



# **Hatboro-Horsham School District**



## **Master Emergency Management Plan 2023-2024**



**Developed with the assistance of Marin County Schools in using their  
Model Emergency Management Template**

Support provided through a grant to Marin County Schools for  
SCHOOL EMERGENCY PREPAREDNESS AND CRISIS MANAGEMENT  
By the  
U.S. Department of Education and the U.S. Department of Homeland Security

## ***Emergency;***

*serious situation or occurrence that happens unexpectedly and requires an immediate response.*

-- Encarta Encyclopedia  
English (North America)

# FORWARD

**The Hatboro-Horsham School District** would like to express its gratitude to the Marin County School/Law Enforcement Partnership, Marin Schools Emergency Preparedness Council, Marin County Office of Emergency Services and the Parents Disaster Advisory Council for their support and assistance with this project. In 2003, the Marin County Office of Education received a grant from the U. S. Department of Education, Office of Safe and Drug Free Schools and the U.S. Department of Homeland Security to strengthen emergency preparedness in Marin Schools. This grant has provided funds for this update of the Model Emergency Management Plan. Permission by the nature of the grant was given to modify and reproduce a customized version for the Hatboro-Horsham School District.

The Hatboro-Horsham School District also acknowledges the work of the following agencies, districts and schools which served as invaluable exemplars with resource materials, references, and best practices from which the original revised Model School Emergency Management Plan has been adapted.

- American Red Cross
- California Governor's Office of Emergency Services
- Eastern Montgomery County Emergency Management Association
- Federal Emergency Management Agency (FEMA)
- Contra Costa County, Model Emergency Plan for Schools
- Fayette County Public Schools, School-Centered Emergency Management and Recovery Guide
- Hatboro-Horsham School District Safe Schools Committee
- Hatboro-Horsham School District Administrative Team
- Hatboro Police Department
- Horsham Fire and Police Departments
- Horsham Emergency Management Office
- Kentucky Community Crisis Response Board, School-Centered Emergency Management and Recovery Guide
- Los Angeles Unified School District, Model Safe School Plan
- McGuire Associates, Disability Evacuation Plan
- Montgomery County Public Safety Office
- Montgomery County District Attorney's Office
- Pittsburgh Public Schools, Safe Schools Plan
- San Francisco Unified School District, District Emergency Management Plan
- U.S. Department of Education, Office of Safe and Drug-Free Schools, Practical Information on Crisis Planning: A Guide for Schools and Communities

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## RECORD OF PLAN CHANGES

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*Any Changes must be approved by the Superintendent or his designee.*

CHANGE NO.	DATE ENTERED	DESCRIPTION OF UPDATE	BY

## PLAN DISTRIBUTION

DATE	PROVIDED TO	PROVIDED BY
Sept 2022	Horsham Township	R. Kerrigan
Sept 2022	The Borough of Hatboro	R. Kerrigan
Sept 2022	Montgomery County Office Of Public Safety	R. Kerrigan
Sept 2022	PEMA Local Office	R. Kerrigan
Sept 2022	Horsham Emergency Management Office	R. Kerrigan
Sept 2022	The Borough of Hatboro Emergency Management	R. Kerrigan
Sept 2022	Horsham Police	R. Kerrigan
Sept 2022	Hatboro Police	R. Kerrigan
Sept 2022	Horsham Fire Company	R. Kerrigan
Sept 2022	Hatboro Fire Company	R. Kerrigan
Sept 2022	The Quaker School	R. Kerrigan
Sept 2022	Copies to each school and building	R. Kerrigan
Sept 2022	Posted on Intranet for employees	R. Kerrigan
Sept 2022	All HHSD School Board Directors	S. Eveslage
Sept 2022	All School Principals	R. Kerrigan
Sept 2022	HHSD Cabinet Members	R. Kerrigan

## DISTRICT LEVEL RESOURCES

POSITION	NAME	OFFICE #	HOME #	CELL #
			<b>These Numbers</b>	
Superintendent	Scott Eveslage		<b>are kept</b>	
Asst. Superintendent	Ted Domers		<b>In each</b>	
Dir. of Business Affairs	Bill Stone		<b>Schools</b>	
Dir. of Personnel	Christine Welsh		<b>Hard copy</b>	
Dir. of Safety	Rick Kerrigan			
Dir. of Tech Services	Greg Mikolajczyk			
Dir. of Operations	Joseph Crowe			
Dir. of Transportation	William Weghorst			
Dir. of Food Services	Jessica Oldsey			
Dir. of Spec Services	Kimberly Myers			
Dir. of Spec Education	Kimberly Myers			
Solicitor	Sara Johnson			

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# **INTRODUCTION TO EMERGENCY MANAGEMENT**

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# SCHOOL EMERGENCY MANAGEMENT PLAN

## INTRODUCTION TO EMERGENCY MANAGEMENT

### A. PARTNERSHIPS IN PREPAREDNESS, RESPONSE AND RECOVERY

The Pennsylvania Department of Education requires public schools to develop school disaster plans so that students and staff will act instinctively and correctly when a disaster strikes. This ***Hatboro-Horsham School Emergency Management Plan*** is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur.

Within this School Emergency Management Plan are emergency preparedness and response instructions, guidelines, templates and forms to help protect the safety, security and well-being of students and school staff during many types of emergencies. This Model Plan may be adapted to the capabilities and special needs of each site.

A wave of school shootings in the 1990s, the horrific events of September 11, 2001, and the Sandy Hook tragedy have stunned the country and ushered in a new age of national emergency awareness. More than ever before, schools are faced with ongoing challenges from a much broader range of emergency situations. Districts and schools must have a comprehensive plan that outlines response not only to severe weather and natural disasters, chemical accidents and medical emergencies, but also to campus violence and various types of terrorist threats.

The health and welfare of students and school staff in crisis situations is dependent upon sound emergency preparedness. School personnel are obligated to prepare themselves to render competent service through all phases of an emergency including planning, training, drilling, response, recovery, and evaluation, as may be required. **This Hatboro-Horsham School District Emergency Management Master Plan describes actions and response protocols for crisis situations so districts and schools can quickly and adequately restore the school community to a safe and orderly learning environment.**

In the event of a widespread emergency such as a flood or explosion, available government and county resources will be overtaxed and may be unable to respond to all requests for assistance. **This plan assumes that schools must be self-sufficient for a time and may be required to make many crucial decisions and provide shelter to the immediate community.**

### B. HOW TO USE THIS PLAN

This ***Hatboro-Horsham School District Emergency Management Master Plan*** is designed as a comprehensive reference to assist our schools in providing a safe learning environment. It incorporates best practices for handling emergency situations that have been deployed by school districts elsewhere in the country. The emergency management teams and procedures outlined in this plan are consistent and the National Incident Management System (NIMS), modeled after the Incident Command System (ICS).

Using the procedures, actions and sample forms provided herein, the Hatboro-Horsham School District has created a site-based Emergency Management Building Plan that meets the individual resources and circumstances of each school and reflects its unique characteristics and needs.

Every plan should include:

- a designated chain of command.
- specific roles for team members.
- specific procedures to implement in the event of an emergency.

The district should identify local community agencies to engage in planning (police, fire department, emergency medical, hospitals, mental health centers, local/regional emergency management agency, etc.). The district support team should also update local district and community agency phone numbers and assist schools in sharing this important safety information annually with all faculty, staff, students, and parents.

The final step in the emergency management planning process is to communicate and practice the plan. Orient new personnel as they arrive on campus and review all changes with local public safety agencies. Keep multiple copies of the plan in accessible locations. Ensure that team leaders have a copy of the plan at home. Training is conducted before implementation in each building.

## C. FOUR PHASES OF EMERGENCY MANAGEMENT

This Model School Emergency Management Plan is presented in four main sections which conform to the four phases the U.S. Department of Education Office of Safe and Drug-Free Schools uses to describe planning for, responding to and recovering from emergencies: Mitigation/Prevention, Preparedness, Response and Recovery. Each of these topics is introduced briefly below and applied in detail in the respective sections of the plan.

- ◆ **Section I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.
- ◆ **Section II – Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.
- ◆ **Section III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- ◆ **Section IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to



return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

## ◆ **D. NATIONAL TERRORIST ADVISORY SYSTEM** (REVISED 7/2011)

The National Terrorism Advisory System (NTAS) replaced the color-coded Homeland Security Advisory System (HSAS). This new system will more effectively communicate information about terrorist threats by providing timely, detailed information to the public, government agencies, first responders, airports and other transportation hubs, and the private sector.

It recognizes that all Americans share responsibility for the nation's security and should always be aware of the heightened risk of terrorist attack in the United States and what they should do.

### **NTAS Alerts**

After reviewing the available information, the Secretary of Homeland Security will decide, in coordination with other Federal entities, whether an NTAS Alert should be issued.

- NTAS Alerts will only be issued when credible information is available.
- NTAS Alerts contain a sunset provision indicating a specific date when the alert expires – there will not be a constant NTAS Alert or blanket warning that there is an overarching threat. If threat information changes for an alert, the Secretary of Homeland Security may announce an updated NTAS Alert. All changes, including the announcement that cancels an NTAS Alert, will be distributed the same way as the original alert.
- The NTAS Alert – How can it help?
  - Each alert provides information to the public about the threat, including, if available, the geographic region, mode of transportation, or critical infrastructure potentially affected by the threat; protective actions being taken by authorities, and steps that individuals and communities can take to protect themselves and their families, and help prevent, mitigate or respond to the threat.
  - Citizens should report suspicious activity to their local law enforcement authorities. The “If you see something, say something” campaign across the United States encourages all citizens to be vigilant for indicators of potential terrorist activity, and to follow NTAS Alerts for information about threats in specific places or for individuals exhibiting certain types of suspicious activity.
  - Visit [www.dhs.gov/ifyouseesomething](http://www.dhs.gov/ifyouseesomething) to learn more about the campaign.

NTAS Alert Announcements will be issued through state, local, and tribal partners, the news media and directly to the public via the following channels:

- DHS NTAS webpage - <http://www.dhs.gov/alerts>
- Email signup at – <http://www.dhs.gov/alerts>

- Social media – <http://facebook.com/NTASAlerts> and <http://www.twitter.com/NTASAlerts>

The public can also expect to see alerts in places, both public and private, such as transit hubs, airports, and government buildings.

## E. PLAN DEVELOPMENT, IMPLEMENTATION AND UPDATES

The School Emergency Management Plan has been:

- **DEVELOPED** by a team of school administrators and staff, working with first responders in the local jurisdiction.
- **INITIATED** by the principal or designee when conditions exist which warrant its execution.
- **IMPLEMENTED** by all staff, which will perform those duties as assigned until released by the principal. **REVIEWED** at least annually.

**Emergency and disaster functions are identified and pre-assigned before the beginning of the school year. The Emergency teams and contact information will be updated at least annually.** New personnel will be assigned to vacate command staff positions. Procedures will be revised as needed. All emergency preparedness training and drills will be documented, and updates to the plan will be recorded.

The elements of emergency planning, preparedness and management are:

- ◆ **Leadership:** Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and school-based plans. At the district level leadership should come directly from the superintendent, at the school level, from the principal.
- ◆ **Incident Command System:** The ICS is a standardized organizational structure that is the basis of SEMS and NIMS, designed to handle: Management, Operations, Logistics, Planning, and Administration & Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The Incident Commander is the highest-ranking official in charge of the emergency response operations.
- ◆ **School Emergency Management Plan:** A modified version of this model plan should be tailored and fine-tuned to meet the unique needs and resources of each individual school. The site-based plan includes team assignments, emergency numbers, protocols, and the four phases of emergency management: Mitigation, Preparedness, Response and Recovery.
- ◆ **School Emergency Teams:** Site-based teams of individuals with specific duties to perform to prepare for and respond to emergencies. The School Emergency Teams develop the plan to meet individual school needs and implement the plan in the event of an **emergency**.



- ◆ **Communication:** This plan establishes lines of internal communication (within the school) and external communication (with the district office and community). The plan includes provisions for after-hours communication (telephone tree), and alternate means if telephone lines are disabled.
- ◆ **Emergency Management Protocols:** Emergency Management Protocols are the step-by-step procedures for schools to implement in the event of an emergency.
- ◆ **School Emergency Actions:** These are a set of clear directives that may be implemented across several emergency situations. These actions include, Run/Hide/Fight, Evacuation, Lockdown (Enhanced), Shelter in Place, Stand-by and All Clear, in addition to several specialized actions such as Offsite or Reverse Evacuation and Student Release.
- ◆ **Staff Responsibilities:** School personnel have a moral and legal responsibility to all students in their care. Just as school staff members will rely on first responders, public agencies, and others to open blocked roads, repair utilities, perform rescue work, etc., those members of the community will rely on schools to provide care for their children in an emergency.

All Hatboro-Horsham employees can potentially be “Disaster Service Workers”, subject to activities as may be assigned to them by their superiors. This applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a state emergency has been proclaimed, or 3) when a federal disaster declaration has been made.

- ◆ **Training:** Training is important on at least three levels:
  - General awareness training for all staff.
  - First Aid, CPR and School Emergency Response Training (SERT) for staff;
  - Team training to address specific emergency response or recovery activities, such as Student Release, Search and Rescue, Shelter Management.
- ◆ **Practice:** Practicing the plan consists of drills, tabletop and functional exercises, orientation for staff, etc. The Hatboro-Horsham School District has started with basic orientation and tabletop exercises and drills that will evolve into full-scale simulations.
- ◆ **Personal Emergency Plans:** Staff members should develop personal and family emergency response 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 job more effectively

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## **I – MITIGATION/PREVENTION**

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## SECTION I – MITIGATION/PREVENTION

*Mitigation . . . encourages long-term reduction of hazard vulnerability.*

-- FEMA, 2002

### A. REDUCING EXPOSURE TO HAZARDS AND RISKS

**MITIGATION** is defined as proactive action taken to reduce or eliminate the adverse effects of natural and man-made hazards on people and property. The goal of MITIGATION is to decrease or eliminate the need for response as opposed to simply increasing response capability. Mitigation begins by conducting a district and school hazard assessment, which requires a self-appraisal of major areas effecting school safety. These areas include geographic location of buildings, proximity of potential hazards such as waterways, availability of buses for possible evacuation, structural integrity of buildings, etc.

The terms "hazard" and "risk" are often used interchangeably in the context of mitigation. Hazards and risks are identified through vulnerability analysis, consequence modeling, code/regulation compliance, quantitative risk assessment and historical data correlations. **Risk is the product of potential consequences and the expected frequency of occurrence. The basic concept of acceptable risk is the maximum level of damage to the building that can be tolerated, related to a realistic risk event scenario or probability.** Consequences may include death, serious injury, the extent of structural damage, monetary loss, interruption of use, or environmental impact.

Risk managers use two different evaluative methods in risk and hazard analysis: **deterministic** and **probabilistic**. These two methods can complement one another to provide additional insights to the analysis.

- **DETERMINISTIC ANALYSIS** relies on correlations developed through experience or testing, to predict the outcome of a particular hazard scenario.
- **PROBABILISTIC ANALYSIS** evaluates the statistical likelihood that a specific event will occur and what losses and consequences will result. History from events involving similar buildings or equipment, building contents, or other items should be considered, along with the frequency of occurrences of a particular type of event.

Mitigation assesses and addresses the safety and integrity of the following types of hazards to minimize or prevent adverse impacts:

- ♦ **FACILITIES** - window seals, HVAC systems, building structure
- ♦ **SECURITY** - functioning locks, controlled access to the school
- ♦ **THREATS** - probability of natural disasters or accidents
- ♦ **SCHOOL ENVIRONMENT** - social climate on campus

Resources include existing safety plans, security and safety-related district policies, floor plans of buildings, maps of local evacuation routes, school crime reports, known safety and security concerns, logs of police calls for service, student and faculty handbooks, disciplinary files, and local memos of safety concerns.

**FACILITIES** - Structural and non-structural measures can mitigate the effects of natural hazard incidents.

- **STRUCTURAL MITIGATION** includes physical rectification and standards such as building codes, materials specifications, and performance regulations for the construction of new buildings; the retrofitting of existing structures to make them more a hazard-resistant; and protective devices such as retaining walls. California's frequency of earthquake activity has resulted in sophisticated seismic building codes for all buildings and special inspection requirements, enforced by the state, for school buildings. **Building codes establish the minimum standards for safety.** The construction of hazard-resistant structures is perhaps the most cost-effective mitigation measure. Hazard mitigation in existing structures is generally more costly, but when carried out effectively before a disaster, prevents loss of life, reduces damage, and avoids the outlay of associated costs for response and recovery operations.
- **NON-STRUCTURAL MITIGATION** measures typically concentrate on the securing of light fixtures to ceilings, installation of wind shutters, strapping or bolting generators to walls, and numerous other techniques to prevent injuries and allow for the continued use of the school site. School occupants are particularly vulnerable to nonstructural damage. Excessive sway in any building may cause damage to nonstructural components such as hung lath and plaster ceilings, partitions, water pipes, ductwork, electrical conduits, and communication lines. Storage units, filing cabinets and library shelving shift or fall if not properly braced. Although students and staff may duck under desks and be safe from falling objects, ceiling components that drop in hallways and stairs can make movement difficult, particularly if combined with power failure and loss of lights. Additional falling hazards that are common in schools are wall-mounted televisions or ceiling mounted projectors.

**SECURITY** - Communities are encouraged to treat schools as essential community facilities because of the significant impact on students and the locale if a damaged school is closed for an extended period of time. A higher level of protection is appropriate for facilities that will enhance community recovery, including schools which may be designated as emergency shelters, and other buildings that support vital services. A hazard assessment should assure that the school buildings have functioning locks and controlled access.

**THREATS** - Mitigation requires assessment of local threats, including the probability of industrial accidents and natural disasters. Threat assessment considers potential hazards in the neighborhood such as high voltage power lines; facilities containing toxic, chemically reactive and/or radioactive materials; transportation routes of trucks and trains carrying hazardous materials; underground gas and oil pipelines; underground utility vaults; above-ground transformers; multi-story buildings vulnerable to damage or collapse; and water towers and tanks. Since location is a key factor in determining the risks associated with natural hazards, land use plans are a valuable tool in identifying areas that are most vulnerable to the impacts of natural hazards such as wildfires, earthquakes and flooding.

- **FIRE** - Of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Design against fire has long been built into state building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.
- **EARTHQUAKE** - A simple seismic evaluation that focuses specifically on schools is rapid visual screening. This method is intended as an initial step in identifying hazardous buildings and their deficiencies. It is most useful for large school districts by providing an economical preliminary evaluation of the seismic risks, thereby reducing the number of buildings that require a more detailed evaluation by a structural engineer. The visual survey of a building can be completed in less than 30 minutes and can be accomplished from the street without benefit of entry into a building. However, hazardous details may not be visible, and seismically dangerous structures may not be identified as such. Nonstructural interior components are not evaluated.
- **FLOODING** - Flooding is the most common natural hazard in the United States, affecting over 20,000 local jurisdictions and representing more than 70 percent of Presidential Disaster Declarations. Factors that can affect the frequency and severity of flooding and the resultant types of damage include: channel obstructions due to fallen trees, accumulated debris and ice jams; culvert openings that are insufficient to move floodwaters; erosion of shorelines and stream banks; deposition of sediment that is carried inland by wave action; and dam and levee failure that may result in sudden flooding of areas thought to be protected.

**SCHOOL ENVIRONMENT** - School policies and protocols should support a safe school environment and orderly procedures during emergencies. Determine who is responsible for overseeing violence prevention strategies in the school and disseminate information to staff regarding the early detection of potentially dangerous behaviors. Conduct an assessment to determine how the school environment may impact its vulnerability to certain types of crises. Review incident data and determine how the school will address major problems regarding student crime and violence. Provide staff training on identification of risk and protective factors to help children. Link prevention and intervention programs to community resources, including health and mental health. Develop strategies for improving communication and students and between students and staff. Provide safe and confidential ways for students to report potentially violent incidents.

Schools and districts should be active partners in community-wide risk assessment and mitigation planning. The local fire department can assist school administrators in identifying potential structural and non-structural hazards. To help agencies work together Memorandum of Understandings (MOUs) that outlines each agency's responsibility during an emergency have been adopted and are on file.

## B. CONDUCTING A SAFE SCHOOLS HAZARDS ASSESSMENT

Each school year, prior to the arrival of the teaching staff, the principal and/or designee should undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. **During the first month of the school year, each teacher should conduct a classroom hazard assessment to be submitted to the principal.** The purpose of these hazards assessments is to identify and report for correction any existing conditions that pose potential risk to the occupants of school buildings and to the facilities.

**COMPOSITION OF THE HAZARD ASSESSMENT TEAM:** The Hazard Assessment Team should be a diverse group of people concerned with the safety of the school. An ideal group might include:

- Custodian/Maintenance Supervisor
- School Administrator

### OPTIONAL:

- Teacher
- Social Worker or Counselor
- Student
- Parent

**⇒ School safety audits and security efforts part of the ongoing mitigation/prevention practices.**

**ACTION CHECKLIST:** Prior to conducting a Safe School building audit, the team members should review the School Emergency Management Plan, blueprints of the campus, school accident and incident data and prior assessment reports. A proactive process will help maintain a safe and secure learning environment.

- ❑ Determine what crisis plans exist in the district, school, and community.
- ❑ Identify all stakeholders involved in crisis planning.
- ❑ Gather information about the school facility, such as maps and the location of utility shutoffs.
- ❑ Connect with community emergency responders to identify local hazards.
- ❑ Review the prior safety audit to examine school buildings and grounds.
- ❑ Conduct an assessment to determine how these problems—as well as others—may impact school vulnerability to specific crises.
- ❑ Develop procedures for communicating with staff, students, families, and the media.
- ❑ Establish procedures to account for students during a crisis.
- ❑ Identify the necessary equipment that needs to be assembled to assist staff in an emergency.

**BUILDING AND CLASSROOM HAZARD HUNT:** The purpose of the hazard hunt is to identify any special circumstances which exist in the school or near the campus which present unique problems or potential risk to people or property. A walk-through inspection

of each area of each building should be conducted using the **Safe School Building Security Checklist, included in the APPENDICES.**

The interior and exterior portions of all school buildings and school grounds should be assessed for potential hazards that may impact the site, the staff and the students, including the following:

- Classrooms
- Corridors
- Laboratory/Shop
- Offices
- Custodial Room
- Storage Room
- Yard (and Playground)
- Multipurpose Room
- Bathrooms
- Boiler Room
- Kitchen/Cafeteria
- Teacher's Lounge
- Computer Lab
- Parking Lot
- Outside structures and Fencing
- Gymnasium

The hazards may include:

- ☐ Proximity to toxic, flammable, corrosive, chemically reactive or other hazardous materials
- ☐ Proximity of high voltage power lines
- ☐ Proximity to earthquake fault lines
- ☐ Likelihood and possible effects of flooding, including proximity to creeks that may surge over their banks
- ☐ Likelihood of a fire
- ☐ Likelihood of severe weather
- ☐ Hanging fixtures on ceilings, such as fluorescent lights.
- ☐ Locations of windows, particularly those near doorways.
- ☐ Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- ☐ Stability of water heaters.
- ☐ Security of AV equipment, computers, TV monitors, piano, aquariums, etc. from motion during an earthquake.
- ☐ Impediments to evacuation and transportation
- ☐ Inadequate storage of chemicals and labeling on containers.

**HAZARD MITIGATION CHECKLIST:** The **Safe School Building Security Checklist** included in the **APPENDICES** describes specific areas and conditions for hazard inspection. Indicate the names of those conducting the inspection and the inspection date in the spaces provided at the bottom of each form. Complete each section of the checklist. For problem areas, briefly describe the situation and actions requested to correct or remove the identified hazard, if possible, to do so.

Recommendations should be constructive in nature and attempt to offer to the principal or administrator solutions to safety problems in the school. Following a major disaster, a school community might reexamine how building configurations may be rearranged to improve access and services to avoid repetitive damage. Post-disaster mitigation may be applied on a structure-by-structure basis to strengthen hazard resistance and provide energy efficiency and environmental sensitivity.

## **STAFF SKILLS INVENTORY FOR EMERGENCY MANAGEMENT PLANNING:**

A Staff Skills Inventory will help administrators plan assignments to emergency teams. A sample inventory is provided among the forms in the **APPENDICES**. The information provided should identify the following areas in which members of the staff have training or expertise:

- First Aid
- CPR
- Hazardous Materials
- Emergency Medical
- Incident Debriefing
- CB Radio/Ham Radio Experience
- Search and Rescue
- Counseling/Mental Health
- Fire Fighting
- Media Relations
- Multilingual Fluency

## **TEACHER SURVEY - STUDENTS NEEDING SPECIAL ASSISTANCE:**

At the beginning of each semester, teachers should provide to the main office the name(s) of students in the class who will require special assistance in the event of an emergency and the type of assistance needed. A variety of emergency conditions which may alter needs (e.g., severe weather, evacuation, hazardous materials, etc.) should be considered. Preparedness for students needing special assistance is addressed in more detail in **Section II, PREPAREDNESS**

## **C. VISITOR SCREENING POLICY**

A visitor-screening policy (described later in this section) has been developed with signage to direct school visitors to the sign-in area.

- ❑ Post signs at key arrival points directing all visitors to the entry door.
- ❑ Pass visitors through an office or sign-in area that offers verbal and visual contact with staff or volunteers.
- ❑ Ask all visitors to sign-in and provide them with an I.D. badge or other visitor pass
- ❑ Designate individuals to ask the person's name, area or room to be visited, and nature of the visit.
- ❑ Direct visitors to return to sign out upon leaving the building. There should be no exceptions to the policy.
- ❑ Acquaint parents, HSA organizations, etc. with the policy and the need to know who is in the building.
- ❑ Familiarize all teachers and staff with the visitor screening policy.
- ❑ Encourage staff to question people on school property without a visitor pass and ask them to check in with the office before proceeding to the intended destination.

## **D. VIOLENCE PREVENTION**

The first step in school violence prevention is to perform a systematic assessment to determine what the school might do proactively to inhibit hostile and anti-social behavior. One approach is to examine how the peaceful interaction of individuals and groups is facilitated by policies, programs and processes in the classroom, the school building, and



the district office. The district has a policy on weapons possession and aggressive behavior and both students and parents are made aware of these policies.

The principal can help establish school norms of nonviolence and pro-social community by developing sincere, caring relationships with groups of students and individuals, maintaining a high profile, visiting classrooms, and being accessible to students and staff.

## **RISK FOR HARM ASSESSMENT (THREAT ASSESSMENT PROTOCOL)**

Risk for Harm threat assessment provides a framework for schools to conceptualize risk based on a review of warning signs, general risk factors, precipitating events, and stabilizing factors. A response plan to maintain school safety and help students gain access to needed services or interventions is based on the present risk for harm. The following descriptors are not an exhaustive list of behaviors and possible responses but provide a useful frame of reference.

### ◆ **Low/No Risk for Harm (Transient Threat or No Threat)**

Upon review it appears there is insufficient evidence for any current risk for harm. Situations under this category can include misunderstandings, poor decision making, false accusations from peers (seeking to get other peers in trouble), etc. Responses may include (but are not limited to): investigation of the situation, notification and involvement of others as needed, administrative action.

