to provide counseling for students and their families after an incident.
* Inform school staff, students and parents of the available crisis counseling services.
* Establish absentee policies for teachers/students after an incident.
* Develop alternative teaching methods for students unable to return immediately to classes such as correspondence classes or videoconferencing.
* Create a plan for conducting classes if facilities are damaged such as alternative sites, half-day sessions or portable classrooms.
* Get input on prevention and mitigation measures that can be a part of short-term and long-term recovery plans.

# Post-Crisis Intervention

* Decide whether post–crisis interventions for staff, students and families is needed.
* Provide post–crisis briefings for staff, students and families as appropriate.
* Reestablish school and classroom routine as quickly as possible.
* Consider possible interventions such as:
	+ Defusing –Defusing is a brief conversation with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident. Defusing is conducted by trained individuals.
	+ Debriefing –Critical-incident stress debriefing (CISD) is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified for student’s developmental level. CISD should only be conducted by trained professionals.
	+ Counseling
* Provide ongoing support as necessary for staff, students and families.
	+ Identify and monitor at–risk students.
	+ Provide individual crisis or grief counseling, if necessary.
	+ Conduct outreach to homes.
	+ Provide referrals for assessment and treatment if necessary.
	+ Have outside evaluators evaluate the school staff and counselors providing support.

## Assessment for Students and Staff

Counseling may be recommended to those who experience any of the following:

* Lost family members or friends in the event
* Physically injured in the event
* Considered themselves to be in extreme danger during the event
* Was in a previous disaster or crisis event
* Is involved in another individual or family crisis situation
* Is slightly confused or dazed, or shows slight difficulty in thinking clearly or concentrating on a subject
* Wrings hands or clenches fists
* Is restless, mildly agitated or excited
* Has difficulty sleeping
* Changes in speech
* Has inappropriate feelings of depression, despair or discouragement
* Doubts ability to recover
* Is overly concerned with small things, neglecting more pressing problems
* Denies problems or states that he/she can take care of himself/herself
* Blames problems on others
* Weeps or retells of disaster constantly
* Shows high spirits, laughs excessively

# Mental Health and Healing

Mental health and healing procedures are designed to provide an emotional release and recovery to students and staff impacted by trauma at school or in the community. Mental health professionals have been identified as part of the District’s mental health and healing plan.

## Responsibilities

Principal or District Authority

* Ensure staff are trained on how to recognize signs of physical and/or mental stress due to trauma.
* Ensure crisis response team members receive in-depth training on how to assist in managing stress due to trauma.
* Provide informational materials to parents and guardians on how to recognize signs of physical or mental stress due to trauma.
* Seek input from mental health professionals when necessary.
* Ensure that the public information officer is available to prepare announcements and media releases on the incident and actions taken.

## Immediately Following a Serious Injury, Death and/or Major Incident

**Building principal or designated staff**

* Make an initial announcement to the entire school. Provide minimum details but indicate that additional information will follow.
* Issue prepared statements for media, parents and other community inquiries.
* Hold a staff meeting to discuss how the situation is being handled and what resources are available to staff, students and families.
* Designate private rooms for counseling and include outside mental health professionals and clergy to assist.
* Provide guidelines to and encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears and concerns. Any students who are excessively distraught should be referred to the crisis response team for counseling.
* Restore regular school functions as quickly as possible.
* Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful. Donations given and not used can always be provided to other charities.
* Designate a place for staff, students and community members to leave well-wishes, messages and memorial items.

Teacher and Staff

* Seek counseling services if experiencing difficulty coping with the incident.
* Provide stress management during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.
* Be prepared for outbursts and disruptive behaviors.
* Refer students experiencing significant, observable stress to counseling.
* Allow for changes in normal routine activities and test schedules.

## Special Procedures

### Hospital/Funeral Arrangements

* Provide staff with information regarding visitation and/or funeral arrangements.
* If the funeral is scheduled during a school day, all students and staff should be excused from school.
* Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
* Designate staff to visit the hospital and/or attend the funeral.

## Post-Incident Procedures

* Allow for changes in normal routines or schedules to address injury or death. However, recommend students and staff return to their normal routine as soon as possible.
* Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
* Discuss and approve memorials with the school board’s consent.
* Donate all remaining memorial items to charity.

# School Safety References

* Homeland Security Act of 2002, PL 107-296 (Nov. 25, 2002)
* [FEMA’s National Incident Management System](http://www.fema.gov/national-incident-management-system)
* [FEMA: IS-700 National Incident Management System (NIMS) an Introduction](http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a)
* Homeland Security Presidential Directive No. 5 (2003).
* [FEMA: IS-100 Introduction to Incident Command System](http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b)
* [FEMA All-Hazards Training Document](http://training.fema.gov/EMIWeb/emischool/EL361Toolkit/assets/SamplePlan.pdf)
* Iowa Good Samaritan Law: 613.17: Emergency assistance in an accident
* Iowa Code 22.7 (50) – Confidentiality of Emergency Preparedness Information
* 280.17A. Procedures for handling dangerous weapons
* 42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)
* Minn. Stat. Ch. 12 and 12A (Emergency Management and Natural Disasters)
* Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
* Minn. Stat. § 121A.035 (Crisis Management Policy)
* Minn. Stat. § 326B.02 subd. 6 and 326B.106 (Fire Code and General Powers Comm. Labor and Industry)
* Minnesota Rules Chapter 7511 (Minnesota State Fire Code)
* Minn. Stat. § 299F.30 (Fire Drill in School)
* Minn. Stat. § 609.605 subd. 4 (Trespass on School Property)
* [EMC Insurance Companies](http://www.emcins.com/LossControl/industries/Schools.aspx)
	+ Quick reference crisis response guides for schools
	+ Security-related Tech Sheets
	+ Online training through SafeSchools