### ◆ **Minor Risk for Harm (Substantiated Threat)**

A student has displayed minor early warning signs, but assessment reveals little history of serious risk factors or dangerous behavior. Stabilizing factors appear to be reasonably well-established. There may be evidence of the unintentional infliction of distress on others (insensitive remarks, “teasing” taken too far, etc.). Responses may include (but are not limited to): review of school records, parent notification, psychological consult, security notification, and administrative action.

### ◆ **Moderate Risk for Harm (Substantiated Threat)**

A student has displayed some early warning signs and may have existing risk factors or recent precipitating events, but also may have some stabilizing factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.). Responses may include (but are not limited to): security response, parent notification, psychological consult/evaluation, background or records check, ongoing case management.

### ◆ **High Risk for Harm (Serious Substantiated Threat)**

A student has displayed significant early warning signs, has significant existing risk factors and/or precipitating events and few stabilizing factors. May not qualify for hospitalization or arrest at present but requires referrals for needed services and active case management. Responses may include (but are not limited to): immediate action to secure student, security response, parent notification, psychological consult/evaluation, background check, ongoing case management.

### ◆ **Imminent Risk for Harm (Serious Substantiated Threat)**

A student is, or is very close to, behaving in a way that is potentially dangerous to self and/or others. Examples include detailed threats of lethal violence, suicide threats, possession and/or use of firearms or other weapons, serious physical fighting, belligerence, etc. Responses may include (but are not limited to):

immediate action to secure student, arrest or hospitalization, facility LOCKDOWN, security response, parent notification, background or records check and ongoing case management.

## PREVENTION PROGRAMS AND STRATEGIES

There is great variation in the types of violence prevention strategies and programs instituted at different schools.

- ◆ SCHOOL-MANAGEMENT-BASED - These programs focus on discipline and student behavior, alternative schools and cooperative relationships with police and law enforcement.
- ◆ EDUCATIONAL AND CURRICULUM-BASED - These programs concentrate on teaching students behavior-management skills and nonviolent conflict resolution.
- ◆ ENVIRONMENTAL MODIFICATION - These are programs based on changing student behavior by changing students' social or physical environment. This includes installing metal detectors and hiring security guards, but also includes larger-scale programs like setting up after-school programs and increasing or decreasing school size.

Among the many violence prevention strategies used are:

- |   |                                       |
|---|---------------------------------------|
| ▪ Alternative programs or schools       | ▪ Mediation training                  |
| ▪ Closed campus for lunch               | ▪ Multicultural sensitivity training  |
| ▪ Closed-circuit television             | ▪ Parent skill training               |
| ▪ Collaboration with other agencies     | ▪ School board policy                 |
| ▪ Conflict resolution                   | ▪ Search and seizure                  |
| ▪ Dress code                            | ▪ Specialized curriculum              |
| ▪ Establishing safe havens for students | ▪ Staff development                   |
| ▪ Tip-Line                              | ▪ Student conduct/discipline code     |
| ▪ Expulsion                             | ▪ Student photo identification system |
| ▪ Gun-free school zones                 | ▪ Support groups                      |
| ▪ Law-related education programs        | ▪ Suspension                          |
| ▪ Locker searches                       | ▪ Telephones in classrooms            |
| ▪ Mentoring programs                    | ▪ Volunteer parent patrols            |
| ▪ Breathalyzers at special events       | ▪ Vehicle Searches on school property |
| ▪ Tip-Lines                             | ▪ Card Access                         |
|   | ▪ Guest Lecturers                     |

There is no one-size-fits-all solution. To reduce school violence schools must innovate, we try multiple approaches, conduct proper evaluations, and make the information available to parents to enhance both parental options and accountability.

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## **II – PREPAREDNESS**

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## SECTION II – PREPAREDNESS

*The time to fix the roof is when the sun is shining.*

-- John Fitzgerald Kennedy

**PREPAREDNESS** focuses on the steps that can be taken to plan for various emergency scenarios. Preparedness involves the coordination of efforts between the school district, individual schools, local public safety agencies and the community at large. Good planning will facilitate a rapid, coordinated, effective response when a crisis actually occurs.

- DETERMINE what crisis plans exist in the district, school, and community.
- IDENTIFY all stakeholders involved in crisis planning.
- DEVELOP procedures for communicating with staff, students, families, and the media.
- ESTABLISH procedures to account for students during a crisis.
- GATHER information about the school facility, such as maps and the location of utility shutoffs.
- ASSEMBLE the necessary equipment needed to assist staff in a crisis.

### A. NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

The National Incident Management System (**NIMS**), federally developed in response to Presidential Directive 5, 2003 is designed to centralize and coordinate emergency response using standardized terminology and processes. NIMS, is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language and set of procedures greatly facilitates flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources.

NIMS, establishes the Incident Command System (**ICS**) as a standardized organizational structure to establish a unified command and line of authority, with common operational terminology for the management of all major incidents. The Emergency Management Plan (**EMP**) is consistent with the **NIMS** concepts, structure and terminology. The **EMP** describes roles and responsibilities, assignment of personnel, policies and protocols for providing emergency support.

A federal directive requires state and local governments and special districts to comply with **NIMS** to qualify for FEDERAL reimbursement for emergency response/recovery costs. The following table will explain The National Information Management System that is the standard adopted by the Hatboro-Horsham School District as well as the local Municipalities.

Each School Maintains Individual List  
This is an accurate District wide list as of August 2015

This is an accurate District wide list as of August 2015

Name	Course	Completion Date MM/YY
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## B. INCIDENT COMMAND SYSTEM (ICS)

**INCIDENT COMMAND SYSTEM (ICS):** The Incident Command System provides a flexible management system that is adaptable to incidents involving multi-jurisdictional response. The ICS is the combination of personnel, facilities, equipment, procedures, and communications operating within a common organizational framework to manage the resources required to effectively accomplish objectives related to the emergency or incident.

The main concepts behind the ICS structure is: a) every emergency requires the execution of certain tasks or functions; b) every incident needs a person in charge; c) no one should direct more than seven people; and d) no one should report to more than one person.

Components of the ICS include:

- Common terms established for organizational functions, resources and facilities.
- Unified command structure with a common set of objectives and strategies.
- Modular organization which expands or contracts as the incident progresses.
- Manageable span of control by one person.
- Pre-designated incident facilities.
- Integrated communications.
- Five-function structure for management of all major incidents.

The ICS is organized into five functional areas for on-scene management of all major incidents: Management, Operations, Planning, Logistics, and Finance/Administration.

**Management:** Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by an Incident Command Team which includes a Public Information Officer, Safety Officer, and Agency Liaison.

**Operations:** Directs all tactical operations of an incident including implementation of response activities according to established emergency procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

**Planning:** Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan an appropriate response.

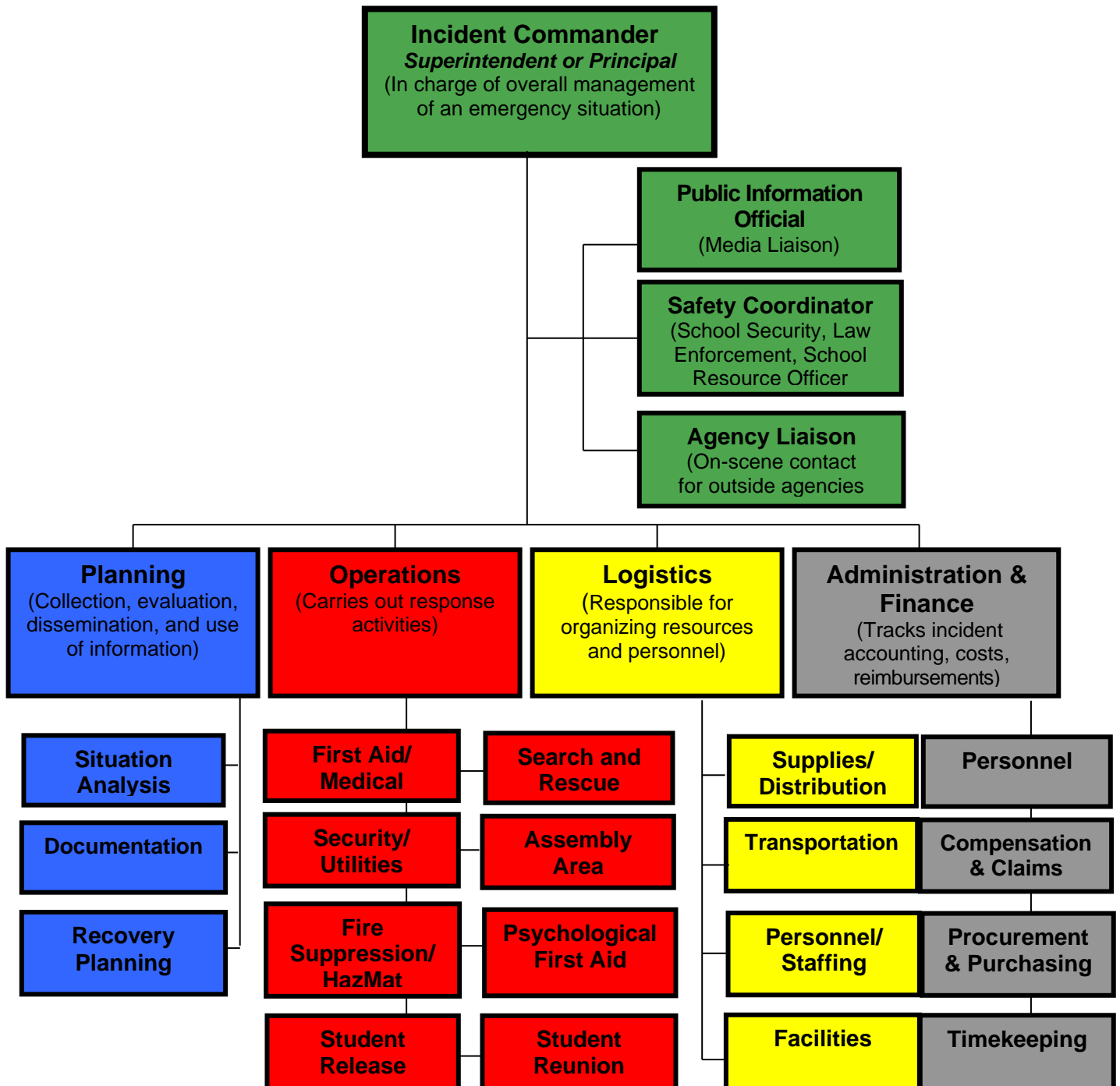
**Logistics:** Supports emergency operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communications among emergency responders. This function may take on a major role in extended emergency situations.

**Administration /Finance** Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to

FEMA for reimbursement and recovering school records following an emergency.

**Figure 3** presents a simplified Emergency Management Organization Chart for School Districts, based NIMS. Responsibilities and operational duties are detailed on the following pages.

**FIGURE 3 – Emergency Management Organization**



## Emergency Management Roles and Responsibilities

The district superintendent or school principal assumes management responsibility as the Incident Commander and activates others as needed. School personnel transition from their daily jobs to assigned emergency functions. The ICS is flexible in size and scope. Depending upon the magnitude of the emergency, the ICS can expand, or contract as needed. For a small incident, the principal may perform all the roles of the ICS structure, while the school district may mobilize the entire staff for a large-scale disaster.

Title	Role, Responsibility
<b>Management:</b> Incident Command	Responsible for development of school's plan and overall management of emergency situations; establish/manage Command Post; activate ICS; determine strategies to implement protocols and adapt as needed
Safety, Security Law Enforcement	Monitor safety conditions of an emergency situation and develop measures for ensuring the safety of building occupants (students, staff, volunteers, responders); document activities
Public Information Media Liaison	Develop relationship with local media reps.; prepare media releases; establish "media center" near Command Post; coordinate information with Incident Commander and District Support Team; document activities
Liaison to Outside Agencies	Develop working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident; assist in accessing services when the need arises; document activities
<b>Planning/Intelligence:</b> Situation Analysis	Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events); assist with ongoing planning efforts; maintain incident time log; document activities
<b>Operations:</b> Student Accounting and Release	Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities
Facility & Environmental	Monitor site utilities (electric, gas, water HVAC) shut off only if danger exists or directed by Incident Commander; assist in securing facility (locking gates and perimeter doors, posting caution tape as needed, etc); document activities
First Aid, CPR, Medical	Establish medical triage with staff trained in first aid, CPR; provide/oversee care given to the injured; distribute supplies (latex gloves, bandages, etc.); request additional supplies from Logistics; document activities
Crisis Intervention & Response	Provide and access psychological first aid services for those in need (working with "Operations: Medical"); access local/regional providers for ongoing crisis counseling for students, staff, parents; document activities
Food, water, sanitation	Coordinate the rationed distribution of food and water (prolonged emergencies); establish secondary toilet facilities in the event of water or plumbing failure; request needed supplies from Logistics; document activities
<b>Logistics:</b> Communications	Establish/oversee communications center and activities during an emergency (two-way radio, battery-powered radio, written updates, etc.); develop telephone tree for after-hours communication; document activities
Supplies	Establish and maintain "Emergency Team Toolbox" (fresh batteries, etc.); coordinate access to and distribution of supplies during an emergency; monitor inventory of supplies and equipment; document activities
<b>Administration &amp; Finance:</b> Documentation	Responsible for overall documentation and record keeping activities; when possible, photograph or videotape damage to property; develop a system to monitor and track expenses and financial losses; secure all records



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## EMERGENCY OPERATIONS CENTER

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The purpose of the Emergency Operations Center (EOC) is to coordinate and organize all relevant information about the emergency or disaster in one place. This helps the school district manage resources for the affected school sites. The EOC at the district level is also where resource allocations can be made, and responses tracked and coordinated with, The Township of Horsham or the Borough of Hatboro Emergency Management teams, as needed. Strategic objectives should be usually broad, encompassing overall goals such as a) life safety; b) property safety; c) protection of the environment.

The EOC is usually located in a centralized area, at or near the school district office. It may be in a meeting room or special room designated for it that is safe and accessible. The area must have sufficient space to set up a communication system and a centralized area for the section chiefs to coordinate emergency management. A pre-planned alternate site should also be in place in the event the primary EOC location is not usable.

**Emergency Operations Center Director,** At the district level, the superintendent, as EOC Director, has clear authority to set overall policy, command and direct the personnel and resources under his or her control, and to coordinate response and recovery activities.

**Emergency Operations Center Staff,** The EOC staff is organized according to the same five functions as the Incident Command System. The role of the EOC staff is to obtain and deliver needed resources to the affected school sites, not to provide “hands on” assistance to the various sites that are dealing with actual field activities.

### **General criteria to activate an Emergency Operations Center**

- Resources are required beyond local capabilities.
- The emergency is of long duration (more than 3 days).
- Major policy decisions will or may be needed.
- A local or state emergency is declared.
- Activation is advantageous to the successful management of an emergency.

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## INCIDENT COMMAND SYSTEM

## INCIDENT COMMANDER

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**The Incident Commander** at the schools leads the Management/ Incident Command Team and directs on-scene operations. The Management Team includes the Public Information Officer, the Safety Coordinator and the Agency Liaison of the district or school. The Incident Commander must be familiar with the available resources, coordinate and document all response actions, and effectively communicate response strategies to others handling the incident.

**Responsibilities:** The Incident Commander (IC) is solely responsible for on-scene emergency/disaster operations and remains at or near the Incident Command Post/EOC to observe and direct all operations.

- ❑ Assess the scene and ensure the safety of students, staff and others on campus.
- ❑ Lead by example: the behavior sets tone for staff and students.
- ❑ Activate and manage the Command Post.
- ❑ Develop strategies to implement response protocols.
- ❑ Coordinate response efforts within the affected area.
- ❑ Monitor action plan and organizational effectiveness.
- ❑ Determine the need for and provide inter-agency coordination.
- ❑ Constantly assess the situation and adapt appropriate strategies as needed.

### Start-Up Actions

- ❑ Obtain personal safety equipment, i.e., hard hat, vest, clipboard.
- ❑ Assess type and scope of emergency. Evaluate safety of evacuation route.
- ❑ Conduct quick walkabout to determine and anticipate needs.
- ❑ Determine threat to human life and structures.
- ❑ Implement emergency/disaster plan and hazard specific procedures.
- ❑ Ensure that Command Post is safe and ready for operations.
- ❑ Develop and communicate an incident action plan with objectives and a time frame.
- ❑ Establish appropriate level of organization; activate functions as needed.
- ❑ Contact District Office when Command Post is set up.

### Ongoing Operational Duties

- ❑ Continue to monitor and assess total school situation:
- ❑ View site map periodically for Search & Rescue progress and damage assessment information.
- ❑ Check with coordinators for periodic updates; Attempt a summit every two hours to assess situation.
- ❑ Reassign personnel as needed.
- ❑ Report (through Communications) to school district on status of students, staff, campus as needed. (Site Status Report)
- ❑ Develop and communicate revised incident action plans as needed.
- ❑ Begin student release when appropriate, after student accounting is complete.
- ❑ Authorize release of information; refer media to District Office or PIO.
- ❑ Plan regular breaks for all staff and volunteers. Take care of caregivers!
- ❑ Release teachers as appropriate per district guidelines. By law, during a disaster, teachers become “disaster workers.”
- ❑ Remain on and in charge of your campus until redirected or released by the Superintendent of Schools.
- ❑ Be prepared for requests by the American Red Cross to use facility as a shelter.

## INCIDENT COMMANDER (cont'd)

### Closing Down

- ❑ Authorize deactivation of sections, branches, or units when they are no longer required.
- ❑ At the direction of the Superintendent of Schools, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the district before taking any further action.
- ❑ Ensure that any open actions not yet completed will be taken care of after deactivation.
- ❑ Ensure the return of all equipment and reusable supplies to Logistics.
- ❑ Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- ❑ Proclaim termination of the emergency and proceed with recovery operations if necessary.
- ❑ Provide input to the after-action report.

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### Command Post Equipment/ Supplies

- |  |                                  |
|--|----------------------------------|
| ▪ Campus map                           | • Job description clipboards     |
| ▪ Master keys                          | • Command Post tray (pens, etc.) |
| ▪ Staff and student rosters            | • School district radio          |
| ▪ Disaster response forms              | • Campus 2-way radios            |
| ▪ Emergency/disaster plan              | • AM/FM radio (battery)          |
| ▪ Duplicate rosters (2 sets)           | • Bullhorn                       |
| ▪ Tables & chairs (if CP is outdoors)  | • Vests                          |
| ▪ Campus Emergency Planning Guidelines |                                  |

**NOTE:** It should be understood that in our smaller schools the following roles can be combined for common sense application of this plan.

News media can play a key role assisting the school in getting emergency/disaster related information to the public *as soon as it is available*. **The Public Information Officer** is a member of the Incident Command Staff. Media queries should be referred to the PIO or the District Office

**Responsibilities:** The Public Information Officer (PIO) acts as the official spokesperson for the school district in an emergency situation and ensures that information support is provided on request; that information releases are consistent, accurate, and timely; and that appropriate information is being provided to all required agencies.

### **Start-Up Actions**

- ❑ Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- ❑ Identify yourself as the “PIO” (vest, visor, sign, etc.)
- ❑ Consult with District PIO to coordinate information release.
- ❑ Assess situation and obtain statement from Incident Commander.
- ❑ Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ❑ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

### **Operational Duties**

- ❑ Keep up to date on the situation.
- ❑ Issue/read statements approved by the Incident Commander that reflect:
  - Reassurance — “Everything’s going to be OK.”
  - Incident cause and time of origin; size and scope of the incident.
  - Current situation — condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
  - Resources in use.
  - Best routes to school if known and appropriate.
  - Any information school wishes to be released to the public.
- ❑ When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
- ❑ Remind school site/staff volunteers to refer all questions from media or waiting parents to the PIO.
- ❑ Update information periodically with Incident Commander.
- ❑ Ensure announcements & other information is translated into other languages as needed.
- ❑ Monitor news broadcasts about incident. Correct any misinformation heard.

### **Closing Down**

- ❑ At the Incident Commander’s direction, release PIO staff no longer needed.
- ❑ Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**GUIDELINES FOR SPEAKING TO THE MEDIA**

When speaking to the press about school emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **BE AVAILABLE** for press inquiry
- **RE-STATE** the nature of the incident; its cause and time of origin
- **DESCRIBE** the size and scope of the incident
- **REPORT ON** the *current* situation
- **SPEAK ABOUT** the resources being utilized in response activities
- **REASSURE** the public that everything possible is being done
- **Do not release students' names**
- **BE TRUTHFUL**, but consider the emotional impact the information could have upon listeners
- **AVOID** speculation; do not talk "off the record"
- **DO NOT USE** the phrase "no comment"
- **SET UP** press times for updates
- **CONTROL** media location

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**Equipment/Supplies**

- |  |                                |
|--|--------------------------------|
| ▪ ID Vest  | • Hard hat                     |
| ▪ Battery operated AM/FM radio                               | • Paper/pencils/marketing pens |
| ▪ Scotch tape/masking tape                                   | • Scissors                     |
| ▪ School Staff Directory                                     |                                |
| ▪ Laminated school site map poster board size for display    |                                |
| ▪ School site map(s) and area maps as 8x11" handouts         |                                |
| ▪ Forms:   |                                |
| - Disaster Public Information Release Work Sheet             |                                |
| - Sample Public Information Release                          |                                |
| - School Profile or School Accountability Report Card (SARC) |                                |

**NOTE:** It should be understood that in our smaller schools the following functions can be combined for common sense application of this plan.

**The Agency Liaison** is a member of the Incident Command Staff. This position is staffed when there is a district-level emergency.

**Responsibilities:** The Agency Liaison serves as the point of contact for representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

### **Start Up Actions**

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Determine your personal operating location and set up as necessary.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on position identifier, such as vest, if available.
- ❑ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.

### **Operational Duties**

- ❑ Brief agency representatives on current situation, priorities and incident action plan.
- ❑ Ensure coordination of efforts by keeping IC informed of agencies' action plans.
- ❑ Provide periodic update briefings to agency representatives as necessary.

### **Closing Down**

- ❑ At the Incident Commander's direction, deactivate the Agency Liaison position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

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### **Equipment/ Supplies**

- |                               |                          |
|-------------------------------|--------------------------|
| ▪ ID Vest                     | • Hard hat               |
| ▪ Two-way radio, if available | • Clipboard, paper, pens |
| ▪ School Staff Directory      |                          |

**NOTE:** It should be understood that in our smaller schools the following functions can be combined for common sense application of this plan.

**The Safety Officer** is a member of the Incident Command Staff.

**Responsibilities:** The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the existing circumstances.

### **Start Up Actions**

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Put on personal safety equipment, i.e., hard hat, vest)
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
  - Messages received
  - Action taken
  - Decision justification and documentation
  - Requests filled

### **Operational Duties**

- ❑ Monitor drills, exercises, and emergency response activities for safety.
- ❑ Identify and mitigate safety hazards and situations.
- ❑ Stop or modify all unsafe operations.
- ❑ Ensure that responders use appropriate safety equipment.
- ❑ Think ahead and anticipate situations and problems before they occur.
- ❑ Anticipate situation changes, such as severe aftershocks, in all planning.
- ❑ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

### **Closing Down**

- ❑ When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- ❑ Return equipment and reusable supplies to Logistics.

---

### **Equipment/ Supplies**

- |                          |                 |
|--------------------------|-----------------|
| ▪ Vest                   | • Hard hat      |
| ▪ Clipboard, paper, pens | • Two-way radio |

**NOTE:** It should be understood that in our smaller schools the following functions can be combined for common sense application of this plan.

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## INCIDENT COMMAND SYSTEM      PLANNING/INTELLIGENCE

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**Responsibilities:** Planning/Intelligence is responsible for the collection, evaluation, documentation and use of information about the development of the incident, the status of resources, and recovery planning.

- ❑ Maintain accurate records and site map.
- ❑ Provide ongoing analysis of situation and resource status.

### Start Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on position identifier, such as vest, if available.

### Operational Duties

- ❑ Assume the duties of all Planning/Intelligence positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ❑ Assist Incident Commander in writing Action Plans.

### Closing Down

- ❑ At the Incident Commander's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Planning/Intelligence positions have been accomplished.
- ❑ Return equipment and reusable supplies to Logistics.

---

### Equipment/ Supplies

- |                                       |                  |
|---------------------------------------|------------------|
| ▪ Vest                                | • Hard hat       |
| ▪ Clipboard, paper, pens              | • Two-way radio  |
| ▪ Paper, pens                         | • Dry-erase pens |
| ▪ File box(es)                        | • Clipboard      |
| ▪ Tissues                             |                  |
| ▪ Large site map of campus, laminated |                  |
| ▪ Forms:                              |                  |
| - Emergency Time/Situation Report     |                  |
| - Sample log                          |                  |
| - Student Accounting Form             |                  |

**NOTE:** It should be understood that in our smaller schools the following functions can be combined for common sense application of this plan.



**Responsibilities:** Operations manages the on-scene, immediate response to the disaster, which can include the following:

- |   |                    |
|---|--------------------|
| ▪ Site Facility Check/Damage Assessment | • Student Release  |
| ▪ Security and Utilities                | • Fire Suppression |
| ▪ Search & Rescue                       | • Medical          |

### **Start-up Actions**

- ❑ Check in with Incident Commander or Command Post for situation briefing.
- ❑ Put on personal safety equipment, e.g., hard hat and vest, walkie-talkie.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Search facility to ensure safe evacuation route for students.
- ❑ Identify an assistant.
- ❑ Be proactive. Anticipate needs.

### **Operational Duties**

- ❑ Assume the duties of all operations positions until staff is available and assigned.
- ❑ As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ❑ Coordinate Search and Rescue operations.
- ❑ Check with IC to make sure Emergency Plan is implemented
- ❑ If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- ❑ As information is received from Operations staff, pass it on to the Incident Commander.
- ❑ Inform the Incident Commander regarding tasks and priorities.
- ❑ Student Release is a major effort and will require heavy staffing, so begin preparations early for well-separated and well-marked Parent Request and Student Release gates.
- ❑ Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- ❑ Schedule breaks and reassign Operations staff within the section as needed.

### **Closing Down**

- ❑ At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ When authorized by Incident Commander, deactivate the section and close out all logs.
- ❑ Provide logs and other relevant documents to the Documentation Unit.

---

### **Equipment/Supplies**

- |                                |                    |
|--------------------------------|--------------------|
| ▪ Vest                         | • Hard hat, gloves |
| ▪ Search & Rescue equipment    | • Two-way radio    |
| ▪ Clipboard, paper, pens, tape | • Campus map       |

- **NOTE: It should be understood that in our smaller schools the following functions can be combined for common sense application of this plan.**

**Responsibilities:** Logistics is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

**Start-up Actions**

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Open supplies container or other storage facility.
- ❑ Put on position identifier, such as vest.
- ❑ Begin distribution of supplies and equipment as needed.
- ❑ Ensure that the Incident Command Post and other facilities are set up as needed.

**Operational Duties**

- ❑ Assume the duties of all Logistics positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ❑ Coordinate supplies, equipment, and personnel needs with the Incident Commander
- ❑ Maintain security of cargo container, supplies and equipment.

**Closing Down**

- ❑ At the Incident Commander's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

---

**Equipment/Supplies**

- Vest
- Clipboards with volunteer sign-in sheets
- Cargo container or other storage facility and all emergency supplies stored on campus
- Forms:
  - Inventory of emergency supplies on campus
  - Site Status Report
  - Communications log
  - Message forms
- Hard hat
- Pens, marking pens

**NOTE:** It should be understood that in our smaller schools the following functions can be combined for common sense application of this plan.

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## INCIDENT COMMAND SYSTEM    ADMINISTRATION/FINANCE

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**Responsibilities:** Finance/Administration is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency.

- Maintain financial records
- Track and record staff hours.

### Start-Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Put on position identifier, such as vest.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and information which relate to personnel time keeping and/or purchasing.

### Operational Duties

- ❑ Assume the duties of all Finance/Administration positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.

### Closing Down

- ❑ At the Incident Commander's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

---

### Equipment/ Supplies

- Vest
  - Paper, pens
  - Forms:
- Clipboard

**NOTE:** It should be understood that in our smaller schools the following functions can be combined for common sense application of this plan.

## DISTRICT SUPPORT TEAM

The District Support Team's role is to support the school when the need exceeds the resources of the school to handle a situation:

- PROVIDE guidance regarding questions that may arise.
- DIRECT additional support personnel, including District Support Team members as needed.
- MONITOR the emergency and facilitate major decisions which need to be made.
- IDENTIFY a district contact for release of information to the media.

## SCHOOL EMERGENCY TEAMS

There is no way a single principal or assistant principal can manage the many aspects associated with a critical event. Principals must rely on other key school personnel to perform tasks that will ensure the safety of students and other school personnel during a crisis or critical incident. The ICS uses a team approach to deal with situations. This team cannot be put together when the crisis or critical incident is unfolding. Each role must be pre-assigned, and each member must be familiar with his or her responsibilities long before an emergency or critical incident occurs.

The School Emergency Teams are organized to support the following functions:

- DEVELOP the school's Emergency Management Plan including school-specific risks, assets, and needs, using the district model as a guide.
- CONDUCT or coordinate orientation training for staff and recommend additional training.
- CONDUCT or coordinate awareness programs for students.
- EVALUATE the school's preparedness for implementing SEMS/NIMS and response procedures.
- COORDINATE and IMPLEMENT specific responses during and after an emergency.
- REPORT progress to the school's school-based council, parents, and superintendent.

The following is an outline of general roles and responsibilities for staff during an emergency. In addition, each Emergency Team has its own assigned roles during an emergency, which are described more fully later in this section.

**Principal/Facility Director:** The principal serves as Incident Commander and is responsible for the overall direction of the emergency procedures at the school or support building site. Responsibilities include:

- ❑ Assume overall direction of all emergency procedures based on actions and procedures outlined in this Emergency Management Plan.
- ❑ Take steps deemed necessary to ensure the safety of students, staff, and other individuals.

- ❑ Determine whether to implement emergency protocols (Evacuation; Reverse Evacuation; Shelter in Place; Drop, Cover and Hold-on; Lockdown, etc., more fully described in **Section III - Response**).
- ❑ Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- ❑ Work with emergency service personnel (depending on the incident, community agencies such as police or fire department may have jurisdiction for investigations, rescue procedures, etc.).
- ❑ Maintain a line of communication with the Superintendent's Office and/or District Support Team.

**Teachers:** Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. They shall:

- ❑ Supervise students under their charge.
- ❑ Take steps to ensure the safety of students, staff, and other individuals in the implementation of emergency protocols.
- ❑ Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established emergency procedures.
- ❑ Give appropriate action command during an emergency.
- ❑ Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- ❑ Report missing students to the Incident Commander/Principal.
- ❑ Assist as directed by the principal.
- ❑ Send students in need of first aid to school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- ❑ Render first aid if necessary. School staff should be trained and certified in First Aid and CPR.

**Instructional Aides/Assistants:**

- ❑ Assist teacher, as directed.

**Counselors, Social Workers, Psychologists:** Counselors, social workers, psychologists provide assistance with the overall direction of the emergency procedures at the site. Responsibilities may include:

- ❑ Take steps to ensure the safety of students, staff, and other individuals in the implementation of emergency protocols.
- ❑ Direct students in their charge according to established emergency protocols.
- ❑ Render first aid if necessary.
- ❑ Assist in the transfer of students, staff and other individuals when their safety is threatened by a disaster.
- ❑ Maintain a line of communication with the Emergency Management Team leader.
- ❑ Assist as directed by the principal.

**School Nurses/Health Assistants:**

- ☐ Administer first aid or emergency treatment as needed.
- ☐ Supervise administration of first aid by those trained to provide it.
- ☐ Organize First Aid and medical supplies.

**Custodians/Maintenance Personnel:**

- ☐ Survey and report building damage to principal.
- ☐ Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines.
- ☐ Provide damage control as needed.
- ☐ Assist in the conservation, use, and disbursement of supplies and equipment.
- ☐ Keep Incident Commander/Principal informed of condition of school.

**School Secretary/Office Staff**

- ☐ Answer phones and assist in receiving and providing consistent information to callers.
- ☐ Provide for the safety of essential school records and documents.
- ☐ Assist as directed by the principal. Provide assistance to principal.
- ☐ Monitor radio emergency broadcasts.
- ☐ Assist with health emergencies as needed, acting as messengers, etc.

**Food Service/Cafeteria Workers**

- ☐ Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency.
- ☐ Assist as directed by the principal.

**Bus Drivers**

- ☐ Supervise the care of children if disaster occurs while children are in bus.
- ☐ Transfer students to new location when directed.
- ☐ Assist custodian in damage control.
- ☐ Transport individuals in need of medical attention.

**Other Staff:**

- ☐ Report to principal for directions.

**EMERGENCY TEAM MEMBERSHIP:** The Emergency Teams should reflect the diversity of the school community and capitalize on the unique training and expertise offered by staff in various positions in the school. Team members may include:

<ul style="list-style-type: none"> <li>• Principal</li> <li>• Counselors</li> <li>• Nurses</li> <li>• Maintenance director, custodians</li> <li>• Office secretaries</li> <li>• Teachers</li> <li>• Vocational education teachers</li> <li>• School security and law enforcement personnel</li> <li>• School psychologist</li> <li>• Social workers</li> <li>• Transportation coordinator</li> </ul>	<ul style="list-style-type: none"> <li>▪ Special education teachers</li> <li>▪ Transportation coordinator</li> <li>▪ Cafeteria Manager</li> </ul> <p><b><i>Also, community representatives such as:</i></b></p> <ul style="list-style-type: none"> <li>▪ Police, Fire, Emergency Medical personnel</li> <li>▪ Social Service workers (Child Welfare, Juvenile Justice)</li> <li>▪ Mental Health workers</li> <li>▪ Clergy</li> <li>▪ Parents</li> </ul>
--	---

These persons shall receive training and shall be required to participate in several "emergency readiness" activities before an actual disaster occurs, in order to be fully prepared to respond both during and after the emergency. NOTE: Any school employee, as a disaster services worker, may be asked to assist an Emergency Team whenever necessary.

**NOTE:** It should be understood that in our smaller schools the following team responsibilities can be combined for common sense application of this plan.

**TEAM LEADER RESPONSIBILITIES:** Ongoing responsibilities of the Team Leader include the following:

- REQUEST the principal or designee to fill any vacancies on the team.
- ARRANGE for the training of new members and alternates.
- ENSURE that necessary supplies and equipment are maintained.
- RECOMMEND purchase of necessary supplies and equipment to the principal or designee.
- CONDUCT annual meetings with team members to validate or update procedures.
- ATTEND annual meetings with other team leaders and the principal or designee.
- DETERMINE where and under what conditions the team will meet during emergencies.
- COORDINATE team activities during actual emergencies.

**EMERGENCY TEAM ACTIVITIES:** The Emergency Teams should be assigned to cover the following activities. One staff member may be assigned to more than a single activity, as needed:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Emergency Operations Center (EOC)</li> <li>• Search and Rescue</li> <li>• Medical</li> <li>• Communications</li> <li>• Situation Analysis</li> <li>• Student Care</li> <li>• Student Release</li> </ul> | <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Supplies/Facilities Management</li> <li>• Documentation</li> <li>• Timekeeping</li> <li>• Purchasing</li> <li>• Morgue</li> </ul> |
|--|--|

**Objectives:** Sweep quickly through the school buildings to identify location of those who could be trapped or injured. Rescue those who are trapped and injured. Coordinate with Medical team for treatment of the injured.

**Safety Rules:** Buddy system: 2-3 persons per team; team leader identified. Take no action that might endanger you. Do not work beyond expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and standard safety procedures.

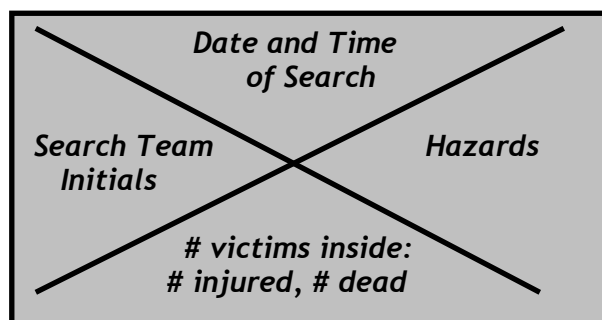
### Start-Up Actions

- ❑ Put on personal safety gear.
- ❑ Obtain all necessary equipment from container (see below).
- ❑ Check at Command Post (ICP) for assignment.
- ❑ Put batteries in flashlight.

### Operational Duties

- ❑ Before entering a building, walk around and inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- ❑ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk, painters' tape, or grease pencil to mark slash on door (/) when entering a room.
- ❑ When injured victim is located, transmit location, number, and condition of injured to Command Post. Do not use names of students or staff. Transport injured to First Aid.
- ❑ After searching a room, draw a second slash (\), creating an "X" on the door when the primary search is completed.
- ❑ Fill in the four quadrants of the "X" using the standard marking system, which will help professional rescue teams who follow. In the top quadrant, write date and time of search. In left quadrant, note the search team name or initials. In right quadrant, list structure hazards and bottom quadrant write the number of victims still in the room (number injured and number dead). If the room is clear, write "O".

### Standard Search and Rescue door marking





- ❑ Report by radio to Incident Command Post when room or area has cleared (example: "*Room A-123 is clear*"). To diminish radio clutter, consider reporting room clusters as clear.
- ❑ Follow directions from Incident Command Post
- ❑ Report gas leaks, fires, or structural damage to Incident Command Post immediately upon discovery.
- ❑ Record exact location of damage and triage on map and report information to Incident Commander
- ❑ Keep radio communication brief and simple. No codes.

### **Closing Down**

- ❑ Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

---

### **Equipment/Supplies**

- |  |                                       |
|--|---------------------------------------|
| ▪ ID Vest  | • Hard hat                            |
| ▪ Work and non-latex gloves  | • Whistle with master keys on lanyard |
| ▪ First aid backpack   | • Campus 2-way radio                  |
| ▪ Clipboard with job description and map   | • Caution tape                        |
| ▪ Fire extinguisher  |                                       |
| ▪ Backpack with goggles, flashlight, face masks, pry bar, duct tape, grease pencil and painter's tape to mark doors. |                                       |

**NOTE:** It should be understood that in our smaller schools the following team responsibilities can be combined for common sense application of this plan.

**Objectives:** Establish the First Aid treatment area, triage, emergency medical response and counseling. Ensure that appropriate actions are taken in the event of deaths. Coordinate with the Search and Rescue Team and inform the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide.

**Personnel:** First- aid trained staff and volunteers

### **Start-Up Actions**

- ❑ Obtain and wear personal safety equipment including non-latex or nitrile gloves.
- ❑ Check with Medical Team Leader for assignment.

### **Operational Duties**

- ❑ Administer appropriate First Aid.
- ❑ Keep accurate records of care given.
- ❑ Continue to assess victims at regular intervals.
- ❑ Report deaths immediately to Medical Team Leader.
- ❑ If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—do not send with victim.
- ❑ A copy of the Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

### **First Aid Stations**

**Triage** - Locate triage (injury sorting area) at the entry of the First Aid Station. This area is for the injured to be quickly evaluated for severity of injury and directed to the appropriate treatment area.

**Minor Care** - Avoids overloading first aid station for those needing immediate care.

**Immediate Care** - For people with life and limb threatening injuries that require immediate attention, such as difficulty breathing, severe bleeding, major burns and shock. Locate immediate care in an area out of sight of most students and staff but accessible to emergency vehicles.

**Delayed Care** - For injured individuals who do not require attention within the first hour. Such people may have lacerations, broken bones, wounds beyond a teacher's capabilities to handle, or need medication. Locate near the immediate care area but shield from the sight of the injured in immediate care area.

**Crisis Counseling** - Mild to moderate anxiety is best handled by teachers in class groups. Severe anxiety warrants special attention in a secluded area away from other First Aid areas since the sight of injured people may worsen the hysteria. This area should be away from the student population because hysteria can rapidly get out of control.

### **Closing Down**

- ❑ Return equipment and unused supplies to Logistics.
- ❑ Clean up first aid area. Dispose of hazardous waste safely.
- ❑ Complete all paperwork and turn into the Documentation Unit.

---

**Equipment/ First Aid Supplies:** See Emergency Supplies Inventory in the APPENDICES.

**Objectives:** Establish, coordinate and direct verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.

**Personnel:** School staff member with campus two-way radio, supported by student or disaster volunteer runners, and disaster volunteer who is a qualified amateur radio operator.

### **Start-Up Actions**

- ❑ Set up Communications station in a quiet location with access to the Incident Command Post
- ❑ Turn on radios and advise Incident Commander when ready to accept traffic.

### **Operational Duties**

- ❑ Communicate with district EOC per district procedure. At the direction of the Incident Commander, report status of students, staff, and campus, using Site Status Report Form.
- ❑ Receive and write down all communications from the district EOC.
- ❑ Use runners to deliver messages to the Incident Commander with copies to the Planning/Intelligence Chief.
- ❑ Maintain Communications Log: date/time/originator/recipient
- ❑ Follow communications protocol. Do not contact the local authorities directly if the district EOC is available.
- ❑ Direct the media or the public to the Public Information Officer.
- ❑ Monitor AM/FM radio for local emergency news.

### **Closing Down**

- ❑ Close out all logs, message forms, etc. and turn them over to Documentation.
- ❑ Return all equipment and unused supplies to Logistics.

---

### **Equipment/ Supplies**

- |  |                    |
|--|--------------------|
| ▪ ID Vest                                    | • Hard hat         |
| ▪ 2-way radios with spare batteries for each | • Clipboard        |
| ▪ paper, pens                                | • Table and chairs |
| ▪ AM/FM solar/battery/crank radio            | • File boxes       |
| ▪ Tote tray for outgoing messages            |                    |
| ▪ Forms:                                     |                    |

**NOTE:** It should be understood that in our smaller schools the following team responsibilities can be combined for common sense application of this plan.

**Objectives:** Collect, evaluate, document, and use information about the development of the incident and the status of resources.

- Maintain accurate site map.
- Provide ongoing analysis of situation and resource status.

### **Start-up Actions**

- ❑ Check in with Planning/Intelligence Chief for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on position identifier, such as vest, if available.

### **Operational Duties**

#### **Situation Status (Map)**

- ❑ Collect, organize, and analyze situation information.
- ❑ Mark site map appropriately as related reports are received. This includes but is not limited to Search and Rescue reports and damage updates, giving a concise picture status of campus.
- ❑ Preserve map as legal document until photographed.
- ❑ Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

#### **Situation Analysis**

- ❑ Provide current situation assessments based on analysis of information received.
- ❑ Develop situation reports for the Command Post to support the action planning process.
- ❑ Think ahead and anticipate situations and problems before they occur
- ❑ Report only to Incident Commander. Refer all other requests to Public Information Officer.

### **Closing Down**

- ❑ Close out all logs and turn all documents into Documentation.
- ❑ Return equipment and reusable supplies to Logistics.

---

### **Equipment/ Supplies**

- |                                       |  |
|---------------------------------------|--|
| ▪ ID Vest                             | • Clipboards                           |
| ▪ 2-way radio                         | • Paper, pens, dry-erase pens, tissues |
| ▪ Large site map of campus, laminated | • File box(es)                         |
| ▪ Map of county and local area        |  |

**NOTE:** It should be understood that in our smaller schools the following team responsibilities can be combined for common sense application of this plan.

**Objectives:** Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area.

**Personnel:** Classroom teachers, substitute teachers, and staff as assigned.

### **Start Up Actions**

- ❑ Wear identification vest.
- ❑ Assess situation. Remain calm.
- ❑ Take job description clipboard and radio.
- ❑ Check in with Operations Chief for situation briefing.
- ❑ Assign personnel to assignments as needed.
- ❑ If school is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count students or observe the classrooms as they exit, to make sure that all classes evacuate.
  - Initiate the set-up of portable toilet facilities and hand-washing stations.

### **Operational Duties**

- ❑ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ❑ Administer minor first aid as needed.
- ❑ Support the Student Release process by releasing students with appropriate paperwork.
- ❑ When necessary, provide water and food to students and staff.
- ❑ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ❑ Make arrangements to provide shelter for students and staff.
- ❑ Arrange activities and keep students reassured.
- ❑ Update records of the number of students and staff in the assembly area (or in the buildings).
- ❑ Direct all requests for information to the Public Information Officer or Command Post.

### **Closing Down**

- ❑ Return equipment and reusable supplies to Logistics.
- ❑ When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

---

### **Equipment/ Supplies**

- |  |                       |
|--|-----------------------|
| ▪ ID Vest  | • School 2-way radio  |
| ▪ Clipboard with job description                         | • Ground cover, tarps |
| ▪ First aid kit, water, food, sanitation supplies        |                       |
| ▪ Student activities: books, games, coloring books, etc. |                       |
| ▪ Appropriate Forms                                      |                       |

**NOTE:** It should be understood that in our smaller schools the following team responsibilities can be combined for common sense application of this plan.

**Objective:** Assist teachers and staff in the release of students from the campus to parents and designated adults.

**Personnel:** School Secretary, available staff and disaster volunteers. Use buddy system. Student Release process is supported by student runners.

**Start-Up Actions:**

- ☐ Put on vest or position identifier.
- ☐ Check with Operations Chief for assignment to Request Table or Release Table.
- ☐ Obtain necessary equipment and forms from Logistics.
- ☐ Secure area against unauthorized access. Mark gates with signs.
- ☐ Set up Request Table at the main student access area. Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents outside at Request Table. Assign volunteers to assist.
- ☐ Set up Release Table at some distance from Request Table.

**Operational Duties**

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ Refer all requests for information to the Public Information Officer. Do not spread rumors!
- ☐ If volunteers arrive to help, send those with photo ID. to Logistics.

**Procedures**

- ☐ Requesting adult fills out Student Release Form, gives it to staff member, and shows photo identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is authorized on the card.
- ☐ Staff instructs the requester to proceed to the Release Table and files the Emergency Card in the out box.
- ☐ Runner takes the Student Release Form to Student Assembly Area, walks the requested student to the Student Release Table.
- ☐ Staff matches student to requester, asks parent/requester to sign student Release Form, and requests both to leave the campus area to reduce congestion.

**Note:** If a parent is hostile or refuses to wait in line, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests.

**If student is with class in the Assembly Area:**

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "Sent with Runner."
- ☐ Runner walks student to Release Table
- ☐ Runner hands paperwork to release personnel.
- ☐ Release staff match student to requester, verify proof of identification

**If student is not with the class:**

- ❑ Teacher makes appropriate notation on Student Release Form:
- ❑ "Absent" if student was not in school that day.
- ❑ "First Aid" if student is in Medical Treatment Area.
- ❑ "Missing" if student was in school but now cannot be located.
- ❑ Runner takes Student Release Form to Incident Commander.
- ❑ Incident commander verifies student location if known and directs runner accordingly.
- ❑ Parent should be notified of missing student status and escorted to Crisis Counselor.
- ❑ If student is in First Aid, parent should be escorted to Medical Treatment Area.
- ❑ If student was marked absent, parent will be notified by a staff member.

**Closing Down**

- ❑ At the direction of the Operations Chief, return equipment and unused supplies to Logistics.
- ❑ Complete all paperwork and turn into the Documentation Unit.

---

**Equipment/Supplies** - See Emergency Supplies (Student Release File Box inventory) in the **APPENDICES**.

- ID Vest
- Small clipboards for Parent Request forms
- Student Emergency Contact Cards
- Signs marked Request Table and Release Table
- Signs for alphabetical grouping to organize request lines
- Post-it tabs to indicate absent students, missing students, those in First Aid.
- Map with location of Student Release Table and parent parking area
- Appropriate forms
- Clipboards for staff
- Pens, stapler
- File boxes to serve as out-boxes

**NOTE:** It should be understood that in our smaller schools the following team responsibilities can be combined for common sense application of this plan.

**Objective:** Coordinate the assignment of personnel (staff, students, disaster volunteers) in support of the incident response.

**Start-Up Actions**

- ❑ Check in with Logistics Chief for situation briefing.
- ❑ Put on position identifier, such as vest.
- ❑ Open three logs to list staff, volunteers, and students who are awaiting assignment.

**Operational Duties**

- ❑ Deploy personnel as requested by the Incident Commander.
- ❑ Sign in volunteers, making sure those volunteers are wearing their I.D. badges and are on the site disaster volunteer list.
- ❑ Unregistered volunteers should be sent to the community volunteer site, if there is one. If needed on site, verify identity, register volunteer, and consider simple assignments such as parking and crowd control, distribution of Student Request forms to parents.

**Closing Down**

- ❑ Ask volunteers to sign out.
- ❑ At the Logistic Chief's direction, close out all logs and turn them in to Documentation Unit.
- ❑ Return all equipment and supplies.

---

**Equipment/Supplies**

- |   |               |
|---|---------------|
| ▪ ID Vest   | • 2-way radio |
| ▪ Clipboards with Volunteer Sign-in sheets  | • Paper, Pens |
| ▪ Cargo container or other storage facility and all emergency supplies stored on campus |               |
| ▪ Appropriate forms   |               |

**NOTE:** It should be understood that in our smaller schools the following team responsibilities can be combined for common sense application of this plan.



**Objectives:** Provide facilities, equipment, supplies, and materials in support of the incident response. Facilitate and coordinate food supplies, meal preparation, meal distribution, water distribution and sanitation set-up.

**Start-Up Actions**

- ❑ Check in with Logistics Chief for situation briefing.
- ❑ Open supplies container or other storage facility if necessary.
- ❑ Put on position identifier, such as vest.
- ❑ Begin distribution of supplies and equipment as needed.
- ❑ Set up the Incident Command Post.

**Operational Duties**

- ❑ Maintain security of cargo container, supplies and equipment.
- ❑ Distribute supplies and equipment as needed.
- ❑ Assist team members in locating appropriate supplies and equipment.
- ❑ Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.

**Closing Down:**

- ❑ At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- ❑ Secure all equipment and supplies.

---

**Equipment/Supplies**

- |   |               |
|---|---------------|
| ▪ ID Vest   | • 2-way radio |
| ▪ Clipboard   | • Paper, pens |
| ▪ Cargo container or other storage facility and all emergency Supplies stored on campus |               |
| ▪ Appropriate forms   |               |

**NOTE:** It should be understood that in our smaller schools the following team responsibilities can be combined for common sense application of this plan.

**Objectives:** Collection, evaluation, documentation, and use of information about the development of the incident and the status of resources.

### **Start-Up Actions**

- ❑ Check in with Planning/Intelligence Chief for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on position identifier, such as vest.
- ❑ Determine whether there will be a Finance/Administration Section. If there is none, the Documentation Clerk will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

### **Operational Duties**

#### **Records**

- ❑ Maintain time log of the Incident, noting all actions and reports. (See sample log in **APPENDIX D.**)
- ❑ Record content of all radio communication with district Emergency Operations Center.
- ❑ Record verbal communication for basic content.
- ❑ Log in all written reports.
- ❑ File all reports for reference (file box).  
Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

#### **Student and Staff Accounting**

- ❑ Receive, record, and analyze Student Accounting forms.
- ❑ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ❑ Report missing persons and site damage to Incident Commander.
- ❑ Report first aid needs to Medical Team Leader.
- ❑ File forms for reference.

### **Closing Down**

- ❑ Collect and file all paperwork and documentation from deactivating sections.
- ❑ Securely package and store these documents for future use.
- ❑ Return equipment and reusable supplies to Logistics.

---

### **Equipment/ Supplies**

- |                           |                |
|---------------------------|----------------|
| ▪ ID Vest                 | • Clipboards   |
| ▪ 2-way radio paper, pens | • File box(es) |
| ▪ Appropriate forms       |                |
| ▪                         |                |

**NOTE:** It should be understood that in our smaller schools the following team responsibilities can be combined for common sense application of this plan.

**Objective:** Maintenance of accurate and complete records of staff hours.

**Start-Up Actions:**

- ❑ Check in with Finance/Administration Chief for situation briefing.
- ❑ Put on position identifier, such as vest, if available.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and data that relate to personnel time keeping.

**Operational Duties**

- ❑ Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff.
- ❑ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ❑ If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

**Closing Down**

- ❑ Close out all logs.
- ❑ Secure all documents and records.

---

**Equipment/ Supplies**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>▪ ID Vest</li><li>▪ Paper, pens</li><li>▪ Appropriate forms</li></ul> | <ul style="list-style-type: none"><li>• Clipboards</li></ul> |
|---|--|

**NOTE:** It should be understood that in our smaller schools the following team responsibilities can be combined for common sense application of this plan.

**Objective:** Maintain accurate and complete records of purchases. Most purchases will be made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.

**Start-Up Action**

- ❑ Check in with Finance/Administration Chief for situation briefing.
- ❑ Put on position identifier, such as vest.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and information which relate to purchasing.

**Operational Duties**

- ❑ Meet with Finance/Administration Chief to determine process for tracking purchases.
- ❑ Support Logistics in making any purchases that have been approved by the Incident Commander.

**Closing Down**

- ❑ Close out all logs.
- ❑ Secure all documents and records.

---

**Equipment/Supplies**

- |               |             |
|---------------|-------------|
| ▪ ID Vest     | • Clipboard |
| ▪ Paper, Pens | • Post-Its  |
| ▪ Stapler     |             |

**NOTE:** It should be understood that in our smaller schools the following team responsibilities can be combined for common sense application of this plan.

**Personnel:** To be assigned by the Operations Chief, if needed.

**Start-Up Actions**

- ❑ Check with Operations Chief for direction.
- ❑ If directed, set up morgue area. Verify:
  - Tile, concrete, or other cool floor surface
  - Accessible to Coroner's vehicle
  - Remote from assembly area; Keep unauthorized persons out of morgue.
  - Maintain respectful attitude.

**Operational Duties** - After pronouncement or determination of death:

- ❑ Confirm that the person is dead.
- ❑ Do not move the body until directed by Command Post.
- ❑ Do not remove any personal effects from the body. Personal effects must always remain with the body.
- ❑ As soon as possible, notify Operations Chief, who will notify the Incident Commander, who will notify 911 of the location and, if known, the identity of the body. The 911 Dispatcher will notify the coroner.
- ❑ Keep accurate records and make available to law enforcement and/or the coroner when requested.
- ❑ Write the following information on two tags.
  - Date and time found.
  - Exact location where found.
  - Name of decedent if known.
  - If identified—how, when, by whom.
  - Name of person filling out tag.
- ❑ Attach one tag to body.
- ❑ If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
- ❑ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

**Closing Down**

- ❑ After all bodies have been picked up, close down the Morgue.
- ❑ Return equipment and unused supplies to Logistics.
- ❑ Clean up area. Dispose of hazardous waste safely.
- ❑ Complete all paperwork and turn into the Documentation Unit.

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**Equipment/ Supplies**

- |                 |                      |
|-----------------|----------------------|
| ▪ ID Vest       | • Tags               |
| ▪ Vicks VapoRub | • Pens/Pencils       |
| ▪ Plastic tarps | • Plastic trash bags |
| ▪ Stapler       | • Duct tape          |
| ▪ 2" cloth tape |                      |

**NOTE: It should be understood that in our smaller schools the following team responsibilities can be combined for common sense application of this plan.**

**EMERGENCY TEAM TOOLBOX:** Assemble and update annually a “toolbox” for each team, to be used during an emergency. Items in the toolbox should not be used for any other purpose except emergency preparedness training activities. Store the items in a clear, portable plastic box that is readily accessible. Label the toolbox with the name of the team and the date its contents were last updated (e.g., batteries replaced, phone numbers checked).

Suggested items to include for most teams:

- ☐ Management Plan with organizational chart, chain of command
- ☐ Map of buildings with location of exits, phones, turn-off valves, first-aid kits and assembly areas
- ☐ Blueprints of school buildings, including utilities
- ☐ Map of local streets with evacuation route marked
- ☐ Flashlights with extra batteries
- ☐ First aid kit
- ☐ Latex-free gloves
- ☐ First aid manual
- ☐ Space blankets
- ☐ Faculty/staff roster
- ☐ Student roster (including emergency contacts for parents)
- ☐ Two-way radios or cellular phones
- ☐ Solar/battery-powered radio and spare batteries
- ☐ White board with dry erase markers
- ☐ Adhesive stickers and markers for name tags
- ☐ Orange vests and hard hats to identify key personnel
- ☐ List of key emergency phone numbers
- ☐ Black markers, ball point pens and note pads
- ☐ Face masks

## **C. COMMUNICATIONS**

Establishing reliable communication networks is critical for dealing effectively with an emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. School staff members and students must be told what is happening and what to do. Parents and families of staff members must be informed about the situation, including the status of their child or family member. School Board members must be kept informed and updated. Information must be transmitted to the District Superintendent and to other affected schools. Rumors must be quelled. And finally, the media must be informed and kept updated. It is the responsibility of the superintendent to disseminate information to the public.

### **COMMON TERMINOLOGY**

One of the most important reasons for schools to use Incident Common System is that it provides common terminology. Response agencies will communicate more effectively with schools if similar roles are described with similar wording.

## COMMUNICATION TECHNOLOGY

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. In the event that telephone and/or electrical service are interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds.

## COMMUNICATION TOOLS

**Standard telephone** – A standard telephone plugged into a standard jack may work even when the electrical power is off. Designate a school telephone number as a recorded “hot line” for parents to call for information during emergencies. The goal is to keep other telephone lines free for communication with first responders and others.

**Cellular telephones** – These phones may be the only tool working when electric service is out; they are useful to administrators and staff who may be en route to or from a site.

**Intercom systems** – Ideally, systems should include teacher-initiated communications with the office using a handset rather than a wall-mounted speaker.

**Bullhorns and megaphones** – A battery-powered bullhorn or megaphone should be part of the school’s emergency toolbox to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.

**Two-way radio** - Two-way radios provide a reliable method of communication between rooms and buildings at a single site. Train all staff fully to operate the two-way radio.

**Computers** – A wireless laptop computer may be used for communication both within the school and to other sites. E-mail may be a useful tool for sending a phone or email notification blast, updating information for staff, other schools in an affected area, and the District Superintendent. Post information such as school evacuation, closure, or relocation on the home page of the school and district website.

**Fax machines** – Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations can be faxed and returned in emergencies.

**Alarm systems** – Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, or special alert (with instructions to follow).

## TELEPHONE TREE

A telephone tree is a simple, widely used system for notifying staff of an emergency event when they are not at school. Set up a telephone tree by listing the first in Chain of Command (Principal or Incident Commander). Then link him/her to several on the Emergency Management Team; then link to different staff groupings (teachers, support staff, etc.). In practice, the first person on the list calls several people, who in turn call others, etc., until everyone on the list has been notified of the situation. A carefully crafted statement, specifying what is and is not yet known, and what steps may need to be taken, should be drafted before the telephone tree is activated.

## COMMUNICATING WITH PARENTS

An important aspect of managing emergencies is dealing effectively with parent reactions and community agencies. Communication with parents and the community is best begun before an emergency occurs. Some useful strategies include the following:

- ❑ Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.
- ❑ Inform parents about the school's emergency plan, its purpose and objectives. Provide such information can be included in a school newsletter or informational materials prepared for Back to School Night.
- ❑ Develop a list of community resources that may be helpful to parents in the event of an emergency. Publish links to the resources on the school website. Publicize the hotline number for recorded emergency information.
- ❑ Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.
- ❑ Be prepared with translation services for non-English speaking families and students with English as a Second Language.

In the event of an emergency, parents' first reactions are likely to involve *fear* or *anxiety*. They will want to know: a) their children are safe; b) how the emergency is being handled; and c) assurance that the children will be safe in the future.

Establishing a system for responding quickly to parent needs for information is an important part of pre-planning. In the event of an emergency or disaster, develop materials to inform parents exactly what is known to have happened.

- ❑ Do not embellish or speculate. Explain what happened; focus on facts.
- ❑ Describe how the school and school district are handling the situation.
- ❑ Provide information regarding possible reactions of their child and ways to talk with them.
- ❑ Provide a phone number, website address or recorded hotline where parents may receive updated information about the emergency.
- ❑ Inform parents and students when and where school will resume.



- ❑ Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting will provide an opportunity for school officials to listen and respond to parent concerns (which are helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school.

## HANDLING RUMORS

People are going to talk about an emergency and without facts, people speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible:

- Identify and notify internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are primary sources of information that are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know will be passed on. A faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.
- Clerical staffs who answer the telephone at the school and at the District Office must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.
- Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.
- The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- After an immediate emergency has passed, a public meeting may be helpful. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.
- If the incident involved damage or destruction, schedule an open house for parents and other community members to see the school restored. This will help everyone put the emergency behind them.

## COMMUNICATING WITH THE MEDIA

Most news people are sensitive when reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

- ❑ Identify a Public Information Officer or single information source.
- ❑ Direct media representatives to one area (on or off campus) where briefings can take place.
- ❑ Instruct all staff to refer all information and questions to the Public Information Official or Media Liaison or District Office. Remind staff that only designated spokespeople are authorized to talk with news media.
- ❑ Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.
- ❑ Advise students of the school's student media policy.
- ❑ Take initiative with news media and let them know what is or is not known about the situation.
- ❑ Emphasize school's/district's good record.
- ❑ Speak to reporters in plain English - not in "educationese."
- ❑ If the emergency is a death, Principal should consult with the deceased student/staff member's family before making a statement about the victim.
- ❑ If there is involvement with a criminal case, work in conjunction with law enforcement spokesperson.
- ❑ When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
- ❑ Don't try to "kill" a story; don't say "no comment;" don't speculate; don't pass blame.
- ❑ Contact District Support Team to regularly update.
- ❑ Delay releasing information until facts are verified and the school's position is clear.
- ❑ Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
- ❑ Express appreciation to all persons who helped handle the emergency.

Prepare statements about the situation to avoid ad-libbing. Important points to make are: preparedness of the school; coordination of efforts with community agencies, access to information for parents; responsible immediate action taken by school representatives (including those in positions of authority); and support provided for students at the school. Always provide a phone number to call for additional or updated information.

## D. ACCOMMODATIONS FOR SPECIAL NEEDS POPULATIONS

The cumulative effects of trauma and other environmental stimuli have compelled school administrators to identify and implement methods for assisting students who are unable to function and learn in traditional ways and/or settings. The Americans with Disabilities Act

(ADA) mandates that no one be discriminated against in any procedures or programs, including emergency evacuations. The key for compliance is the creation of an Evacuation Plan for those who require extreme special handling. It should cover the evacuation and transport of students with

- blindness or visual impairments.
- cognitive or emotional impairments.
- deafness or hearing impairments.
- mobility impairments (permanent and temporary);
- medically fragile health (asthma, severe allergies).

It is critical to make appropriate accommodations to ensure the safety of these special populations of students. In most cases, additional safeguards need to be established regarding roles, responsibilities, and procedures for students with physical, sensory, emotional and health disabilities.

### **DEVELOPING A SPECIAL NEEDS EVACUATION PLAN**

- ❑ Review all paths of travel and potential obstacles.

Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need an exit that avoids barriers such as stairs, narrow doors, and elevators. Identify areas of rescue where students with special needs can wait for assistance. Post a sign with the name and location so that the students will know exactly where they are.

- ❑ Identify the staff and students with special needs and the type of assistance they will require in an emergency.

Use Special Needs forms to collect information about the staff and students with special needs in the building. Allow visitors to self-identify on a sign-in log if they have special evacuation. Discuss evacuation issues with the staff members and any caretakers of students with special needs. Include any individuals that may be temporarily disabled, e.g., a student with a broken leg.

- ❑ Install appropriate signage and visual alarms.

Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms, and cafeterias. To comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:

- approximately 60 inches above the floor
- in a location that is not obscured in normal operation such as the swing of a door
- in all primary function areas.

- ❑ Train staff in general evacuation procedures.

Review the areas of rescue, primary exits, evacuation techniques, and the location and operation of emergency equipment.

- ❑ Provide in-depth training to those designated to evacuate students with special needs.

The ADA allows medical information to be given to people responsible for assisting in evacuating disabled individuals. Develop a policy and consent form with legal counsel for sharing this information. Anyone can assist a student with a visual impairment.

- ❑ Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

Walk around the school building so that first responders are familiar with primary exits and all areas of rescue.

- ❑ Consider classroom location in placement of students with disabilities

Evaluate the handicap accessibility of nearby exits or proximity to the school nurse.

- ❑ Include individuals with special needs when conducting evacuation drills.

Provide training that focuses on the unique preparedness needs of the target audience. Make sure students with disabilities understand and can carry out actions required in an emergency. Stress self-help responsibilities and capabilities as well as the importance of self-assessment of emergency needs.

## **IMPLEMENTING A SPECIAL NEEDS EVACUATION PLAN**

**Blind or Visually Impaired** – In most cases, someone who is blind or visually impaired will be able to evacuate the same route as sighted students but may need some assistance.

- 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.
- Lightly nudge the person with your elbow so that he or she can grasp it. Move forward quickly.
- 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** – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit.

- If there is a companion assistant, quickly describe the situation and how to involve him or her in the evacuation.
- Let the student know what is happening.
- Keep him/her reassured.
- Remain with the student until directed otherwise by the school administrator or emergency response personnel.

**Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. 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:

- 1) There is an emergency.
- 2) How to exit.

Evacuation assistants should practice some basic American Sign Language for emergency communication such as:

- important, keep calm
- must leave now
- elevator closed
- fire exit
- emergency
- fire
- stairs there
- okay

**Mobility Impaired** – These are students who require crutches, walkers, canes or wheelchairs. Evacuating them requires helping exit a building without encountering barriers such as stairs.

- For ramps, to avoid picking up too much speed, assist by grabbing the footrests or frame.
- To assist a student going downstairs in a wheelchair, tilt the chair backwards to prevent him/her from sliding out. Lower the student, maintaining the backward tilt of the chair.
- To assist a student going upstairs, roll the wheelchair back against the bottom step. Pull the chair up one step at a time while maintaining the backward tilt.
- During an earthquake, those in wheelchairs should get under a doorway, lock their wheels and cover their heads.

#### **Other considerations for Special Needs Populations**

- Carry medical information in wallets and purses.
- Store extra batteries for electric wheelchairs and hearing aids

## **E. DRILLS AND TABLETOP EXERCISES**

### **CONDUCTING DRILLS**

The purpose of any drill or exercise is to reveal planning weaknesses; uncover resource needs and shortfalls; improve coordination within the district and community; clarify roles and responsibilities; and improve overall performance of all staff and students. It is essential to practice the Plan periodically to make sure that it works, and that all personnel understand their roles. Exercises with key school personnel, back-ups, and local emergency responders should occur on a regular basis. FEMA suggests four ways to accomplish this goal:

1. **Drills** simulate an emergency in a limited scope, typically involving one supporting agency.
  - An informal discussion of simulated emergencies
  - May test a single component or function of the Emergency Management Plan (for example, a “Lock-Down” drill)
  - Always practice with a purpose.

2. **Tabletop exercises** simulate an emergency situation in an informal, stress-free environment designed to elicit discussion to resolve coordination and responsibility issues based on existing Emergency Management Plans.
  - An informal discussion of simulated emergencies
  - No time pressures
  - Useful for evaluating plans and procedures
  - Helpful to resolve questions of coordination and responsibility
  
3. **Functional Exercises** simulate a real emergency under time-sensitive conditions by testing coordination among various functions and outside response agencies.
  - Focuses on policies, procedures, roles and responsibilities
  - More stressful and realistic simulation of real-life situations
  - Usually takes place in “real time”
  - Emphasizes the emergency functions of the Emergency Management Plan. Examples might include perimeter security (securing all doors of the school), utility shut downs, and accounting for all the people who should be in the school at the time (to include students and staff).
  - School’s Emergency Management Team is activated.
  
4. **Full Scale Exercises** test an entire community's response capability. This involves using real equipment.
  - Takes place in “real time” and tests total response capability as close to a real emergency as possible.
  - Includes mobilization of emergency personnel and community resources required to demonstrate coordination and response capability that would be anticipated to support the school in crisis.
  - Coordinates many agencies and functions, both internal and external to the district
  - Intended to test several emergency functions, either concurrently or in sequence
  - Could involve activating an Emergency Operations Center (EOC)

#### REASONS TO CONDUCT DIFFERENT TYPES OF EXERCISES

Orientation Seminar	Drill	Tabletop Exercise	Functional Exercise	Full-Scale Exercise
No prior exercises	Establish equipment capabilities	Practice group problem solving	Evaluate any function	Information analysis
No recent crises		Executive familiarity	Observe physical facilities use	Interagency cooperation
New plan	Determine response times	Specific case study	Reinforce established policies and procedures	Policy confirmation
New procedure	Personnel training	Specific threat area	School accreditation	Negotiation
New staff leadership	Interagency cooperation	Examine manpower contingencies	Test seldom used resources	Resource and manpower allocation
New facility	Determine resource and manpower capabilities	Test group responsibility interpretation	Measure resource adequacy	Media attention
Newly Identified threat		Observe information sharing	Confirm interagency relationships	Equipment capabilities
New assisting local agency		Assess interagency coordination		

## MANDATED DRILLS

In accordance with local requirements:

- Drills will be conducted each month that school is in session. The Fire Marshall has instructed the School District to do fire drills once a month and allows other emergency drills to be substituted in bad weather. All must be documented and filed with the Office of the Fire Marshall. Hatboro accepts the same type and regularity as Horsham Township.
- All students and staff will participate in these mandated drills.
- A district-wide drill/simulation is recommended yearly.

## F. STAFF PERSONAL PREPAREDNESS

When a major emergency occurs, every school and district employee should be prepared and committed to serving their students. To do this effectively, each employee must:

- ☐ have the confidence that they have prepared their families to deal with emergencies in their absence
- ☐ know how to complete those tasks for which they are assigned

The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with crisis situations at the school site.

## G. EMERGENCY SUPPLIES AND EQUIPMENT

**APPENDIX G** contains lists of basic emergency supplies, separated into the following functions as part of an emergency plan.

- Classroom Backpack
- Incident Command Center Box
- Medical Supplies
- Building Safety/Damage Assessment Supplies
- Traffic/Crowd Control
- School Bus/Auto Emergency Supplies
- School Shelter Supplies (Food/Water, etc.)

There is no definitive supplies list. Information provided is the recommended minimum type and quantities. Schools should review the lists and adjust them for individual campus needs.

## STORAGE CONTAINER

**Purpose-**The objective of a storage container is to have available a cache of supplies to sustain the school community in the aftermath of a disaster if the area is cut off from outside help for up to 72 hours. An earthquake or fire may render school buildings unusable, making outdoor storage a prudent choice.

**Site Selection-**The location of the storage container should be carefully selected to provide stable, safe, and easy access in proximity to the emergency evacuation area. Install the storage trailer on a level surface atop stable soil and stable concrete footings reinforced with short piers at the corners. Rigidity of the flooring is critical since even slight settling may cause the heavy doors to rack and bind, making them difficult if not impossible to open. Avoid placement of the container in gullies that may flood during a storm. Avoid placement below over-hanging wires, beneath large tree branches or upon soft, shifting soil.

**Storage Structure.** - A cargo container provides adequate room, strength, weather resistance and portability for storing school site emergency supplies. Size and quality vary, and the container should be inspected for damage, deterioration, water-tightness and a well-functioning door prior to acquisition. Many schools prefer containers that are 8' x 20', which allows for adequate headroom. Good ventilation is essential to maintain climate control, with intake vents on the sides and an exhaust (turbine) vent on the roof. Install sturdy metal and plywood shelving against one or both walls and secure the shelving to the side of the container. A 1"x1" removable wooden bar placed at the front edge will prevent boxes and supplies from sliding off the shelves in the event of an earthquake. A supplementary roof will provide insurance against rain leaks, and a gabled overhang may soften the appearance of the structure and provide coverage from rain at the doors where supply distribution occurs. A student mural painted on the most visible sides of the structure may help incorporate it into the campus infrastructure and make it seem less threatening. The walls of the storage container should not be used for handball or basketball.

**Security-**The storage facility makes an attractive target for theft or vandalism. Do not leave it unlocked or unattended. Brass, all-weather lock boxes are best suited for the security of the container. It is preferable to limit access to a few designated individuals who have carefully reviewed the procedures and been given a walk-through orientation of the storage container. Include access by program managers for after-school activities and events.

**Maintenance-** Develop procedures to keep the structure and contents functional, clean, dry, up-to-date and in sound condition. Post the procedures on or near the door. Inspections should be made annually. Structural maintenance may involve resealing of exterior seams, repainting of exterior walls, lubricating the door mechanism and resurfacing the roofing. Vents must remain unobstructed. Dampness may cause mildew and rust the stored equipment.

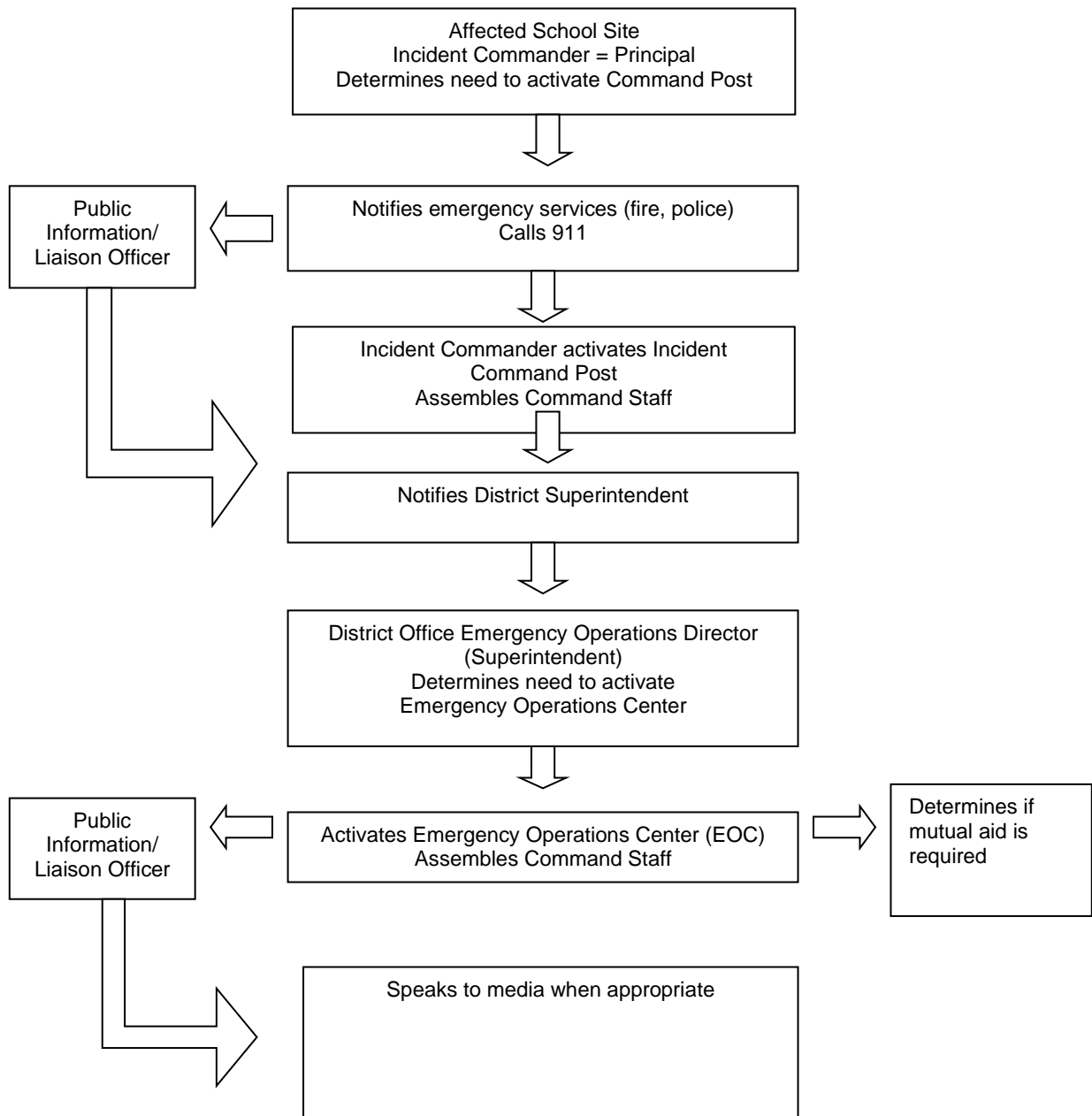
**Supplies Inventory-** Attach a laminated interior diagram of the supply container near the inside entrance. Store equipment in order of use, e.g., Search and Rescue supplies near the front door for immediate access. Maintain a dated inventory of the stored supplies, shelf-life replacement schedule, and vendor contact information.



## H. SAMPLE SCHOOL EMERGENCY PLANNING CALENDAR

PERSON RESPONSIBLE	ACTIVITY	MONTH
<b>PRINCIPAL or DESIGNEE</b>	<ul style="list-style-type: none"> <li>○ School Facilities Hazard Assessment Walk-through (Buildings, Grounds, Evacuation Routes, Shut-Offs)</li> </ul>	August
	<ul style="list-style-type: none"> <li>○ Review School Emergency Management Plan</li> </ul>	August
	<ul style="list-style-type: none"> <li>○ Update School Emergency Team Assignments</li> </ul>	August
	<ul style="list-style-type: none"> <li>○ Staff Skills Survey for new teachers</li> </ul>	
	<ul style="list-style-type: none"> <li>○ New assignments as needed</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Staff Orientation of School Emergency Management Plan</li> </ul>	August
	<ul style="list-style-type: none"> <li>○ Plan annual training schedule</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Update resource agreements and contacts</li> </ul>	August
	<ul style="list-style-type: none"> <li>○ Parent Back to School Assembly</li> </ul>	September
	<ul style="list-style-type: none"> <li>○ <i>Fire Drill</i></li> </ul>	September
	<ul style="list-style-type: none"> <li>○ Staff meeting: Review Winter Storm/Flooding Preparedness</li> </ul>	September
	<ul style="list-style-type: none"> <li>○ <i>Lockdown/Drill</i></li> </ul>	October
	<ul style="list-style-type: none"> <li>○ CPR/ First Aid training w/ Fire Department</li> </ul>	October
	<ul style="list-style-type: none"> <li>○ <i>Evacuation/Drill</i></li> </ul>	November
	<ul style="list-style-type: none"> <li>○ Staff development emergency training</li> </ul>	November
	<ul style="list-style-type: none"> <li>○ <i>Shelter in place/Drill</i></li> </ul>	January
	<ul style="list-style-type: none"> <li>○ <i>Drill, Tabletop exercise (Building)</i></li> </ul>	February
	<ul style="list-style-type: none"> <li>○ <i>Drop Duck Cover and Hold-On/Drill</i></li> </ul>	March
	<ul style="list-style-type: none"> <li>○ Review Drill Assessment</li> </ul>	March
	<ul style="list-style-type: none"> <li>○ <i>Lockdown/Drill</i></li> </ul>	March
	<ul style="list-style-type: none"> <li>○ <i>Shelter in Place/Drill</i></li> </ul>	April
	<ul style="list-style-type: none"> <li>○ <i>Reverse Evacuation/Drill</i></li> </ul>	May
	<ul style="list-style-type: none"> <li>○ <i>Fire/Drill</i></li> </ul>	June
	○	
<b>SECRETARY</b>	<ul style="list-style-type: none"> <li>○ Update classroom backpacks (rosters, etc.)</li> <li>○ Distribute Emergency Cards/ Student Release Procedures to families</li> </ul>	September September
<b>FACILITIES DIRECTOR</b>	<ul style="list-style-type: none"> <li>○ Conduct facility hazard assessment</li> <li>○ Check fire extinguishers, batteries</li> <li>○ Review equipment needs</li> <li>○ Update school maps and site plans</li> </ul>	August August September September
<b>TEACHERS</b>	<ul style="list-style-type: none"> <li>○ Staff Orientation of School Emergency Management Plan</li> <li>○ CPR/ First Aid training</li> <li>○ Staff development emergency training</li> </ul>	September June January

# I. SCHOOL EMERGENCY RESPONSE FLOW CHART



## J. SCHOOLS AS SHELTERS

**SHORT-TERM SHELTER.** A disaster may occur at any time of the school day and in any type of weather. Students and staff will need to be provided shelter while awaiting reunion with their families. Short-term care is considered any time up to three hours past dismissal. Long-term care may last up to 72 hours or more.

### **Shelter considerations:**

- ❑ Determine need for shelter. Bring students indoors into a safe building, if possible.
- ❑ Maintain a list of all persons, including staff, in the shelter.
- ❑ Place nametags on all students.
- ❑ Report problems and any special needs, especially medical needs, to the Shelter Manager.
- ❑ Store laundered clothing in limited quantities for shelter use.
  - Children wearing bloodied clothing should be changed immediately.
  - Stress may lead to soiled undergarments, which the child may be too embarrassed to admit. Watch for tell-tale signs, especially among the younger children.
  - If it is raining, distribute plastic bags to use for protection.
- ❑ Recruit volunteers to assist with storytelling, entertainment, and recreation.
- ❑ As students are released to parents or authorized individuals, record on the occupancy log when released, to whom and destination.
- ❑ As shelter population decreases, consider consolidating students remaining with those at another school site. Release teachers and staff in order of priority dismissal list. Determine which staff will remain until all students have been released.
- ❑ Implement a pre-arranged procedure to deal with community members who arrive at the shelter to offer assistance, to seek shelter if their homes are damaged, to seek emergency medical attention for themselves, or simply to find solace with others who have all experienced a frightening disaster.

**COMMUNITY SHELTER.** Schools may be to be available for community shelters following a disaster. The American Red Cross has access to schools in damaged areas through mutual Statements of Understanding to set up their mass care facilities. Schools with cooking and shower facilities are preferred. Local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and American Red Cross or local government representatives and should be planned and arranged for in advance. **A Sample Shelter Agreement with the American Red Cross is included in the APPENDICES.**

To minimize confusion, prevent unauthorized use of shelter resources and facilitate the process of reunifying children with parents or guardians, community members seeking shelter should not be sheltered with remaining students and school staff. Emergency supplies stored by the school are for the sole use of the students and school staff. When children and staff have left the school, the principal may decide whether the unused shelter supplies will be offered to the community shelter occupants.

## **K. WEBSITES FOR MORE INFORMATION**

### **Federal Emergency Management Agency (FEMA)**

<http://www.fema.gov/>

FEMA is an independent federal agency that works in partnership with state and local emergency management agencies, 27 federal agencies and the American Red Cross. FEMA's web site provides updates on disasters, risk reduction advice, and assistance programs after a disaster.

### **American Red Cross**

<http://www.redcross.org/services/disaster/>

<http://www.prepare.org>

The American Red Cross provides extensive information on disaster management and including individual and community disaster preparedness and recovery. American Red Cross - Bay Area Chapter

### **National Weather Service**

<http://www.nws.noaa.gov/om/severeweather/index.shtml>

The Earthquake Hazards Program of the U.S. Geological Survey posts links to earthquake safety and preparedness resources, frequently asked questions, publications and fact sheets. The USGS is a bureau of the U.S. Department of the Interior.

### **Centers for Disease Control and Prevention**

<http://www.cdc.gov/>

The Centers for Disease Control and Prevention (CDC), located in Atlanta, is the lead federal agency for preventing and controlling disease, injury, and disability, and protecting the health and safety of people at home and abroad.

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## **III – RESPONSE**

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## SECTION III - RESPONSE

*One of the true tests of leadership is the ability to recognize a problem before it becomes an emergency.*

-- Arnold H. Glasow

Response is the process of implementing appropriate actions while an emergency is unfolding. In this phase, schools mobilize resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—a school administrator, school nurse, the 911 Dispatcher, local fire department or police department, as appropriate.

### A. CALLING 911

911 (remember to dial 9 to get an outside line then dial 911) is a telephone number dedicated to calls for emergency assistance, such as a traffic accident, fires, paramedic service, crime in progress, bodily injury, imminent threat to life, or major property damage or loss.

The 911 Dispatcher is a trained dispatcher who will prompt what additional information is needed, based on the type of emergency (e.g., what the scene looks like, number of injuries or deaths). To complete an assessment on the telephone, the 911 Dispatcher may have many questions to ask depending upon the nature of the problem. It is very important for the dispatcher to obtain as much information as possible, in the interests of responder safety and to dispatch the correct level of medical response.

The 911 Dispatcher may ask you to stay on the line until responders arrive. This will assist the dispatcher in keeping the fire, police or rescue squad updated as the situation being reported unfolds.

#### WHEN CALLING 911

- ❖ Remain calm.
- ❖ Speak slowly and clearly.
- ❖ Clearly state name and location of incident and your calling phone #.
- ❖ State your emergency
- ❖ Listen to all instructions. Allow 911 Dispatcher to direct conversation.
- ❖ Answer all questions completely.
- ❖ Remain on the line as long as Dispatcher instructs you to do so.

#### WHEN REPORTING AN EMERGENCY

- Remain calm and speak slowly and clearly while explaining the type of emergency you are reporting.
- Provide your name, location of the incident and your location, if different from the scene of the emergency.

Though the technology exists which presents address and phone number data immediately to the 911 Dispatcher it is not available in all locations. The 911 Operator is trained to confirm and verify the phone number and address for EVERY call received. The dispatcher will ask questions concerning the type of emergency being reported. The answers you provide will be relayed to the responding emergency personnel.

- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious.
- Stay on the line while the 911 Dispatcher processes the call. You may need to provide additional information or to receive instructions from the 911 Dispatcher. Do not hang up until the Dispatcher says to do so.
- No matter what the situation, try to remain calm. Be sure to speak slowly and clearly.

## **CALLING 911 FROM A CELL PHONE**

911 calls from cellular phones are answered by the closest emergency personnel to that cell area and routed to the proper agency. 911 personnel do not know the location from where you are calling. It is important to know your cell phone number and be aware of your surroundings so you can tell the dispatcher where you are. Ideally, street names and addresses should be provided. Since many cell phone calls are made from moving vehicles, callers should inform the dispatcher when they change locations.

Time is of the essence. Every 911 Operator knows that. It hampers response when a 911 operator has to ask the caller for information several times over because he/she couldn't comprehend what was being said. Try to be as calm as possible and speak slowly and clearly. This ensures the 911 operator has the correct information the first time he/she asks for it.

## **B. ACTIVATING THE EMERGENCY OPERATIONS CENTER**

The decision to activate the Emergency Operations Center or Incident Command Post rests with the Incident Commander (school site) / EOC Director (District Office). The decision should be based on whether there is a need to coordinate a response to an emergency situation.

If there are few or no decisions to make, there may be no need to activate the Emergency Operations Center (EOC). However, consider activating the Incident Command structure whenever assistance making decisions or carrying out actions to respond to a crisis or emergency would be helpful. This is not limited to physical disasters. Situations involving a heightened emotional state of students or staff may benefit from the use of the Incident Command System (ICS) to manage the crisis. The ICS can also be used as a management tool to handle planning of unusual or large events.

Examples of situations that could benefit from activation of the ICS include:

- Fire
- Explosion
- Earthquake
- Flood
- Death of a student or staff member (especially suicide, and especially if on-campus)
- Violence or threat of violence
- Bus accident involving student injuries
- Large event hosted on campus (graduation, large concert, large sporting event, etc.)

The ICS is flexible in scope and size. The Incident Commander may want to activate only portions of the team from the outset and expand or contract it as the event progresses.

## **C. SCHOOL PERSONNEL EMERGENCY CHECKLISTS**

In addition to the Emergency Team assignments, every staff member has general responsibilities during an emergency.

### **PRINCIPAL/SITE ADMINISTRATOR**

- ☐ Assume overall direction of all emergency responses based on actions outlined in this Plan. Good judgment, based upon the facts available, is of paramount importance.
- ☐ Identify the type of crisis. Obtain as much information about it as possible and determine the appropriate response.
- ☐ Identify key staff who should be involved in planning the response.
- ☐ Activate the Incident Command System and, if appropriate, the Incident Command Post.
- ☐ Establish contact with the district Emergency Operations Center (EOC).
- ☐ Ascertain what action needs to be implemented. Secure the school building, if necessary.
- ☐ Maintain communication among all relevant staff at officially designated locations.
- ☐ Establish what information needs to be communicated to staff, students, families, and the community. How will they be informed? Who will do what?
- ☐ Ascertain medical needs. Monitor how emergency first aid is being administered to the injured.
- ☐ Decide if more equipment and supplies are needed.
- ☐ Identify what community resources need to be involved. Who needs to be contacted for additional assistance/support?
- ☐ Identify provisions required for special needs population.
- ☐ Determine whether special transportation arrangements are needed.
- ☐ Prepare informational letter for parents/guardians to squelch rumors.
- ☐ Arrange for post-disaster trauma counseling for students and staff.
- ☐ Identify follow-up activities that will be used to evaluate response.

### **OFFICE STAFF**

- ☐ ....Help principal, as needed.
- ☐ ....Handle telephones.
- ☐ ....Monitor radio emergency broadcasts and communications.
- ☐ ....Assist with health emergencies, as needed.
- ☐ ....Set up Student Release tables, if needed.
- ☐ ....Serve as messengers.



## **TEACHERS**

- ☐ Supervise students in their charge.
- ☐ Direct evacuation of students to inside or outside assembly areas, in accordance with signals, warning, written notification or PA orders.
- ☐ Take attendance when class relocates to another assembly area.
- ☐ Report missing students to principal.
- ☐ Send students in need of first aid to school nurse or person trained in first aid. Acquire assistance for those who are injured and need to be moved.

## **INSTRUCTIONAL ASSISTANTS/AIDES**

- ☐ Assist teacher, as needed.
- ☐ Maintain order in classroom and during evacuation.

## **CUSTODIANS/MAINTENANCE PERSONNEL**

- ☐ Shut off gas and/or water if required by the emergency.
- ☐ Seal off doors, shut down HVAC system if required by the emergency.
- ☐ Examine buildings for damage; provide damage control.
- ☐ Keep principal/site administrator informed of condition of school.
- ☐ Assist as directed by the principal.

## **BUS DRIVERS**

- ☐ ....Supervise the care of children if disaster occurs while they are in bus.
- ☐ ....Transfer students to a new location when directed.
- ☐ ....Transport individuals in need of medical attention.

## **NURSES/HEALTH ASSISTANTS**

- ☐ ....Administer First Aid.
- ☐ ....Supervise administration of First Aid by those trained in it.
- ☐ ....Organize First Aid and medical supplies.
- ☐ ....Set up First Aid station, if needed.

## **OTHER SCHOOL EMPLOYEES**

- ☐ ....Report to principal/site administrator for directions.

## D. EMERGENCY ACTIONS

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across several emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below, followed by specialized emergency actions. Specific steps to take for each of these are detailed in the following pages. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

COMMON EMERGENCY ACTIONS	
<b>ALL CLEAR</b> Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.	<b>DROP/DUCK/COVER AND HOLD ON</b> The action taken during an earthquake or explosion to protect students and staff from flying and falling debris.
<b>EVACUATION (RUN)</b> The orderly movement of students and staff from school buildings to another area when conditions outside are safer than inside.	<b>LOCKDOWN (HIDE)</b> Initiated when there is an immediate or imminent threat to occupants of a school building and movement within will put students and staff in jeopardy. Lockdown involves a “no one in, no one out” scenario.
<b>STAND BY</b> Notifies students and staff that further instructions will follow shortly	<b>LOCKOUT</b> Initiated to alert staff that police activity is taking place near the school but not on school property. All exterior doors are secured and staff should maintain an appropriate level of situational awareness and be prepared to implement additional emergency actions
<b>SHELTER IN PLACE</b> Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants.	
SPECIALIZED EMERGENCY ACTIONS	
<b>CONVERT SCHOOL</b> Initiated when a requirement exists during a disaster for community medical facilities or community shelters (run by the Marin County Department of Health and Human Services or American Red Cross)	<b>DIRECTED TRANSPORTATION</b> Implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from an area of danger to an area of lesser danger.
<b>OFF-SITE EVACUATION</b> Implemented when it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.	<b>REVERSE EVACUATION</b> Initiated if an incident occurs while students are outside, and conditions are safer inside the building.
<b>STUDENT RELEASE</b> Instructs staff to prepare for releasing students from school during the academic day.	<b>TAKE COVER</b> Instructs staff and students to move to and take refuge in the best-shielded areas within the school buildings.

**ALL CLEAR** is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**
- **TAKE COVER**

**ANNOUNCEMENT:**

1. Make the following announcement in person directly or over the public address system:

Example:     **“Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation.”**

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if appropriate.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ❑ Determine that the emergency is over, and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL-CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

- ❑ As soon as the **ALL-CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety, and other concerns.
- ❑ Use Parent Telephone Alert System, if appropriate.

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## EMERGENCY ACTION

## DUCK, COVER AND HOLD ON

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**DUCK, COVER AND HOLD ON** is the action taken during an explosion or earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Explosion
- Earthquake

### ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example:      **"Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions."**

### STAFF AND STUDENT ACTIONS:

#### Inside

- ❑ Arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

#### Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
- ❑ Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops or for at least 20 seconds.

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## EMERGENCY ACTION      EVACUATION-(RUN/HIDE/FIGHT)

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**EVACUATION-RUN/HIDE/FIGHT** is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety (Rally Point). **EVACUATION-RUN/HIDE/FIGHT** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- \* Armed Intruder
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

### ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

<u>Example:</u>	<p><b>"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students, please remain with your teacher."</b></p> <p><b>Or. "Attention please. There is an Emergency in the building, Run/Hide/Fight Immediately."</b></p>
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3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

### PRINCIPAL/SITE ADMINISTRATOR:

- ❑ The Assembly/Rally Point Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL-CLEAR** to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area. Implement **RUN/HIDE/FIGHT Protocol** if emergency is an armed intruder
- ❑ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location (Rally Point). Report attendance to the Incident Commander/designee.
- ❑ Remain in the Assembly/Rally Point Area until further instructions are given.
- ❑ Wait for another ACTION or the **ALL-CLEAR** instruction to return to school buildings and normal class routine.

### **HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION**

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

#### **To alert visually impaired individuals**

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

#### **To alert individuals with hearing limitations**

- ❑ Turn lights on/off to gain person's attention - OR-
- ❑ Indicate directions with gestures – OR -
- ❑ Write a note with evacuation directions.

#### **To evacuate individuals using crutches, canes, or walkers**

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

#### **To evacuate individuals using wheelchairs**

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

**LOCKDOWN-RUN/HIDE/FIGHT** is initiated to isolate or evacuate students and school staff from danger when there is a crisis inside the building and normal movement within the school might put students and staff in jeopardy. **LOCKDOWN-RUN/HIDE/FIGHT** is used to prevent armed intruders from entering occupied areas of the building. **RUN/HIDE/FIGHT** encourages students and staff to escape the building, when possible, to move away from danger. As a last resort, staff, and students, when student age and ability is appropriate, should resist the attack (**FIGHT**) by using distraction, motion, noise, objects as makeshift weapons or whatever else is feasible to ensure safety. During **LOCKDOWN**, all exterior doors are locked, and classroom door barricades are built. If **LOCKDOWN** option is chosen, students and staff are to remain in classrooms or designated locations unless event circumstances dictate another emergency action (**RUN and/or FIGHT**). Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN-RUN/HIDE/FIGHT** may not normally precede with any warning. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Armed Intruder

**LOCKDOWN-RUN/HIDE/FIGHT** differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building. **LOCKDOWN-RUN/HIDE/FIGHT** differs from **LOCKOUT** which restricts ingress and egress of the building.

**ANNOUNCEMENT:**

1. Make an announcement in person directly or over the public address system:

<u>Example:</u>	"Attention please. We have an emergency and need to implement RUN/HIDE/FIGHT protocol Immediately."
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**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ❑ Make the announcement. Instruct teachers and staff to immediately implement Run/Hide/Fight protocol.
- ❑ Activate the Alarm Panic button.
- ❑ Call 911. Provide location, status of campus, all available details of situation.
- ❑ When clearance is received from appropriate agencies, give the **ALL-CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Provide parents/guardians a brief description of the emergency via the School Messenger System, how it was handled and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

- ❑ Immediately begin **Run/Hide/Fight Protocol**.

- ❑ If locking down, build door barricade, close any shades and/or blinds if it appears safe to do so, turn off lights, be quiet, stay out of view of door window or glass side lights. Disperse students and staff around room but out of view of the door glass and sidelights.
- ❑ Evacuate building (Run) if appropriate or Lockdown (Hide) in the classroom or secured area if appropriate. If locking down, build door barricade. Stay in secured area until or evacuate building if circumstance dictate. Listen for further instructions by the principal or law enforcement.



**LOCKOUT** is initiated to alert school staff that police activity is taking place near the school but not on school property. **LOCKOUT** is used to ensure the exterior security of the school building is in place and to raise the awareness level of all school staff to the high-risk situation in the general area of the school facility. During **LOCKOUT**, all exterior doors are locked, and school staff should maintain an appropriate level of situational awareness and should be prepared to implement additional emergency actions. Any school activity outside of the building, if it can be completed safely, should be brought back into the safety of the building. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the building. **LOCKOUT** is not normally preceded with any warning. This action is considered appropriate for, but is not limited to, the following types of emergencies:

- High risk police activity
- Crimes in progress
- Civil unrest or protests
- Dangerous animals

**LOCKOUT** differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems to provide protection from outside air. **LOCKOUT** differs from **LOCKDOWN/HIDE** which restricts movement with-in the building.

**ANNOUNCEMENT:**

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have an emergency taking place in the general area of our school facility and we need to implement **LOCKOUT** procedures. There is no immediate danger to our school. School staff will ensure that all exterior doors and access points are secure. Interior school operations will continue as scheduled. Any unusual activity should be immediately reported to the main office.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ☐ Activate the Alarm Panic Button. button.
- ☐ Call 911. Provide location, status of campus, all available details of situation.
- ☐ When clearance is received from appropriate agencies, give the **ALL-CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ☐ Provide parents/guardians a brief description of the emergency via the School Messenger System, how it was handled and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

- ☐ Immediately close and lock all interior and exterior doors.
- ☐ Close any shades and/or blinds if it appears safe to do so.
- ☐ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.

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## EMERGENCY ACTION

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## SHELTER IN PLACE

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**SHELTER IN PLACE** is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to include weather events and to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation, and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

**SHELTER IN PLACE** allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs, and hazardous material spills.

### ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have a hazard in the community (or a weather event) and are instituting **SHELTER IN PLACE** procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, give the **ALL-CLEAR** instruction to indicate that the normal school routine can resume.
- ❑ Make arrangements for central HVAC shutdown, as necessary.

### TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- ❑ Take attendance and call report in to school secretary. Wait for further instructions.

### STUDENT ACTIONS:

- ❑ Proceed to the classroom if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

**STAND BY** is appropriate for all disasters or emergencies, except those that occur without warning. **STAND BY** must be followed by another ACTION or the **ALL-CLEAR** instruction to return to normal school activities.

**ANNOUNCEMENT:**

1. Make an announcement in person directly or over the public address system:

<u>Example:</u>	<b>"Attention please. (Pause) STAND BY. (Pause) STAND BY. (Pause) STAND BY. (Pause) Additional information will follow."</b>
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2. Use messengers with oral or written word as an alternate means of faculty notification.
3. Use Parent Telephone Alert System, if appropriate.

**STAFF ACTIONS:**

- ❑ If outside, teachers are to return students to their classrooms.
- ❑ If inside, teachers will hold students in classrooms pending receipt of further instructions.
- ❑ **STAND BY** must be followed by another ACTION or **ALL-CLEAR** instruction to return to normal school activities.

**CONVERT SCHOOL** is implemented during a disaster when a requirement exists for community medical facilities or shelters. **CONVERT SCHOOL** will be initiated only by the Superintendent and/or upon the request of officials from the Department of Health and Human Services or the American Red Cross as arranged by a prior written Memorandum of Understanding between the school district and the public agency. This action is normally preceded by another ACTION such as **EVACUATION**. If the Red Cross chooses a school as a community shelter, it will arrange shelter set-up. After an earthquake, potential shelter locations are checked by a local building inspector approved by local government authorities before a determination is made to use the school site as a shelter.

**ANNOUNCEMENT:****During School Hours**

1. Make the following announcement in person directly or over the public address system:

Example:     **"Attention please. (Pause) CONVERT SCHOOL. (Pause) CONVERT SCHOOL. (Pause) Thank you."**

**Other than School Hours**

2. Use the School Personnel Telephone Notification System to notify all school employees.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:****During School Hours**

- ☐ Dismiss all classes or, if the situation dictates, hold students at school for temporary care.
- ☐ Convert the school into an Emergency Hospital, First Aid Station or community shelter for congregate care. (Community shelter is operated by the Department of Health and Human Services or the American Red Cross.)
- ☐ When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

**Other than School Hours**

- ☐ Alert school employees through the School Personnel Alerting System.
- ☐ Suspend scheduled classes. Use Telephone Alert System and Parent Notification System. Notify District Office for assistance by other means.
- ☐ Convert of the school into an emergency hospital, vaccination station (operated by the Department of Health and Human Services or community shelter (operated by the American Red Cross.)
- ☐ When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

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## EMERGENCY ACTION

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## DIRECTED TRANSPORTATION

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**DIRECTED TRANSPORTATION** is implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from a dangerous area to an area of lesser danger. This ACTION will normally be preceded by **STAND-BY, EVACUATION** or another ACTION. **DIRECTED TRANSPORTATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Fire
- Flood

### ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: "Attention please. (Pause) **DIRECTED TRANSPORTATION** when dismissal bell rings. (Pause) **DIRECTED TRANSPORTATION** when dismissal bell rings. (Pause) Thank you."

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System if time permits.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Prior to implementing **DIRECTED TRANSPORTATION**, determine the following:

- ☐ Who is assigned to each loading area? \_\_\_\_\_
- ☐ Where are loading areas? \_\_\_\_\_
- ☐ What, if any, change in vehicle traffic patterns are necessary? \_\_\_\_\_  
\_\_\_\_\_
- ☐ What staff supervises this ACTION, and where? \_\_\_\_\_
- ☐ How can sufficient transportation be arranged to accommodate the entire student population and staff? \_\_\_\_\_

### TEACHER ACTIONS:

- ☐ Take attendance before leaving the campus.
- ☐ Upon arrival at the safe site, take attendance again after students exit the bus.
- ☐ Report attendance to the principal/designee.
- ☐ Keep students together. Remain calm.

### BUS DRIVER ACTIONS:

- ☐ Take the safest route to the pre-identified evacuation sites.
- ☐ Avoid dangers such as driving through flooded roads, crossing over swollen creeks, etc.

## STUDENT ACTIONS:

- ❑ Remain quiet and seated while on the bus.
- ❑ Keep head, hands, backpacks, *etc.* away from the open windows.
- ❑ Stay together at the alternate site. Remain calm.
- ❑ Report any injuries or problems to teachers or staff members.

### **To evacuate by other vehicles**

If buses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. A list should be developed of school owned vehicles, staff vehicles and parent vehicles that are available. **This method of evacuation should only be used in extreme emergency since there is a great potential to lose track of the students.**

- ❑ Drivers should take the safest route to the pre-identified evacuation sites.
- ❑ Account for all students before transportation occurs and after arrival at the safe site.

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## EMERGENCY ACTION

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## OFF-SITE EVACUATION

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**OFF-SITE EVACUATION** is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

**OFF-SITE EVACUATION** may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

### ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example:      **"Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."**

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- ❑ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ❑ When clearance is received from appropriate agencies, give the **ALL-CLEAR** instruction, and authorize students and staff to return to the classrooms.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

- ❑ Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- ❑ If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- ❑ Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.
- ❑ Remain in place until further instructions are given.

**REVERSE EVACUATION** is implemented when it is unsafe to remain outside the campus and staff and students must immediately return indoors. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Flood
- Explosion
- Rabid animal on campus

See also **EVACUATION** and **OFF-SITE EVACUATION**, when it is unsafe to remain on campus.

**ANNOUNCEMENT:**

1. Make an announcement over the public address system or in person directly:

<u>Example:</u>	<b>"Attention please. We need to institute a REVERSE EVACUATION. Staff and students should move inside as quickly and orderly as possible. Students are to return to their [current or previous] classroom."</b>
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**PRINCIPAL/SITE ADMINISTRATOR:**

- ❑ Determine a safe inside location on the school campus for parents, visitors and contractors on campus when the emergency occurs.
- ❑ When clearance is determined or received from appropriate agencies that it is safe to be outdoors, announce **ALL-CLEAR** to resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

- ❑ Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
- ❑ Take attendance when the class is reassembled in the classroom. Report attendance to the Incident Commander/designee.
- ❑ Remain in the classroom until further instructions are given.
- ❑ Wait for another ACTION or the **ALL-CLEAR** instruction to return to school buildings and normal class routine.



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## EMERGENCY ACTION

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## STUDENT RELEASE

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Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

### FOUR STEPS FOR STAFF

1. At REQUEST TABLE, verify parent ID and authorization.
2. Direct parent to RELEASE TABLE; radio or send runner for student.
3. At RELEASE TABLE, verify Student Request Form is signed
4. Release student to custody of authorized adult.

### FOUR STEPS FOR PARENTS

1. Fill out Student Request Form.
2. Show photo ID at REQUEST TABLE.
3. Move to RELEASE TABLE to wait for student.
4. Leave campus immediately after student is released to your custody.

### INCIDENT COMMANDER (PRINCIPAL/SITE ADMINISTRATOR) ACTIONS:

- ☐ Set up Incident Command Post (ICP).
- ☐ Notify staff of school evacuation and communicate that this is not a drill.
- ☐ Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
- ☐ Determine medical and assistance needs after population assessment.  
Determine search and rescue needs.
- ☐ Reassess as situation changes. Reassign emergency teams as needed.
- ☐ Keep staff informed as to status of missing students.

### TEACHER and STAFF ACTIONS:

- ☐ Evacuate students to designated area, with students grouped as determined by district or school site.
- ☐ Take roll by distributing pre-labeled nametags to each student.
- ☐ Report population assessment to Incident Commander by holding up green or red card. Mark undistributed nametags with student status beside name:  
*A = Absent*  
*M = Medical; students taken to the First Aid station*  
*U = Missing/Unaccounted*
- ☐ Send undistributed nametags to the Student Request Table.
- ☐ Organize students. Monitor students' medical and emotional condition.
- ☐ Extra staff should partner for other assigned duties, report to Command Post.

### TEAM ASSIGNMENTS

#### STUDENT RELEASE TEAM

- ☐ Take supplies to designated Request/Release Table locations.

- ❑ Set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines at the Request Table for speedier processing.
- ❑ Post signs and set out file boxes of Student Emergency Cards for each line. Identify volunteer runners and review where to find students.
- ❑ Wear identifying vests or hats.
- ❑ Distribute clipboards with Student Request Forms to parents in line.
- ❑ Set out white board for special instructions and parent requests.
- ❑ Pull cards of absent, injured, and missing students. Note status on those cards and file at back of file box.

**TRAFFIC CONTROLLER (Staff members and/or parent volunteers):**

- ❑ Set out parking area directional signs and enlarged site map with walking path designated for parents picking up students.
- ❑ Set out traffic cones to cordon off parking for emergency vehicles.
- ❑ Maintain order in parking areas, direct cars away from areas for emergency vehicles.
- ❑ Report to Incident Command Post any crowd control issues in parking lot and on school grounds.
- ❑ For schools with no room for parent parking and turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.

**PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):**

- ❑ Provide information about student release procedures to parents.
- ❑ Maintain white board with special information.
- ❑ Learn which students need medical attention and attempt to locate their parents.

**CRISIS INTERVENTION COUNSELOR (Health practitioner)**

- ❑ Maintain order at Student Request Table, calm agitated parents and students.
- ❑ Facilitate delivery of information to parents of students with special circumstances (e.g., missing, injured, deceased).
- ❑ Escort parents to First Aid Station to reunite with injured students.

**RUNNERS (Staff, students and/or parent volunteers - number depends on size of campus)**

- ❑ Take Student Request Form to Student Assembly Area to find requested student. Alternately, a walkie-talkie may be used to request a student from the Assembly Area.
- ❑ Retrieve student and escort him/her to Student Release Table -OR- return to Student Request Table with status information on those who are not in the Student Assembly Area.

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## EMERGENCY ACTION

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## TAKE COVER

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**TAKE COVER** is implemented when it is necessary to move to and take refuge in the best-shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

### Enemy Attack

#### **ANNOUNCEMENT:**

1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

Example:    **"Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Enemy attack imminent."**

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.

### Natural Disasters

#### **ANNOUNCEMENT:**

1. Make the following announcement in person directly or over the school public address system:

Example:    **"Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Severe windstorm imminent."**

2. Sound continuing short buzzer or bell signals.
3. Use messengers with oral or written word as an alternate means of faculty notification.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ❑ Give clear instructions, remain calm and convey reassurance.
- ❑ When clearance is received from appropriate agencies, give another ACTION instruction or the **ALL-CLEAR** to indicate that the normal school activities can resume.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

## E. EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

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## **INCIDENTS OF VIOLENCE ON CAMPUS**

Several of the following emergency scenarios involve an incident of violence on campus. When such an emergency occurs, it is essential that the safety and welfare of students and staff are addressed. This includes the provision of support and counseling immediately and in the longer term. The guidelines below should be followed by the principal and other key personnel.

### **WITHIN 24 HOURS**

- ☐ Gather the facts
- ☐ Ensure appropriate intervention to minimize additional injury
- ☐ Provide first aid where necessary
- ☐ Ensure the safety and welfare of students and staff
- ☐ Set up an Emergency Operations Center, if appropriate
- ☐ Contact the District Office to report the critical incident
- ☐ Assess the need for support and counseling for those directly and indirectly involved
- ☐ Manage the media (Public Information Officer/Principal)
- ☐ Set up a recovery room
- ☐ Provide factual information to staff, students and the school community
- ☐ Ensure that the privacy of students and staff is maintained
- ☐ Organize assistance such as transport home

### **WITHIN 48-72 HOURS**

- ☐ Debrief all relevant persons
- ☐ Arrange counseling as needed
- ☐ Provide opportunities for staff and students to talk about the incident
- ☐ Continue to provide updates to staff, students and the school community.
- ☐ Act to dispel rumors
- ☐ Restore normal functioning and service delivery as soon as possible
- ☐ Where necessary, make arrangements to cover classes, arrange leave and employ temporary substitute teachers
- ☐ Implement protocols for a student or staff member, if required

### **WITHIN THE FIRST MONTH**

- ☐ Note student and staff behavioral changes such as reports that individuals cannot sleep, uncharacteristic difficulty coping with work, easily agitated. Where these occur, encourage referral to appropriate support services
- ☐ Maintain school contact with hospitalized students and staff

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

**STAFF ACTIONS:**

- ☐ Report accident to principal and school office.
- ☐ Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- ☐ For relatively minor events, take students to school office or school nurse for assistance.
- ☐ Complete an Accident Report or Behavioral Incident Report to document what occurred.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Provide appropriate medical attention. Call 911, if needed.
- ☐ Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

- ☐ Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- ☐ Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Blood borne Pathogen Program).
- ☐ Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

**Aircraft crashes into the school**

**STAFF ACTIONS:**

- ☐ Notify Principal.
- ☐ Move students away from immediate vicinity of the crash.
- ☐ **EVACUATE** students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- ☐ Check school site to assure that all students have evacuated.
- ☐ Take attendance at the assembly area.
- ☐ Report missing students to the principal /designee and emergency response personnel.
- ☐ Maintain control of the students a safe distance from the crash site.
- ☐ Care for the injured, if any.
- ☐ Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Notify police and fire department (call 911).
- ☐ Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.**
- ☐ Notify District Superintendent, who will contact the Office of Emergency Services.
- ☐ Arrange for first aid treatment and removal of injured occupants from building.
- ☐ Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- ☐ Account for all building occupants and determine extent of injuries.
- ☐ Do not re-enter building until the authorities provide clearance to do so.

### **Aircraft crashes near school**

#### **STAFF ACTIONS:**

- ☐ Notify Principal.
- ☐ Move students away from immediate vicinity of the crash.
- ☐ Remain inside with students unless subsequent explosions or fire endanger the building.

#### **\PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Notify police and fire department (call 911).
- ☐ Initiate **SHELTER IN PLACE**, if warranted.
- ☐ Initiate **REVERSE EVACUATION** for students and staff outside or direct them to designated area until further instructions are received.
- ☐ Ensure that students and staff remain at a safe distance from the crash.
- ☐ Notify District Superintendent, who will contact the Office of Emergency Services.
- ☐ Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so.



Severe air pollution may affect students and staff who are susceptible to respiratory problems.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- ☐ Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- ☐ When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- ☐ Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- ☐ Instruct employees to minimize strenuous physical activity.
- ☐ Cancel any events that require the use of vehicles.
- ☐ Urge staff and high school students to minimize use of vehicles.

**STAFF ACTIONS:**

- ☐ Remain indoors with students.
- ☐ Minimize physical activity.
- ☐ Keep windows and doors closed.
- ☐ Resume normal activities after the All-Clear signal is given.

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## EMERGENCY RESPONSE

## ALLERGIC REACTION

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There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes, and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough, and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

### STAFF ACTIONS:

- ☐ If imminent risk, call 911.
- ☐ Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- ☐ Notify principal.
- ☐ Assist in getting “Epi” (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- ☐ If an insect sting, remove stinger immediately.
- ☐ Assess situation and help student/staff member to be comfortable.
- ☐ Move student or adult only for safety reasons.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ If imminent risk, call 911 (always call 911 if using “Epi” pen).
- ☐ Notify parent or guardian.
- ☐ Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- ☐ Observe for respiratory difficulty.
- ☐ Attach a label to the person’s clothing indicating time & site of insect sting or food ingested, name of medicine, dosage and time administered.

### OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- ☐ Keep an “Epi” pen in the school office and notify staff as to location.
- ☐ Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- ☐ Provide bus drivers with information sheets for all known acute allergic reactors.

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- ☐ If the animal is outside, keep students inside and institute a **LOCKDOWN**.
- ☐ If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- ☐ Contact the Montgomery County Humane Society for assistance in removing the animal.
- ☐ If the animal injures anyone, seek medical assistance from the school nurse.
- ☐ Notify parent/guardian and recommended health advisor.

**STAFF/TEACHER ACTIONS:**

- ☐ If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- ☐ If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- ☐ Notify the principal if there are any injuries.

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## EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

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This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g., anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

### Outside the building

#### **STAFF ACTIONS:**

- ☐ Notify principal.
- ☐ Move students away from immediate vicinity of danger (if outside, implement **REVERSE EVACUATION**).
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Initiate **SHELTER IN PLACE**.
- ☐ Shut off HVAC units.
- ☐ Move to central location where windows and doors can be sealed with duct tape.
- ☐ Call 911. Provide location and nature of the emergency and school actions taken.
- ☐ Notify District Superintendent of the situation.
- ☐ Turn on a battery-powered commercial radio and listen for instructions.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- ☐ Arrange for psychological counseling for students and staff.

### **Inside the building**

#### **STAFF ACTIONS:**

- ☐ Notify principal or site administrator.
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ☐ Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- ☐ Follow standard student assembly, accounting, and reporting procedures.
- ☐ Prepare a list of those who are in the affected area to provide to emergency response personnel.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- ☐ Move up-wind from the potential danger.
- ☐ Call 911. Provide exact location and nature of emergency.
- ☐ Designate security team to isolate and restrict access to potentially contaminated areas.
- ☐ Wait for instructions from emergency responders-- Health or Fire Department.
- ☐ Notify District Superintendent of the situation.
- ☐ Arrange for immediate psychological counseling for students and staff.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

#### **THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:**

- ☐ Wash affected areas with soap and water.
- ☐ Immediately remove and contain contaminated clothing
- ☐ Do not use bleach on potentially exposed skins.
- ☐ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

If the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

**PERSON RECEIVING THREAT BY TELEPHONE:**

- ☐ Listen. Do not interrupt caller.
- ☐ Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- ☐ Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- ☐ Notify site administrator immediately after completing the call.
- ☐ Complete the Bomb Threat Checklist.

**Telephone Bomb Threats**

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

**Call 911****PERSON RECEIVING THREAT BY MAIL:**

- ☐ Note the way the threat was delivered, where it was found and who found it.
- ☐ Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- ☐ Caution students against picking up or touching any strange objects or packages.
- ☐ Notify principal or site administrator.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Call 911.
- ☐ If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- ☐ Instruct staff and students to turn off any pagers, cellular phones, or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- ☐ Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to

bypass the corridor. Ensure that exterior evacuation routes to rally point are safe.

- ☐ Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- ☐ If it is necessary to evacuate the entire school, notify staff/students via the PA. Use the fire alarm only when all other evacuation notification means are exhausted.
- ☐ Notify the District Superintendent of the situation.
- ☐ Direct a search team to look for suspicious packages, boxes, or foreign objects.
- ☐ Do not return to the school building until it has been inspected and determined safe by proper authorities.
- ☐ Avoid publicizing the threat any more than necessary.

#### **SEARCH TEAM ACTIONS:**

- ☐ Use a systematic, rapid, and thorough approach to search the building and surrounding areas.
- ☐ Check classrooms and work areas, public areas (foyers, offices, bathrooms, and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- ☐ If suspicious item is found, make no attempt to investigate or examine object.

#### **STAFF ACTIONS:**

- ☐ Evacuate students as quickly as possible, using primary or alternate routes.
- ☐ Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- ☐ Do not return to the building until emergency response officials determine it is safe.

# EMERGENCY RESPONSE BOMB THREAT CHECKLIST

To be completed by person receiving the call

CALL RECEIVED BY: \_\_\_\_\_ DATE \_\_\_\_\_ TIME \_\_\_\_\_

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen.  
Do not interrupt the caller except to ask:

1. What time is the bomb set for? \_\_\_\_\_
2. Where has it been placed? \_\_\_\_\_
3. What does it look like? \_\_\_\_\_
4. Why are you doing this? \_\_\_\_\_
5. Who are you? \_\_\_\_\_

Words used by caller: \_\_\_\_\_

Description of caller: ☐ Male ☐ Female ☐ Adult ☐ Juvenile

Estimate age of caller: \_\_\_\_\_ Other notes: \_\_\_\_\_

Voice characteristics: ☐ Loud ☐ Soft ☐ Deep ☐ High Pitched  
☐ Raspy ☐ Pleasant ☐ Intoxicated ☐ Nasal  
Other \_\_\_\_\_

Speech: ☐ Rapid ☐ Slow ☐ Disguised ☐ Normal  
☐ Laughing ☐ Slurred ☐ Lisp ☐ Stutter  
Other \_\_\_\_\_

Manner: ☐ Calm ☐ Angry ☐ Irrational ☐ Excited  
☐ Coherent ☐ Incoherent ☐ Deliberate ☐ Crying  
☐ Emotional ☐ Righteous ☐ Laughing ☐ Foul

Language: ☐ Excellent ☐ Good ☐ Fair ☐ Poor  
Use of certain phrases: \_\_\_\_\_

Accent: ☐ Local ☐ Foreign ☐ Regional

Background Noises: ☐ Airplane ☐ Animals ☐ Industrial Machines

☐ Static ☐ Motors ☐ Office Machines  
☐ Quiet ☐ Music ☐ Party Scene  
☐ Street Traffic ☐ Trains ☐ PA System  
☐ TV ☐ Voices ☐ Other \_\_\_\_\_



Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

**BUS DRIVER:**

- ☐ Turn off power, ignition and headlights. Use safety lights, as appropriate.
- ☐ Evaluate the need for evacuation.
- ☐ Remain with the vehicle. Notify local law enforcement (911).

**STAFF ACTIONS AT THE SCENE:**

- ☐ Call 911, if warranted.
- ☐ Notify principal.
- ☐ Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- ☐ Move all uninjured students to a safe distance from the accident.
- ☐ Document the names of all injured students and their first aid needs.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Notify law enforcement.
- ☐ Notify parents/guardians of all students on the bus as soon as accurate information is available.
- ☐ Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- ☐ Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

**Earthquake during bus trip****BUS DRIVER ACTIONS:**

- ☐ Issue DUCK, COVER and HOLD ON instruction.
- ☐ Stop bus away from power lines, bridges, overpasses, and buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- ☐ Set brake, turn off ignition and wait for shaking to stop.

- ☐ Check for injuries and provide first aid, as appropriate.
- ☐ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- ☐ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- ☐ If instructed to continue route,
- ☐ Enroute to school, continue to pick up students.
- ☐ Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- ☐ If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- ☐ Remain with students until further instructions are received from site administrator.
- ☐ Account for all students and staff throughout the emergency

#### **Flood during bus trip**

##### **BUS DRIVER ACTIONS:**

- ☐ Do not drive through flooded streets and/or roads.
- ☐ Take an alternate route or wait for public safety personnel to determine safe route.
- ☐ If the bus is disabled, stay in place until help arrives
- ☐ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- ☐ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- ☐ Account for all students and staff throughout the emergency.

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## **EMERGENCY RESPONSE    CHEMICAL ACCIDENT (offsite)**

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Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

### **PERSON DISCOVERING SPILL:**

- ☐ Alert others in immediate area to leave the area.
- ☐ Close doors and restrict access to affected area.
- ☐ Notify principal/site administrator.
- ☐ DO NOT eat or drink anything or apply cosmetics.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Notify Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released
  - Characteristics of spill (color, smell, visible gases)
  - Name of substance, if known
  - Injuries, if any
- ☐ Notify Maintenance/Building and Grounds Manager.
- ☐ Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- ☐ Post a notice on the school office door stating location of alternate school site.
- ☐ Notify District Superintendent of school status and location of alternate school site.

### **STAFF ACTIONS:**

- ☐ If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- ☐ If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- ☐ If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- ☐ Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

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## **EMERGENCY RESPONSE    CHEMICAL ACCIDENT (onsite)**

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This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

### **PERSON DISCOVERING SPILL:**

- ☐ Alert others in immediate area to leave the area.
- ☐ Close windows and doors and restrict access to affected area.
- ☐ Notify principal/site administrator.
- ☐ DO NOT eat or drink anything or apply cosmetics.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Notify Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released; name of substance, if known
  - Characteristics of spill (color, smell, visible gases)
  - Injuries, if any
  - Your name and telephone number
- ☐ Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- ☐ If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- ☐ Post a notice on the school office door stating location of alternate school site.
- ☐ Notify District Superintendent of school status and location of alternate site.
- ☐ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### **STAFF ACTIONS:**

- ☐ If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.

- Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students.
- Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
- Do not return to the building until emergency response personnel have determined it is safe.

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## EMERGENCY RESPONSE

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## CIVIL DISTURBANCE

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A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities.
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

### **Inside School**

#### **STAFF ACTIONS:**

- ☐ Report disruptive circumstances to principal/site administrator.
- ☐ Avoid arguing with participant(s).
- ☐ Have all students and employees leave the immediate area of disturbance.
- ☐ Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- ☐ Stay away from windows and exterior doors.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- ☐ Set up a communication exchange with the students, staff and principal. Try to restore order.
- ☐ If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- ☐ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### **Outside of School**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Call 911.
- ☐ Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- ☐ Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- ☐ Cancel all outside activities.
- ☐ Maintain an accurate record of events, conversations, and actions.

- Assign staff members to assist nurse as necessary.

**STAFF ACTIONS:**

- Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- Instruct students to **DUCK AND COVER**, lie on the floor, and keep students calm.
- Care for the injured, if any.
- Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

Criminal acts on campus may vary from theft to rape. Sexual assault and threats are covered separately, later in this section.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Notify police (dial 911).
- ☐ Identify all parties involved (if possible). Identify witnesses, if any.
- ☐ Preserve the crime scene. Except for rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
- ☐ If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
- ☐ If the incident involves a student, notify the parents or guardians.
- ☐ Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
- ☐ Let trained police obtain specific details about the crime, following student interview protocols.

**STAFF ACTIONS:**

- ☐ Care for the victim. Provide any medical attention needed.
- ☐ Preserve the crime scene. Except for rescue personnel, deny access to the immediate area until police arrive



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## EMERGENCY RESPONSE

## DEATH of a STUDENT

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A student's death may be the result of a suicide, homicide, car accident, illness, or other causes. It may have a profound affect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community. **For the specific responsibilities and guidelines, please see Policy 819, Administrative Regulations and Resources located on the HHSD website.**

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
- ☐ Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- ☐ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- ☐ If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- ☐ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- ☐ Determine whether additional resources are needed and make appropriate requests.
- ☐ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- ☐ Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- ☐ Go to each of the student's classes and notify his/her classmates in person.
- ☐ Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- ☐ Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- ☐ Make arrangements with the family to remove the student's personal belongings from the school.
- ☐ Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

### STAFF ACTIONS:

- Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

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## **EMERGENCY RESPONSE      DEATH of a STAFF MEMBER**

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A reported death or serious illness among the school community may have a profound affect on students and staff alike.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- ☐ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- ☐ If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- ☐ Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- ☐ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- ☐ Determine whether additional resources are needed and make appropriate requests.
- ☐ Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- ☐ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- ☐ Facilitate classroom and small group discussions for students.
- ☐ Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- ☐ Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- ☐ Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- ☐ Thank all those who assisted.
- ☐ Continue to monitor staff and students for additional supportive needs.

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## EMERGENCY RESPONSE

## DIRTY BOMB

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A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

### Outside, close to the incident.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- ☐ Call 911. Provide location and nature of the emergency and school actions taken.
- ☐ Set up decontamination station where students and staff may shower or wash with soap and water.
- ☐ Prepare a list of those who are in the affected area to provide to emergency response personnel.
- ☐ Turn on a battery-powered commercial radio and listen for instructions.
- ☐ Notify District Superintendent of the situation.
- ☐ Arrange for medical attention for those injured by the explosion.
- ☐ Arrange for psychological counseling for students and staff.

#### **STAFF ACTIONS:**

- ☐ Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- ☐ Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- ☐ Avoid touching any objects thrown off by the explosion—they might be radioactive.
- ☐ Follow standard student assembly, accounting and reporting procedures.
- ☐ Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.

- Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

### **Inside, close to the incident**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate **SHELTER IN PLACE** procedures. Turn off HVAC system.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Turn on a battery-powered commercial radio and listen for instructions.
- Notify District Superintendent of the situation.
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

#### **STAFF ACTIONS:**

- Keep students calm. Instruct students to **DUCK and COVER**.
- Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

### **Inside Building**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- ☐ Send search and rescue team to look for trapped students and staff.
- ☐ Post guards a safe distance away from building entrances to assure no one re-enters.
- ☐ Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- ☐ Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- ☐ Determine whether to close school. If school must be closed, notify staff members, students and parents.

#### **STAFF ACTIONS:**

- ☐ Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- ☐ Check for injuries and render First Aid.
- ☐ After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- ☐ Check attendance at the assembly area. Report any missing students to principal/site administrator.
- ☐ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- ☐ Stay alert for aftershocks

- ☐ Do NOT re-enter building until it is determined to be safe.

### **Outside Building**

#### **STAFF ACTIONS:**

- ☐ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- ☐ After shaking stops, check for injuries, and render first aid.
- ☐ Check attendance. Report any missing students to principal/site administrator.
- ☐ Stay alert for aftershocks.
- ☐ Keep a safe distance from any downed power lines
- ☐ Do NOT re-enter building until it is determined to be safe.
- ☐ Follow instructions of principal/site administrator.

### **During non-school hours**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- ☐ Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- ☐ Notify fire department and utility company of suspected breaks in utility lines or pipes.
- ☐ If school must be closed, notify staff members, students, and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- ☐ Notify District Office, who will inform public information media as appropriate.

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## EMERGENCY RESPONSE

## EXPLOSION

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Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

### PRINCIPAL/SITE ADMINISTRATOR:

- ☐ Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings, but others may be used for **SHELTER IN PLACE**.
- ☐ Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- ☐ Secure area to prevent unauthorized access until the Fire Department arrives.
- ☐ Advise the District Superintendent of school status.
- ☐ Notify emergency response personnel of any missing students.
- ☐ Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- ☐ Direct a systematic, rapid, and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms, and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- ☐ Determine if Student Release should be implemented. If so, notify staff, students, and parents.
- ☐ If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

### STAFF ACTIONS:

- ☐ Initiate **DROP, COVER AND HOLD ON**.
- ☐ If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- ☐ Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- ☐ Upon arrival at assembly area, check attendance, and report status to site administrator immediately.
- ☐ Render first aid as necessary.
- ☐ Do not return to the building until the emergency response personnel determine it is safe to do so.
- ☐ If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.



A fire in an adjoining area, such as an Industrial fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Determine if **EVACUATION** of school site is necessary.
- ☐ Contact local fire department (call 911) to determine the correct action for your school site.
- ☐ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION** and **DIRECTED TRANSPORTATION** by bus.
- ☐ Direct inspection of premises to assure that all students and personnel have left the building.
- ☐ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- ☐ Monitor radio station for information.
- ☐ Do not return to the building until it has been inspected and determined safe by proper authorities.

**STAFF ACTIONS:**

- ☐ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- ☐ Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.
- ☐ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- ☐ Remain with students until the building has been inspected and it has been determined safe to return to.

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## EMERGENCY RESPONSE

## FIRE (onsite)

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Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the “fire is out”.

### Within School Building

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Sound the fire alarm to implement **EVACUATION** of the building.
- ☐ Immediately **EVACUATE** the school using the primary or alternate fire routes.
- ☐ Notify the Fire Department (call 911).
- ☐ Direct search and rescue team to be sure all students and personnel have left the building.
- ☐ Ensure that access roads are kept open for emergency vehicles.
- ☐ Notify District Office of situation.
- ☐ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- ☐ If needed, notify bus dispatch for **OFF-SITE EVACUATION** by **DIRECTED TRANSPORTATION**.
- ☐ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

#### STAFF ACTIONS:

- ☐ **EVACUATE** students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and fire fighting equipment.
- ☐ Take attendance. Report missing students to the principal/designee and emergency response personnel.
- ☐ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

### Near the School

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- ☐ Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks, or prolonged rainfall causes urban streams to rise. Flooding may also occur because of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Issue **STAND BY** instruction. Determine if evacuation is required.
- ☐ Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- ☐ Delegate a search team to assure that all students have been evacuated.
- ☐ Issue **DIRECTED TRANSPORTATION** instruction if students will be evacuated to a safer location by means of buses and cars.
- ☐ Post a notice on the office door stating where the school has relocated and inform the District Office.
- ☐ Monitor AM radio weather station \_\_\_\_\_ for flood information.
- ☐ Notify District Superintendent of school status and action taken.
- ☐ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

**STAFF ACTIONS:**

- ☐ If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- ☐ Remain with students throughout the evacuation process.
- ☐ Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- ☐ Do not return to school building until it has been inspected and determined safe by property authorities.

**BUS DRIVER ACTIONS:**

- ☐ If evacuation is by bus, **DO NOT** drive through flooded streets and/or roads. **DO NOT** attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

**STAFF ACTIONS:**

- ☐ Notify principal.
- ☐ Move students from immediate vicinity of danger.
- ☐ Do not turn on any electrical devices such as lights, computers, fans, etc.
- ☐ If odor is severe, leave the area immediately.
- ☐ If the building is evacuated, take student attendance, and report any missing students to Principal/Site Administrator.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ If gas leak is internal, evacuate the building immediately.
- ☐ Call 911.
- ☐ Notify utility company.
- ☐ Determine whether to move to alternate building location.
- ☐ If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- ☐ Do not return to the building until it has been inspected and determined safe by proper authorities.

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Call 911, if necessary.
- ☐ If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- ☐ Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- ☐ Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- ☐ If time is available, initiate **DIRECTED TRANSPORTATION**. Move students and staff away from the path of the hazardous materials.
- ☐ Notify District Superintendent.
- ☐ Wait for instructions from emergency responders-- Health or Fire Department.
- ☐ Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- ☐ Upon return to school, ensure that all classrooms are adequately aired.

**TEACHER ACTIONS:**

- ☐ Follow standard student assembly, accounting, and reporting procedures.
- ☐ Report names of missing students to office.
- ☐ Do not take unsafe actions such as returning to the building before it has been declared safe.

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS**

- ☐ Call 911. Provide all known essential details of the situation:
  - Number of hostage takers and description
  - Type of weapons being used
  - Number and names of hostages
  - Any demands or instructions the hostage taker has given
  - Description of the area
- ☐ Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- ☐ Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both – Run/Hide/Fight Protocol) for all or parts of the building.
- ☐ Secure exterior doors from outside access.
- ☐ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- ☐ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- ☐ Identify media staging area, if appropriate. Implement a hotline for parents.
- ☐ Account for students as they are evacuated.
- ☐ Provide recovery counseling for students and staff.

**STAFF ACTIONS:**

- ☐ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing Run/Hide/Fight Protocol.
- ☐ Alert the principal/site administrator.
- ☐ Account for all students.

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## EMERGENCY RESPONSE

## INTRUDER

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All public schools have signs posted at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

**All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so constitutes trespassing. Violators are subject to arrest.**

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate **LOCKDOWN or RUN/HIDE/FIGHT PROTOCOL** if intruder is or is believed to be armed.
- ☐ If intruder is armed, begin Run/Hide/Fight Protocol. If intruder is not armed, request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him/her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  - "What can we do to make this better?"*
  - "I understand the problem, and I am concerned."*
  - "We need to work together on this problem."*
- ☐ As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- ☐ Keep subject in view until police or law enforcement arrives.
- ☐ Take measures to keep subject away from students and building.
- ☐ Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- ☐ When scheduling a meeting with an individual known to be aggressive, arrange for another staff member/safety director or student resource officer to be present.
- ☐ Be available to deal with the media and bystanders and keep site clear of visitors.

### STAFF ACTIONS:

- ☐ Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- ☐ Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

- Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL-CLEAR** instruction is announced.



A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Keep the individual under continuous adult supervision.
- ☐ Keep the individual on campus until parent/guardian has been notified.
- ☐ Arrange appropriate support services for necessary care of individual.
- ☐ If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- ☐ School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- ☐ Make a follow-up check with the treating agency, family, and student as appropriate, to ensure that appropriate care has been arranged.
- ☐ Provide follow-up collaborative support for the student and parents (as indicated) within the school
- ☐ Develop a safety plan prior to the student's return to school.
- ☐ Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

**STAFF ACTIONS:**

- ☐ Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- ☐ Notify principal/site administrator.
- ☐ Notify school nurse, school psychologist, counselor, or social worker.
- ☐ Protect individual from injury.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Verify information with the source of the abduction report.
- ☐ Contact law enforcement (call 911) for assistance.
- ☐ Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- ☐ Provide suspect information to the police, if known.
- ☐ Contact the parents/guardian of the student involved and establishes a communication plan with them.
- ☐ Obtain the best possible witness information.
- ☐ Conduct a thorough search of the school/campus/bus.
- ☐ Relay current information to police, parents, and essential school staff.
- ☐ Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- ☐ Advise the law enforcement dispatcher of the staff member key contact's name and number.
- ☐ Provide the key contact with access to school records.
- ☐ Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
- ☐ When the child is found, contact all appropriate parties as soon as possible.

**STAFF ACTIONS:**

- ☐ Notify principal, providing essential details:
  - Name and description of the student
  - Description of the suspect
  - Vehicle information
- ☐ Move students away from the area of abduction.

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## EMERGENCY RESPONSE

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## MEDICAL EMERGENCY

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Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
  - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
  - Exact location within the building
  - Nature of the emergency and how it occurred
  - Approximate age of injured person
  - Caller's name and phone numberDo not hang up until advised to do so by dispatcher.
- ☐ Assign staff member to meet rescue service and show medical responder where the injured person is.
- ☐ Assemble emergency care and contact information of victim
- ☐ Monitor medical status of victim, even if he or she is transported to the hospital.
- ☐ Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- ☐ Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- ☐ Advise staff of situation (when appropriate). Follow-up with parents.

#### Universal Precautions when Treating a Medical Emergency

- Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
- Wash hands thoroughly after providing care.

### STAFF ACTIONS:

- ☐ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- ☐ Notify Principal/Site Administrator.
- ☐ Stay calm. Keep individual warm with a coat or blanket.
- ☐ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- ☐ Do not give the individual anything to eat or drink.

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## EMERGENCY RESPONSE

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## MISSING STUDENT

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If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call 911 and explain the situation.
- ☐ Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- ☐ Conduct an immediate search of the school campus/bus, as appropriate.
- ☐ Gather information about student to provide to law enforcement authorities:
  - photo
  - home address
  - parent contact numbers
  - class schedule
  - special activities
  - bus route /walking information
- ☐ Notify parents/guardians if the student is not found promptly.
- ☐ If case involves abduction, begin gathering witness information for the police. Interview friends and last person to see student.
- ☐ Double-check circumstances:
  - Did someone pick up the student?
  - Could the student have walked home?
  - Is he or she at a medical appointment or another activity?
- ☐ Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- ☐ Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- ☐ Advise law enforcement dispatcher of the staff member key contact's name and number.
- ☐ If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- ☐ Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- ☐ Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- ☐ When the child is found, contact all appropriate parties as soon as possible.

- Arrange for counseling of students, as needed.

**STAFF ACTIONS:**

- Confirm that student attended school that day. Notify Principal.
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

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## EMERGENCY RESPONSE

## MOTOR VEHICLE CRASH

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A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Notify police and fire department (call 911).
- ☐ Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.
- ☐ Arrange for first aid treatment and removal of injured occupants from building.
- ☐ Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- ☐ Ensure that students and staff remain at a safe distance from the crash.
- ☐ Account for all building occupants and determine extent of injuries.
- ☐ Notify District Superintendent.

### STAFF ACTIONS:

- ☐ Notify Principal.
- ☐ Move students away from immediate vicinity of the crash.
- ☐ **EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- ☐ Check school site to assure that all students have evacuated.
- ☐ Take attendance at the assembly area.
- ☐ Report missing students to the principal /designee and emergency response personnel.
- ☐ Maintain control of the students a safe distance from the crash site.
- ☐ Care for the injured, if any.
- ☐ Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff that are sick at home.
- ☐ Ensure that students and staff members who are ill stay home.
- ☐ Send sick students and staff home from school immediately.
- ☐ Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- ☐ Monitor bulletins and alerts from the Department of Health and Human Services.
- ☐ Keep staff informed of developing issues.
- ☐ Assist the Department of Health and Human Services in monitoring outbreaks.
- ☐ Respond to media inquiries regarding school attendance status.
- ☐ Implement online education, if necessary, so that students can stay home.
- ☐ Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

**STAFF and STUDENT ACTIONS:**

- ☐ Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- ☐ Practice “respiratory hygiene etiquette”.
- ☐ Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- ☐ Implement online homework assignments so that students can stay home.

**Respiratory Hygiene  
Etiquette**

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

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## **EMERGENCY RESPONSE    POISONING/CONTAMINATION**

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This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Call 911.
- ☐ Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- ☐ Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- ☐ Provide list of potentially affected students and staff to responding authorities.
- ☐ Provide staff with information on possible poisonous materials in the building.
- ☐ Notify District Superintendent of situation and number of students and staff affected.
- ☐ Confer with Department of Health and Human Services before the resumption of normal school activities.
- ☐ Prepare communication for families advising them of situation and actions taken.

### **STAFF ACTIONS:**

- ☐ Notify principal/site administrator.
- ☐ Call the Poison Center Hotline 1-800-222-1222.
- ☐ Administer first aid as directed by poison information center.
- ☐ Seek additional medical attention as needed.

### **PREVENTATIVE MEASURES:**

- ☐ Keep poisonous materials in a locked and secure location.
- ☐ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- ☐ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.



When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Obtain information on when, why, and how many people are expected.  
Identify the spokesperson for the group
- ☐ Contact local police department for the school's jurisdiction and advise them of the situation.
- ☐ Notify staff of the planned demonstration.
- ☐ Develop an information letter to parents.
- ☐ Assign a staff member to act as liaison with police, media and possibly the demonstrating group.
- ☐ Designate a staff member to handle incoming calls during the demonstration.
- ☐ Establish areas where demonstrators can set up without affecting the operation of the school
- ☐ Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

**STAFF ACTIONS:**

- ☐ Do not allow students to be interviewed by the media or join in the demonstration

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## EMERGENCY RESPONSE

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## SEXUAL ASSAULT

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Sexual assault and abuse are any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse that is not wanted
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call 911 if the assault is physical.
- ☐ Close off the area to everyone.
- ☐ Assign a counselor/staff member to remain with the victim.
- ☐ Review possible need for a **LOCKDOWN** until circumstances surrounding the incident are known.
- ☐ Notify victim's family.
- ☐ If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- ☐ The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- ☐ Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- ☐ Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

### STAFF ACTIONS:

- ☐ Determine if immediate medical attention is needed. If so, call 911.
- ☐ Isolate the victim from activity related to the incident.
- ☐ Avoid asking any questions except to obtain a description of the perpetrator.

### STAFF ACTIONS:

- ☐ Remain calm.
- ☐ Call 911 and alert the principal/site administrator if possible.

- Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Institute **RUN/HIDE/FIGHT**, as appropriate.
- Provide first aid for victims, if needed.
- Account for all students. Maintain order in assembly area or shelter and await arrival of law enforcement.
- Assist police officers – provide identity, location and description of individual and weapons.

Immediate response to a rapidly changing incident is critical. In most cases, initiate RUN/HIDE/FIGHT procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Remain calm. Do not confront the shooter(s).
- ☐ Assess the situation:
  - Is the shooter in the school?
  - Has shooter been identified?
  - Has the weapon been found and/or secured?
- ☐ Depending on the situation, initiate **RUN/HIDE/FIGHT PROTOCOL**.
- ☐ Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g., **RUN/HIDE/FIGHT**).
- ☐ Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
- ☐ Ensure injured students and staff receive medical attention.
- ☐ If shooter has left, secure all exterior doors to prevent re-entry.
- ☐ If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- ☐ Keep crime scene secure. Organize **OFF-SITE EVACUATION**, if necessary, or prepare to continue with classes.
- ☐ Isolate and separate witnesses.
- ☐ Gather information for police about the incident and everyone involved with it:
  - Name of suspect(s)
  - Location of shooting
  - Number and identification of casualties and injured
  - Current location of the shooter(s)
- ☐ Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer.
- ☐ Prepare letter for students to take home to their families.
- ☐ Arrange for immediate crisis counseling for students and staff.
- ☐ Provide liaison for family members of injured students and staff members.
- ☐ Debrief staff and school police officers.

- Provide informational updates to staff, students, and their families during the following few days.

**STAFF ACTIONS:**

- Remain calm.
- Alert the principal/site administrator.
- Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Institute **RUN/HIDE/FIGHT PROTOCOL**.
- Provide first aid for victims, if needed.
- Account for all students. Maintain order in assembly area or shelter and await arrival of law enforcement.
- Assist police officers – provide identity, location, and description of individual and weapons.

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## **EMERGENCY RESPONSE      STORM / SEVERE WEATHER**

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Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

### **Severe Storm**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- ☐ Report to the site by 6 a.m. to check for power outages, flooding, etc.
- ☐ Determine whether school will be closed or remain open.
- ☐ Notify superintendent of school status.
- ☐ Assign staff to activate staff and parent phone trees
- ☐ Post school status on school website.
- ☐ Notify utility companies of any break or suspected break in utility lines.
- ☐ Take appropriate action to safeguard school property.
- ☐ Upon passage of the storm, return to normal routine.

### **Windstorm**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- ☐ Notify utility companies of any break or suspected break in utility lines.
- ☐ Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- ☐ Take appropriate action to safeguard school property.
- ☐ Upon passage of the storm, return to normal routine.

#### **STAFF ACTIONS:**

- ☐ Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- ☐ Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- ☐ Take attendance. Report any missing students to principal/site administrator.
- ☐ Close all blinds and curtains.
- ☐ Avoid auditoriums, gymnasiums and other structures with large roof spans.
- ☐ Remain with students near an inside wall or on lower floors of the building.
- ☐ Make arrangements for special needs, snacks and quiet recreational activities

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

**STUDENT ACTIONS:**

- ☐ In a violent situation, immediately notify the first available adult.
- ☐ Do not retaliate or take unnecessary chances.
- ☐ Move away from the area of agitation.
- ☐ Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- ☐ Stay calm and reassure fellow students.
- ☐ Assist teachers and staff in accounting for students.
- ☐ Share all relevant information with law enforcement, teachers, and school staff.
- ☐ Follow directions from school administrator or law enforcement directions about where to go.
- ☐ Do not speculate to others or perpetuate rumors.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- ☐ Control student ingress and egress from campus.
- ☐ Identify why the disruption is occurring. If necessary, notify police to request assistance.
- ☐ If disruption is non-violent, notify school resource officer or school education officer.
- ☐ Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- ☐ Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- ☐ If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- ☐ Notify parents about the incident, as appropriate.
- ☐ After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life, or safety may be endangered. **For the specific responsibilities and guidelines, please see Policy 819, Administrative Regulations and Resources located on the HHSD website.**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Call ambulance in event of overdose or injury requiring medical attention.
- ☐ Call 911 if immediate threat exists to the safety of the student or others.
- ☐ Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- ☐ Cancel all outside activities.
- ☐ Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- ☐ If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- ☐ Arrange for medical or counseling resources that may provide assistance.

**STAFF ACTIONS:**

- ☐ Inform the Principal of what was written, drawn, spoken and/or threatened.
- ☐ Move other students away from the immediate area but remain with the troubled student until assistance arrives.
- ☐ Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- ☐ Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

**Steps for Suicide Intervention**

1. Stabilize individual
2. Assess risk
3. Determine services needed
4. Inform
5. Follow-up



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## EMERGENCY RESPONSE

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## SUSPICIOUS PACKAGE

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The following list shows some types of parcels that should draw immediate concern:

- |   |                                  |
|---|----------------------------------|
| ▪ Foreign mail, air mail and special delivery | • No return address              |
| ▪ Restrictive markings, e.g., "Personal"      | • Excessive postage              |
| ▪ Handwritten or poorly typed addresses       | • Excessive masking tape, string |
| ▪ Titles but no names                         | • Oily stains or discoloration   |
| ▪ Misspelling of common names                 | • Protruding wires or tin foil   |
| ▪ Excessive weight, unevenly distributed      | • Rigid envelope                 |

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call 911.
- ☐ Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- ☐ Prevent others from coming into the area.
- ☐ Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- ☐ If powder spills out, shut the ventilation system, heating system, or air
- ☐ Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- ☐ Advise staff when the emergency is over. Go home, take shower and wash clothes. Do not use bleach on your skin.

### STAFF ACTIONS if package is unopened and not leaking:

- ☐ Do not open package. Do not pass it around to show it to other people.
- ☐ Do not bend, squeeze, shake or drop package.
- ☐ Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- ☐ Leave the room promptly and prevent anyone from entering.
- ☐ Notify principal or Site Administrator.

### STAFF ACTIONS if package is leaking:

- ☐ Do not sniff, touch, taste, or look closely at the spilled contents.
- ☐ Do *not* clean up the powder.
- ☐ Put the package on a stable surface.
- ☐ Leave the room promptly and prevent anyone from entering.
- ☐ Wash hands thoroughly with soap and water.
- ☐ Notify principal or Site Administrator.

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries.
- Victims who are contaminated or seriously injured.
- Widespread fear and panic.
- A crime scene to protect.

### **Civil Defense Warning of Possible Enemy Attack**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Move students to closest suitable shelter.
- ☐ If the above is not advisable, remain in school building as place of shelter.

#### **STAFF ACTIONS:**

- ☐ Keep students calm.
- ☐ Close all curtains and blinds.

### **Enemy Attack Without Warning**

#### **STAFF ACTIONS:**

- ☐ Keep students calm.
- ☐ Close all curtains and blinds.
- ☐ Instruct students to DUCK AND COVER.

These are actions to take when the Homeland Security Advisory System risk is set at "Threat Level Red", specific to the community.

**During school hours**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Listen to radio and TV for current information and instructions.
- ☐ Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE or TAKE COVER.**
- ☐ Continue to monitor media for specific situation.
- ☐ Be alert and immediately report suspicious activity to proper authorities.
- ☐ If circumstances and time allow, move students to closest suitable shelter.  
Location: \_\_\_\_\_  
Procedure for movement to shelter: \_\_\_\_\_
- ☐ If moving students is not advisable, remain in building as place of shelter.
- ☐ Close school if recommended to do so by appropriate authorities.

**OFFICE STAFF ACTIONS:**

- ☐ Require identification check for anyone entering school other than students, staff, and faculty.
- ☐ Escort visitors to location in school building.

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
  - 1) Is the individual moving towards violent action?
  - 2) Is there evidence to suggest movement from thought to action?
    - High violence potential qualifies for arrest or hospitalization.
    - Safety is endangered when there is: (a) sufficient evidence of repetitive/intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- ☐ Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- ☐ Isolate the threatening person from other students and staff if it is safe to do so. Initiate appropriate response actions, which may be **RUN/HIDE/FIGHT LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- ☐ Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- ☐ If an individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- ☐ Facilitate a meeting with student(s) and family to review expectations.
- ☐ Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

**STAFF ACTIONS:**

- ☐ If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- ☐ Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
- ☐ Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- ☐ Remain with students until **ALL CLEAR** is given.

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## EMERGENCY RESPONSE

## UTILITY FAILURE

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Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

### PRINCIPAL/SITE ADMINISTRATOR:

- ☐ Notify utility company. Provide the following information:
  - Affected areas of the school site
  - Type of problem or outage
  - Expected duration of the outage, if known
- ☐ Determine length of time service will be interrupted.
- ☐ Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- ☐ If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- ☐ Use messengers with oral or written word as an alternate means of faculty notification.
- ☐ Notify District Office of loss of service.
- ☐ Implement plan to provide services without utilities or with alternate utilities.

### A. Plan for Loss of Water

Toilets: \_\_\_\_\_

Drinking Water: \_\_\_\_\_

Food Service: \_\_\_\_\_

Fire Suppression: \_\_\_\_\_

Other: \_\_\_\_\_

### B. Plan for Loss of Electricity

Ventilation: \_\_\_\_\_

Emergency Light: \_\_\_\_\_

Computers: \_\_\_\_\_

Other: \_\_\_\_\_

### C. Plan for Loss of Natural Gas

Heat: \_\_\_\_\_

Food Service: \_\_\_\_\_

Other: \_\_\_\_\_

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen, or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

**STAFF ACTIONS:**

- ☐ Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
- ☐ Alert the principal/site administrator.
- ☐ Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- ☐ Provide first aid for victims, if needed.
- ☐ Account for all students.
- ☐ Assist police officers – provide identity, location, and description of individual and weapons.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Remain calm. Depending on how the situation unfolds, initiate **RUN/HIDE/FIGHT PROTOCOL**, as needed. Do not confront the suspect.
- ☐ Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g., **RUN/HIDE/FIGHT**).
- ☐ Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
- ☐ If suspect has left, secure all exterior doors to prevent re-entry.
- ☐ Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- ☐ Gather information about the incident for the police:
  - Name of student with weapon.
  - Location of witness when weapon was seen.
  - What did the student do with the weapon after it was displayed?
  - What is the current location of the student with the weapon?
- ☐ Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located.

- Assign an administrator to remove all the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick-up or carry his own belongings.
- Search student's belongings, including--but not limited to --backpack, purse, locker, and auto, if applicable.
- Notify parents/guardians.
- Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.
- Secure a detailed written statement from witnesses including staff.
- Provide post-event trauma counseling for students and staff, as needed.
- Provide informational updates to staff, students, and their families during next few days to squelch rumors.

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## **IV – RECOVERY**

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## SECTION IV – RECOVERY ORGANIZATION

***Act well at the moment, and you will have performed a good action for all eternity.***

--John Caspar Lavater

Recovery refers to the follow-up measures taken after a disaster to return the affected site back to normal operating conditions. Recovery focuses on restoring the infrastructure of the school (utilities, phones, water) to service, re-establishing a sense of emotional safety, and returning to the learning environment as quickly as possible after a crisis. Recovery actions are generally begun as response activities diminish, but some activities (e.g., keeping track of personnel time) must be started simultaneously with response. Recovery measures are designed to assist students and staff impacted by physical, psychological, and emotional trauma following sudden tragic events. Students and their families, administrators, teachers, and staff will benefit from recovery support at two levels: immediate and ongoing.

**Immediate (short-term) support** is needed from the first moments of a traumatic event through the first few days following it. Frequently, recent victims of the trauma are in a state of shock, and basic human needs of medical attention, shelter and food are the primary focus. Emergencies affecting a small number of people, or certain district-level emergencies, may be well served by crisis counseling and recovery assistance from other district employees, local community mental health providers, employee assistance programs and similar services.

**Ongoing (long-term) recovery** refers to support provided to some individuals for weeks, months, or years following a tragic event. Such long-term recovery needs may only become apparent over time.

### A. RECOVERY ORGANIZATION

Recovery actions follow the same five NIMS functions as Response, but during the Recovery phase, there will be more work for those performing in Administration/Finance and less for those in Operations. Below are typical recovery tasks by NIMS function:

#### Management

- MAKE policy decisions, e.g., who coordinates returning staff.
- CONTINUE public information activities.
- MANAGE safety considerations, e.g., assure facility is safe for re-entry.
- RE-ESTABLISH a sense of safety.
- SUPPORT immediate emotional recovery—staff and students.

#### Operations

- COORDINATE damage assessment and debris removal.
- RESTORE utilities.
- ARRANGE for building and safety inspections prior to re-entry.
- ARRANGE for repairs.

### **Planning/Intelligence**

- DOCUMENT SEMS compliance for use in applying for disaster relief. See forms in **APPENDIX D** and refer to the Federal Emergency Management Agency website at FEMA.GOV and the Pennsylvania Office of Emergency Management.
- WRITE recovery after-action reports.
- DEVELOP a post-incident mitigation plan to reduce future hazards.

### **Logistics**

- PROVIDE recovery-related supplies and replenish disaster cache at each site
- COORDINATE availability of personnel, equipment and vehicles needed for recovery efforts

### **Administration/Finance**

- PREPARE and maintain budget.
- DEVELOP and maintain contracts.
- APPLY for financial relief grants.
- PROCESS staff injury claims.
- HANDLE insurance settlements.
- DOCUMENT employee time as Disaster Service Worker; assure continuity of payroll.

## **B. DOCUMENTING EMERGENCY OUTCOMES**

Once the safety and status of staff and students have been assured, and emergency conditions have abated, assemble staff to support the restoration of the schools educational programs. Defining district mission-critical operations and staffing will be a starting point for the recovery process.

- ❑ CONDUCT a comprehensive assessment of the emergency's physical and operational effects. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- ❑ PERFORM impact analysis. Examine critical information technology assets and personnel resources and determine the impact on the school for each asset and resource that is unavailable.
- ❑ DOCUMENT damaged facilities, lost equipment and resources, and special personnel expenses that will be required for Insurance and FEMA assistance claims.
- ❑ PROVIDE detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- ❑ ADMINISTER Workers' Compensation that claims may arise if there are on-the-job injuries
- ❑ ARRANGE for ongoing status reports during the emergency to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will speed resumption of classes.
- ❑ APPRISE the Marin County Office of Education of recovery status.

**The following items are district-level responsibilities. An individual school site might want to check with its district to determine the procedures that will be followed.**

- IDENTIFY record keeping requirements and sources of financial aid for disaster relief.
- ESTABLISH absentee policies for teachers/students after a disaster.
- ESTABLISH an agreement with mental health organizations to provide counseling to students and their families after the disaster.
- DEVELOP alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele-group tutoring, etc.
- CREATE a plan for conducting classes when facilities are damaged, e.g., alternative sites, half-day sessions, portable classrooms.

### **C. GOVERNMENT ASSISTANCE AFTER A DISASTER**

Recovery programs are typically available after a disaster. Not all programs may be applicable to or activated in response to every disaster. In addition, other governmental actions (such as tax relief) and programs (e.g., job training services) may be implemented if disaster conditions warrant.

## **D. General Emergency Recovery Checklist**

Recovery activities (such as the restoration of the physical spaces and psychological first aid) are of tremendous value in helping people come to terms with a crisis.

- ☐ DOCUMENT activities.
- ☐ ACKNOWLEDGE the event. The return to school will be one of coming together and identifying experiences and, possibly, losses
- ☐ IDENTIFY those affected. It may take time to understand the full impact on the school community.
- ☐ ASSESS students and staff directly for the emotional impact of the crisis. Student and staff reactions may be immediate or delayed.
- ☐ EMPHASIZE resiliency. Re-instituting control and predictability for the school community enhances equilibrium and coping skills. Routine is reassuring.
- ☐ RESTORE the physical facility.
- ☐ REQUEST assistance as needed from local public safety agencies and providers.
- ☐ IDENTIFY what follow up interventions are available to students and staff.
  - Conduct debriefings with staff; support their concerns and emotions.
  - Provide classroom assistance, if needed.
  - Outline schedule for the day; modify day's schedule if needed.
  - Identify resources available to teachers and students.
  - Provide access to these support resources.
- ☐ COORDINATE announcements, press releases and other communications to the school community, media, and local community. Distribute information releases to all school staff.
- ☐ ESTABLISH contact with parents/family members of affected students to offer support, determine assistance needed, and acquire information regarding hospital visitation and/ or funeral arrangements.
- ☐ CONTROL rumors, provide regular updates of information to various groups.
- ☐ DEVELOP a long-term recovery plan.
- ☐ CONSIDER curricular activities that address the crisis.
- ☐ ALLOCATE appropriate time for recovery.
- ☐ PREPARE a post-incident after action report that includes recommended improvements to emergency plans. CAPTURE "lessons learned" and incorporate them into revisions and trainings.
- ☐ PLAN how anniversaries of events will be commemorated.

## E. Recovery Strategies for Emergencies/Critical Incidents

The following information may be useful in the days and weeks after an emergency.

### THE DAY AFTER: WORKDAY TWO OF EMERGENCY MANAGEMENT

- ❑ Convene a District Crisis Response Team to assist with debriefing.
  - Assess system-wide support needs and develop planned intervention strategies.
  - Schedule and provide student, family, and staff Critical Incident Stress Management services.
  - Discuss successes and problems.
  - Discuss things to do differently next time.
- ❑ Convene the staff to provide updates on additional information and procedures.
- ❑ Identify students and staff in need of follow-up support and assign staff members to monitor vulnerable students:
  - Coordinate counseling opportunities for students.
  - Announce ongoing support for students with place, time, and staff facilitator.
  - Provide parents with a list of community resources available to students and their families.
- ❑ In case of death, provide funeral/visitation information.
- ❑ Allow staff opportunity to discuss feelings and reactions and provide list of suggested readings to teachers, parents, and students.

### RESUMPTION OF CLASSES

- ❑ **Re-entry into the facility.** The principal/site administrator is the individual responsible for authorizing re-entry into the school facility. A damage assessment team should:
  - survey the school after a disaster.
  - report findings to the principal/site administrator; and
  - ensure that timely and accurate data is received. **Only after the principal/site administrator has been assured by public safety officials and/or local contractors that the safety of the school has been restored should re-entry occur.**
- ❑ **Relocation.** In the event the school is damaged to the extent that all or a portion of it is uninhabitable until repairs are made, plans must be developed to address the relocation of educational services and staff to alternate facilities until repairs are made or the school is rebuilt.

## LONG-TERM FOLLOW-UP AND EVALUATION

- ❑ Write thank-you notes to people who provided support during the emergency.
- ❑ Be alert to anniversaries and holidays. Often students and staff will experience an “anniversary” trigger reaction the following month(s) or year(s) on the date of the emergency, or when similar crises occur.
- ❑ Amend emergency management protocols, if needed.

## REPAIRS AND RESTORATION

- ❑ **Repairs or Construction on Disaster Sites.** Any repairs and rebuilding of damage wrought by school violence or natural disaster must carefully consider the input and feelings of the victims and their families. There is a strong and significant psychological connection to death sites that must run its full course and should never be discounted or ignored. Making changes and reconstruction in and around death and injury sites requires a delicate balance with the need to resume normal activities. The construction must be the result of careful and deliberate consultation with students, parents and school staff. Action should never be rushed. Families may not be ready for change and pressure may only delay or impair healing.
- ❑ **Post-Disaster Mitigation.** To break the repetitive loss cycle and create a higher level of disaster resistance, a recovery plan should specify mitigation projects that could be completed in the process of incident recovery, repair, and restoration. This may mean adapting the facility for seismic retrofitting (e.g., bolting shelves and TVs to walls, file cabinets to each other, security light fixtures, etc). It also may mean changes to the social, economic, and environmental factors that can affect a school’s vulnerability to the impact of hazards. Damages and injuries that occurred during the most recent crisis should be reviewed to identify preventive measures that could be taken now to mitigate the recurrence of similar damage or injuries in future incidents. Prioritize mitigation measures by degree of life safety, cost, frequency of identified potential hazard and potential number of people exposed.

## F. EMOTIONAL TRAUMA AND POST TRAUMATIC STRESS

**Post Traumatic Stress:** A disaster is a devastating, catastrophic event that can be life threatening and produce injuries and deaths. Post Traumatic Stress is an anxiety disorder that can develop in children, adolescents, or adults when individuals survive disaster-related experiences. The range of human responses to a catastrophic event may include physical, cognitive, and emotional symptoms such as nausea, sleep disturbance, slowed thinking, troubled memories, regressed behavior, anxiety, guilt, depression, anger and a host of other responses.

**Retraumatization:** Anniversary dates, media coverage, the filing of lawsuits, or similar events in other regions can “retraumatize” a community, contributing to further depression. Some people also have feelings of inadequacy about dealing with the ongoing tragedy. For some trauma victims, these adverse effects fade with emotional support and the passage of time. Others are more deeply affected and experience long-term consequences. These reactions are normal responses to an abnormal event. Although no one can predict who will experience the

most severe reaction to trauma, the more direct the exposure to the event, the higher the risk for emotional harm.

Trauma is an acute stress response that an individual experiences when confronted with sudden, unexpected, unusual human experience. Here are some common signals of a stress reaction to trauma:

PHYSICAL	MENTAL	EMOTIONAL	BEHAVIORAL
Chest pain* Chills Difficulty breathing* Dizziness Fainting Grinding Teeth Headaches Heart races Muscle shakes Nausea Prolonged staring Severe sweating Thirst Twitches Vomiting Weakness	Confusion/blaming Disturbed thinking Indecision Insomnia Loss of time/place Nightmares Poor concentration Poor memory Poor problem-solving Poor/hyper alertness Strange images Unable to identify familiar people/things	Anxiety Depression Fear Grief Guilt Intense anger Irritability Mood swings Nervousness Overwhelmed Panic Shock Uncertainty	Alcohol/drug use Change in speech Helplessness Increased appetite Intense startle reflex Isolation Loss of appetite Misbehavior Outbursts Pacing Restlessness Suspicious Withdrawal

***\*Needs medical evaluation--contact a physician.***

## EFFECTS OF TRAUMA ON CHILDREN

Emergencies hit children hard. It is difficult for them to understand and accept that there are events in their lives that cannot be predicted or controlled. They learn that adults cannot fix a disaster and cannot keep it from happening again.

As a result of traumatic experiences some children will show a variety of symptoms of distress. The teacher must first know a child's baseline ("usual") behavior and cultural/ethnic responses before he/she can identify "unusual" or problem behavior in a child.

- Unusual complaints of illness, stomach cramps, chest pain
- Difficulty concentrating, cannot focus
- "Feisty" or hyperactive, silly, giddy
- Any emotional display; crying, "regressed" behavior (less than age appropriate)
- Lethargic, apathetic
- Easily startled, jumpy; sense of fear or worry
- Lack of emotional expression
- Cannot tolerate change; cannot move to next task
- Staying isolated from the group
- Child seems so pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise "needy"

- No eye contact (Note: In some cultures, making eye contact with adults is “defiant behavior”)
- Resistance to talking and opening up (however, child might just be shy, may have language or cultural barrier)

### **Tips for Teachers to Help Distressed Children**

Usually, a child’s emotional response to a disaster will not last long, but some problems may be present or recur for many months afterward and require the services of professionals skilled in talking with people experiencing disaster-related problems. The following may be helpful in working with distressed children:

- ❑ COPE with personal feelings of helplessness, fear, or anger. This is an essential first step to being able to effectively help the children.
- ❑ LEARN to recognize the signs and symptoms of distress and post traumatic stress reactions.
- ❑ IDENTIFY children who may need crisis intervention and referral to mental health professionals or other helpers.
- ❑ PUT the emergency or critical incident in context; provide a perspective.
- ❑ COMMUNICATE a positive not helpless attitude.
- ❑ OFFER to spend time with the child or write a note. This lets the child know that he or she is in your thoughts.
- ❑ TALK about personal feelings and listen to those of the child.
- ❑ TALK with the students about the event or the anniversary of the event, as a class activity.
- ❑ ENCOURAGE older children, adolescents in particular not to try numbing or changing their feelings with alcohol or drugs.
- ❑ Children need close physical contact during times of stress to help them reestablish a sense of identity. Games involving physical touch in a structured environment that can be helpful include *London Bridge* and *Duck, Duck Goose*.
- ❑ INVITE the children or adolescents to create a mural on the topic of the traumatic event. It is recommended that this be done in small groups followed by discussion.
- ❑ INVOLVE the children in a group discussion about disaster related experiences. It is important to share your feelings and fears. This helps to legitimize their feelings, helping them feel less isolated.
- ❑ COORDINATE information between home and school. It is important for teachers to know about discussions that take place at home, in particular with fears or concerns that the child has mentioned.
- ❑ RESPOND to the children in a direct, supportive, and consistent manner.



## **Classroom Activities Following A Tragic Event**

The following pages provide suggested questions or themes which may be effective to use in a class after a critical incident, and specific techniques to follow. Be sure the questions are “open-ended,” which means that they cannot be answered by a simple “Yes” or “No”. Open-ended questions serve to facilitate verbal discussion. For some children, talking is not helpful. Drawing is another means of expression of feelings. Allow a full range of expression: some kids draw recognizable “things”, others draw “abstracts”. Emphasize to the children that their work will not be judged, graded or necessarily shown to others. The student is the best source for what’s going on behind the drawing. Ask him or her about it.

### **Suggested questions to ask/themes to represent:**

- Where were you when it (the disaster/event) happened?
- What were you doing?
- Where were your friends? Where was your family?
- What was your first thought when it happened?
- What did you see? What did you hear?
- What sound did it make? What did you smell?
- How did you feel?
- What did other people around you do (during, after)?
- What was the silliest thing you did?
- Were you or anyone else you know injured?
- What happened to pets or other animals around you?
- What dreams did you have after it?
- What reminds you of it? When do you think about it?
- What do you do differently since the event?
- How do you feel now? What makes you feel better?
- How have you gotten through rough times before?
- What would you do differently if it happened again?
- How did you help others? How would you help next time?
- What can you do now to help others?

### **Special Considerations:**

- Allow for silence for some with low language skills, shyness, discomfort, etc. Encourage peer support for these children.
- The teacher should accommodate the child.
- If a child has low English skills, consider asking for a translator or a peer to help the child express in words.
- Create a chance for verbal expression in any language but allow students who may not want to participate the “right to pass”.

## **When to refer students for additional assistance**

With caring and support from the school community and families, most students will recover from the effects of a crisis. Use the following guidelines to determine whether a student should be referred to a school counselor for further assistance:

- Students who continue to demonstrate an elevated emotional response (crying, worry, anxious) after their peers have discontinued to show these signs.
- Students who are withdrawn or appear depressed.
- Students who appear distracted and are unable to engage in classroom assignments and activities after an ample amount of time has passed.
- Students who present behavior of a threatening nature to themselves or to others or intentionally hurt themselves;
- Students who exhibit significant behavioral change from their normal behavior, i.e., poor academic performance, weight loss, poor hygiene, distrust of others, suspected drug/alcohol use, etc.

## **EFFECTS OF TRAUMA ON ADULTS**

### **First Reactions May Include:**

- Numbness, shock, difficulty believing what has occurred or is in the process of occurring
- Slow or confused physical and mental reactions
- Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls

### **Ongoing Reactions May Include:**

- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities
- Desire to get away from everyone - even family/friends
- Emotional lability; becoming irritable or upset more quickly than usual
- Feelings of fatigue, hopelessness, helplessness
- Digestive problems; headaches or backaches
- Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community

### **Tips for distressed adults:**

- Take time to relax and do things that are pleasant; positive change such as getting away for a few hours with close friends can be helpful
- Get regular exercise or participate in a sport; activity soothes anxiety and helps with relaxation
- Keep days as simple as possible; avoid taking on any additional responsibilities or new projects

- Tap sources of assistance with the workload - ask students, instructional assistants, or volunteers to help grade papers, take care of copying, or help with other time-consuming tasks.

## **G. WHEN SOMEONE DIES**

Children may experience several powerful feelings when confronted with the death of a classmate or another individual. The following describes an interactive process used to facilitate a student's expression of the feelings and reactions following a death that affects the school community. This process is most effective when the focus follows a sequence of five phases:

(1) Introductory; (2) Fact; (3) Feeling; (4) Reaction/Teaching; and (5) Closure. This process should conclude with quiet, reflective time.

### **1. Introductory Phase**

- ☐ Introduce team members or helpers to discuss why they have been assembled and what is hoped to accomplish.
- ☐ Stress the need for confidentiality and ask for a verbal agreement to keep what is said confidential.

### **2. Fact Phase**

- ☐ Provide all known relevant facts about the death/incident.
- ☐ Confirm the student's understanding of what happened
- ☐ Ask if anyone has or wants additional information about the death/incident
- ☐ Ask how they learned about it.
- ☐ Ask where they were when they first heard about it.
- ☐ Ask if anyone is missing from the meeting who needs to attend. Determine who they are concerned about.

### **3. Feeling Phase (include everyone in the discussion)**

- ☐ Ask what their first thoughts were when they heard about the death/incident.
- ☐ Ask how they are feeling now.
- ☐ Ask students to tell the class about the individual(s) who died.
- ☐ Ask for some memories of him/her/them.
- ☐ Ask how do the students think he/she/they would like to be remembered.

### **4. Reaction/Teaching Phase**

- ☐ Explore the physical, emotional, and cognitive stress reactions of the group members
- ☐ Ask what are some things students usually do when they are really upset or down?
- ☐ Take this opportunity to teach a little about the grief process, if appropriate.
- ☐ Talk about effective coping techniques.
- ☐ Determine if each student has someone else to talk to.

### **5. Closure Phase**

- ☐ Provide information about memorial service/funeral if available.
- ☐ Support creative activities such as writing cards, taking a collection.
- ☐ Encourage students to support one another.
- ☐ Remind them that it may take a long time before they will feel settled and explain that is normal

- ❑ Encourage them to talk with someone in their family about their sadness

**Support long-term healing** by charting a course that offers support and anticipates the needs of victims and the entire community. Continued healing requires open and responsive communication lines among victims, victims' families, and the school.

**Support memorials and donations** by creating meaningful, inclusive, and healing activities and by setting parameters for media coverage to allow privacy for grieving staff and students.

**Manage benchmark dates**—Anticipate and prepare for anniversaries and benchmark dates and establish clear parameters for media coverage.

**Handle physical reminders carefully**—Any repairs and rebuilding of damage wrought by violence or natural disaster must carefully consider the input feelings of the victims and their families.

**Prepare the class**—The following section is designed to assist the teacher or counselor in preparing the class to help a student who has experienced a tragedy such as the death of a friend or family member prior to his/her return to the class.

- ❑ Explain what is known of the loss.
- ❑ Ask if other students have experienced the death of a friend or family member.
- ❑ Are there things people said or did that made you feel better?
- ❑ How do you think our classmate might be feeling?
- ❑ That could you say that might help him/her know you care? This is your chance to guide student's responses to helpful comments as you guide them away from less helpful comments.
- ❑ What would you want someone to say to you if you experienced the death of someone close?
- ❑ Are there things you could do that may help them feel better?
- ❑ We can take our cues from the person that will guide our actions. What might some of those cues be?

**Assist the student**—Talk with the student before returning to class. Discuss what to share with the class and who should tell them.

- ❑ Allow the student to leave class if upset and where the student can go.
- ❑ Arrange for a person to meet with the student during the school day if he/she needs someone to talk to.
- ❑ Help the student to understand that he/she doesn't have to answer questions or discuss the death if he/she doesn't feel like it.
- ❑ Encourage journal writing for older students; provide drawing materials for younger children.
- ❑ As a teacher, be willing to negotiate homework or class expectations during the first days after returning to school.

- ❑ Avoid cliché statements (e.g., “I know how you feel” when nobody knows the unique relationship the student had with the deceased).
- ❑ Don’t expect the student to snap back into the “old self”.
- ❑ If a student seems unaffected by the loss, remember that everybody has his/her own way of grieving.
- ❑ Even if the student seems to be adjusting to school again, don’t assume the grieving has stopped, nor the need for assurance and comfort.

**Memorials.** When anyone from the school community dies, people will often want to find ways to memorialize the student or staff member. Parents and loved ones especially want to know people miss the person and that there is great sadness with the loss. It is important to carefully think through the type of tribute that would be appropriate for the person who has died.

- ❑ Check with family members to see what kind of memorial they would prefer.
- ❑ Memorials should focus on the life lived, rather than on the death.
- ❑ Yearbook memorials should be a regular-sized picture with a simple statement such as “We’ll miss you”.
- ❑ Creating a permanent or lasting school memorial for one person sets a precedent; it would be difficult to refuse a similar memorial for another individual.
- ❑ Public sympathy may balloon into a spontaneous memorial of artwork and symbolic expressions of loss. Flowers, cards, songs, mementos and other tributes are supportive for the immediate victims and the school community. There may be a need to develop and implement a system for displaying the public generosity and grief.
- ❑ There are many other ways to support family and friends of the deceased. Examples include cards, food, kind words, work parties for relatives, scholarship funds, contributions to a favorite charity, planting a tree and being remembered after the urgent time of the tragedy.

**Suicide Response.** A school’s general response to a suicide does not differ markedly from a response to any death emergency. However, some issues exclusive to suicide require specific attention.

- ❑ Acknowledge the suicide as a tragic loss of life.
- ❑ Allow students to attend funeral services and to grieve the loss of a peer without glorifying the method of death. Over-emphasis on a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one’s own life.
- ❑ Provide counseling support for students profoundly affected by the death.
- ❑ Celebrate the life of this student as you would any student who has died, but do not organize school assemblies to honor the deceased student.
- ❑ Be cautious about discussing suicide as the cause of death of students even if it is apparent. Police will likely conduct an investigation that may result in days or weeks of uncertainty.
- ❑ Consult with a surviving parent before disclosing sensitive details. Parents and family members may be reluctant to accept or acknowledge suicide as the

cause or there may be family members who do not know the “apparent” cause of death.

A suicide in the school community can heighten the likelihood, in the subsequent weeks, of “copycat” suicide attempts and threats. Traumatic events can trigger extreme feelings of helplessness and hopelessness long after the initial trauma occurs. These feelings may also lead to thoughts of suicide or suicide attempts. Sometimes a new trauma will leave a survivor or family member with the feeling that they can’t handle the tragedy as well as they think people expect them to. To prevent further tragedies, students considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk.

## **H. THE “NEW NORMAL”**

Victims of a crisis experience a real need to return to normal. However, “normal” as they once experienced it is forever gone and changed. For many, the recognition that such a “normal” is unattainable can be debilitating. As a result, counselors and crisis survivors find the concept of a “New Normal” to be very reassuring and accurate. While they recognize that things will never be the same, they also come to realize that a new stasis or equilibrium has arrived to replace the former “normal.” For students and staff alike, the sooner this is recognized, the better.

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*Special thanks to everyone involved in these  
emergency management planning efforts.*

*Together we can, and will,  
make our schools a safer place for everyone.*

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## ANNUAL EMERGENCY REVIEW CHECKLIST

School \_\_\_\_\_ School Year 2023-2024 \_\_\_\_\_

Date	Activity	Responsible Person	Date Completed
August	School Facilities/Grounds Hazard Assessment		
August	Review School Buildings Plan		
August	Review Evacuation Routes		
Sept.	Update Emergency Phone Numbers and Resources		
Sept.	Inventory of Special Staff Skills		
Sept.	Survey of Neighborhood Resources		
Sept.	Assign Staff Emergency Functions		
Sept.	Send Message to Parents		
Sept.	Update Bus Routes to Identify Potential Hazards		
Sept.	Staff Orientation of Plan		
April	Review Plan		

Prepared By R. Kerrigan \_\_\_\_\_ Date 8/14/2023

## ANNUAL SAFE SCHOOLS AUDIT

**THIS REPORT WILL BE COMPLETED BY THE SAFETY DIRECTOR PRIOR TO SCHOOL OPENING ANNUALLY**

Audit Step	YES	NO	Remarks
I. Prevention: Focuses on what districts and schools can do to reduce or eliminate risk to life and property.	X		
A. A. Risk Inventory: Has the school district conducted a risk inventory to identify the potential danger on its various school campuses and in its communities	X		Annual classroom hazard/safety check, emergency exit root check, and frequent safety "walk through" checks conducted.
1. Determine whether the district, or any of its individual schools, have requested and received a Risk and Vulnerability Assessment from the Pennsylvania State Police's (PSP) Domestic Security Office or any outside group.	X		
2. Determine whether the district's administrators, and/or those administrators at the district's individual school buildings, worked with a local emergency management director to analyze the hazards identified in the inventory.	X		
B. Building Security: Has the district taken steps to ensure that its individual school buildings and its administrative offices have basic security measures in place?	X		These security measures are assessed during monthly drills.
1. Determine whether the district has policies or procedures governing building security in both its individual schools and its administration building. If yes, obtain copies of those documents for the work paper files.	X		
2. Test building security features in the district by inspecting individual buildings.	X		
3. If applicable, while completing the building security review, determine whether each school in the district and its administrative building are following the district's policies and procedures regarding building safety. Discuss your findings with the administrators at both the district and the individual school.	X		

Audit Step	YES	NO	Remarks
<p>4. While conducting the building security review, determine how the district and/or its individual schools are following the visitor procedures.</p> <p>5. After the Building Security Checklist is complete, go over the results with the principal from the school to ensure that nothing has been missed accidentally. For any element where a no was recorded on the Building Security Checklist, as the school officials whether they were aware of the issue(s), whether they plan to correct it, and, if so, when. Document their responses.</p> <p>6. Determine each schools security and police coverage.</p>	<p>X</p> <p>X</p> <p>X</p>		
C. Internet Security: Have steps has the district taken to ensure that its schools' Internet connections are secured properly?	X		Firewalls upgraded constantly and offensive sites are blocked.
<p>1. Check the district's Web site, and those of any of its individual schools, to verify that important information such as floor plan and/or evacuation sites are not posted there.</p> <p>2. Verify that the district and/or its individual schools have placed blocks on the Web sites its students/employees have access to. (See Safe Schools Audit Procedures) Document the results of this verification and discuss any breaches to these blocks with administrative staff at both the school and the district.</p> <p>3. Determine whether each individual school visited and/or the district, have assigned someone to monitor student Internet access, and document how frequently such monitoring takes place. Obtain copies of a monitoring log, or if other documentation, if it is available.</p>	<p>X</p> <p>X</p> <p>X</p>		<p>All computer labs checked.</p> <p>Blocks in place</p> <p>Guidelines set in AUP policy.</p>

Audit Step	YES	NO	Remarks
1. Determine whether the district and/or its individual schools maintain a bullying prevention program or anti-bullying practices. If such a program or set of practices exist, document how students gain access to it, how frequently it is conducted. And whether parents/guardian, students, and teachers were involved in planning and maintaining it. If no program exist, ask administrators why one has not been established, and/or whether such a program is planned. Document their response.	X		In place at all schools. A list of these programs is provided PDE in the annual Safe Schools report.
2. Determine and document whether the district and/or its individual schools maintain policies or procedures that encourage faculty, staff and students to report suspicious activity to local law enforcement officials. If yes, determine and document whether the policy or procedure also defines suspicious activity and includes the names and phone numbers of the law enforcement personnel that should be contacted.	X		Staff are extremely conscious of safety. Also a "tip" line is in place to encourage such reporting.
E. School Violence Data: What steps has the district taken to ensure that it is accurately capturing school violence data?	X		Weekly report generated and reviewed by Safety director to make sure of proper and complete entry, with year-end verification by police.
1. Determine and document whether the district has implemented a system for annually reporting "acts of violence, possession of a weapon or possession, use or sale of controlled substances...or alcohol or tobacco by any person on school property," to the Department of Education (DE). If available, obtain copies of written policies and procedures governing the system. If no system exists, ask district administrators why one has not been established.	X		Yes, Part of the PIMS upload annually

Audit Step	YES	NO	Remarks
2. Determine and document whether the district's system for reporting on school violence includes criteria and/or standards for how each incident should be reported to the district and then PDE. Likewise, as the district's administrators whether they are familiar with PDE's guidelines for submitting school violence data, and whether they have reviewed the training video on DE's Web site.	X		Safety Director supports the appropriate administrator in meeting these requirements.
3. Document the internal controls that the district has put in place to ensure that the school violence information it reports is accurate.	X		Again, a weekly report to check for accuracy and a year's end verification by police.
4. Determine and document whether the district has implemented a procedure for annually reviewing and updating its school violence reporting process.	X		The Safety Director audits the school violence process throughout the school year to include reviewing Power School, the Discipline Referral System, and interaction with local law enforcement.
F. MOU: Does the district maintain a memorandum of understanding (MOU) with local law enforcement, "which sets procedures to be followed when an incident involving an act of violence or possession of a weapon by any person occurs on school property?"	X		All inclusive MOU with Hatboro and Horsham Police. Good through June 2024
1. Determine and document whether the district's MOU follows the sample provided by the PDE.	X		
2. Determine and document the last time the MOU was updated. Note if it has been more than two years since the last update and whether it has been signed by both entities involved in the agreement.	X		

# PA. SAFE SCHOOLS

# BUILDING SECURITY CHECKLIST

School \_\_\_\_\_ School Year \_\_\_\_\_

*This will be completed each schools Principal or their designee*

SECURITY ELEMENT	YES	NO	N/A	REMARKS
<b><i>Building Entrance and Exit</i></b>				
Entry into the schools building is only permitted through a designated main door or doors that are secured throughout the school day.				
Exit from the school building is only permitted through a designated main door or doors.				
The school's main entrance is visible from the main office.				
The school's exit signs are clearly visible and point in the correct direction.				
The school's designated main entrance has visible signs showing the location of its main office and advising visitors to report to the office.				
<b><i>Exterior Doors and Windows</i></b>				
The school's exits are not blocked by obstruction.				
Exterior doors have an alarm that prevents students or others from opening the doors to allow unauthorized access.				
All of the school's exterior doors have secure locks, which are in a locked position.				
All of the school's exterior windows have secure locks, which are in a locked position.				
Exterior doors are secure and inaccessible from the outside, but can be opened from the inside for safety purposes.				
<b><i>School Visitor Policy</i></b>				
Each visitor must obtain a visitor badge from the school's main office.				
The school maintains a visitor sign-in log.				
The school's sign-in log is completed daily with all fields completed.				
Each visitor must show photo identification to the school office staff, which office staff should compare to the school sign-in log.				
<b><i>Locks and Alarms</i></b>				
The school has a central security alarm system.				
The school's unoccupied classrooms are locked when not in use.				
There is a master key control system, and card access.				

<b>Communications</b>				
The school has a two-way communication system in place between the school's main office, and all classrooms. (including supplemental rooms or trailers)				
The school and administrative staff have access to two-way radios or cell phones that can be used to speak with law enforcement, and each other, in the event of an emergency.				
The school maintains a method for contacting bus drivers during an emergency.				
<b>Buildings and Grounds Security</b>				
The school perimeter is free from trees, branches, and telephone poles that may provide access to the building's upper floor levels or roof.				
The school's play areas are secure when children are at play.				
If applicable, vehicular access is restricted around school play areas.				
The school has a sign clearly indicating the school's name and street address.				
The school's parking lot has signs to direct staff, students and visitors to designated parking areas.				
Staff and students, where applicable, must obtain parking decals or other forms of identification to legitimately park on school property.				
The school has posted "No Trespassing" signs, including reference to appropriate state laws and local zoning regulations and penalties.				
The school's bus loading and drop off zones are clearly designated.				
The school's floor plans are prominently posted on each floor of the school building.				
School's elevators are in working order.				
The school's bathrooms have smoke detectors.				
The school's stairwells are free from storage.				
The school has an administrator, staff and student identification procedure (e.g., badges, name tags).				
The school's store rooms are locked.				
The school's unassigned lockers are locked.				
<b>Internet Safety</b>				
The school has placed blocks on Web sites that may be inappropriate for students, including pornographic sites, gaming sites, and chat rooms.				



<b><i>Lighting Safety</i></b>				
The school's main lobby is not dark.				
The school's hallway and bathrooms are not dark.				
The school's stairwells are not dark.				
The cafeteria is not dark.				
<b><i>Training</i></b>				
The school's schools staff have access to the school's emergency response plan.				
The school conducts and documents at least one disaster response or emergency preparedness plan drill each month as required by the Fire Marshalls Office. With two in the month of September				

## CLASSROOM SAFETY/HAZARD ASSESSMENT CHECKLIST

***TO BE COMPLETED FOR EVERY CLASSROOM AND LAB THE FIRST WEEK OF SCHOOL BY A TEACHER  
A PLAN SHOULD BE FORMULATED BY THE PRINCIPAL TO CORRECT DEFICIENCIES.***

School \_\_\_\_\_ Room No. \_\_\_\_\_

	YES	NO	UNKNOWN	NOT APPLICABLE
Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?				
Are heavy objects removed from high shelves? (High shelves are shelves above the heads of seated students/teachers desk.)				
Are aquariums and other potentially hazardous displays located away from seating areas?				
Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?				
Is the T.V. monitor securely fastened to a securely fastened platform and/or cart?				
Is the classroom piano secured against rolling during an earthquake?				
Are wall-mounted clocks, maps, fire extinguishers, etc., secured against falling?				
Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?				
Is lab equipment secure to prevent movement?				
Are chemicals stored in low, closed cabinets to prevent spillage?				
Has an inventory of the chemicals been prepared?				
Are computers, printers and other heavy equipment secured to prevent movement?				
Are animal cages secured to prevent movement?				
Are objects around doors secured so as not to fall and block egress?				

Prepared By \_\_\_\_\_ Date Prepared \_\_\_\_\_

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## EVACUATION ROUTES HAZARD CHECKLIST

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**SHOULD BE COMPLETED BEFORE OPENING AT EACH SCHOOL TO INSURE A SAFE EVACUATION ROUTE.**

School \_\_\_\_\_ Year \_\_\_\_\_

	YES	NO	LOCATION
Is any maintenance and/or repair being done that places construction obstacles in normal evacuation routes?			
Do hallways and/or doors contain glass panels?			
Are these panels of safety (tempered) glass?			
Do lockers, bookshelves and other storage units line hallways?			
Is lighting dependent on electricity rather than sunlight?			
Do building exit routes pass through arcades, canopies, or porch-like structures?			
Do building exit routes pass over bridges or near streams, rivers, canals, shorelines, seasonal wetlands, or other bodies of water?			
Are clay or slate tiles on roofs of school buildings?			
Is building faced with parapets, balconies, or cornices?			
Are gas, sewer, and power lines near outdoor assembly areas?			

Prepared By \_\_\_\_\_ Date Prepared \_\_\_\_\_

# DRILL/EXERCISE PLANNING CHECKLIST

*TO BE COMPLETED BEFORE EACH DRILL*

School \_\_\_\_\_ Date \_\_\_\_\_

	DONE	DATE	COMMENTS
<b>ASSESS TRAINING NEEDS</b>			
Analyze the threats and hazards			
What are the highest priority natural, technological or man-made hazards of the school?			
What physical or geographical components of the school are most vulnerable to these threats?			
What functions are in most need of rehearsal?			
<input type="checkbox"/> Evacuation <input type="checkbox"/> Communications <input type="checkbox"/> Coordination and Control <input type="checkbox"/> Distribution <input type="checkbox"/> External Agency Interaction	<input type="checkbox"/> Lockdown <input type="checkbox"/> Medical/. First Aid <input type="checkbox"/> Incident Command <input type="checkbox"/> Search and Rescue	<input type="checkbox"/> Student Release <input type="checkbox"/> Personnel Mgmt <input type="checkbox"/> Resource Mgmt/Supplies <input type="checkbox"/> Other	
<b>DEFINE THE SCOPE</b>			
Determine the suitable exercise types			
<input type="checkbox"/> Orientation Seminar <input type="checkbox"/> Drill <input type="checkbox"/> Tabletop <input type="checkbox"/> Functional <input type="checkbox"/> Full-scale			
Prepare pre-exercise notification			
Notify The Director of Security of date and time			
Coordinate with participating agencies			
<input type="checkbox"/> Police <input type="checkbox"/> Emergency Medical Services <input type="checkbox"/> State Agencies <input type="checkbox"/> Other	<input type="checkbox"/> Fire Department <input type="checkbox"/> School Resource Officer <input type="checkbox"/> Volunteer Organizations <input type="checkbox"/>	<input type="checkbox"/> Public Works <input type="checkbox"/> Hospital <input type="checkbox"/> Local Authorities. /Town Manager <input type="checkbox"/>	
<b>DEFINE EXERCISE OBJECTIVES</b>			
Document the purpose			
Compose exercise narrative/scenario			
Identify expected actions			
<b>REMEMBER TO PLAN THE DETAILS</b>			
Plan exercise enhancements – props, maps, color cards, computers, radios, press releases			
Identify an evaluation team to determine how actions will be monitored and measured against plans and procedures			
Prepare evaluation plan and checklists			
Conduct pre-exercise briefings			
<b>POST-EXERCISE ACTIONS</b>			
Conduct post-exercise review with staff and other participants			
Make remarks on the Emergency Drill Record			
Identify post-exercise mitigation activities			
Identify additional training/drills			

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## EMERGENCY PHONE NUMBERS

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**Hatboro-Horsham School District**

**School Year: 2023-2024**

EMERGENCY: Fire, Medical Aid ( <b>dial * then 911</b> )	911
SCHOOL DISTRICT MAIN OFFICE	215-420-5000
LOCAL FIRE DEPARTMENT (HORSHAM TOWNSHIP)	215-675-9859
LOCAL FIRE DEPARTMENT (HATBORO)	215-675-4040
LOCAL POLICE DEPARTMENT (HORSHAM TOWNSHIP)	215-643-3600
LOCAL POLICE DEPARTMENT (HATBORO)	215-675-2832
SHERIFF'S OFFICE	610-278-3331
MONTGOMERY COUNTY INTERMEDIATE UNIT	610-539-8550
MONTGOMERY COUNTY PUBLIC SAFETY OFFICE	610-278-3500
ABINGTON HOSPITAL	215-481-2000
AMERICAN RED CROSS	215-659-3113
P.G. & E. Service Interruption Information	1-800-841-4141
PENNSYLVANIA STATE POLICE	215-560-2038
POISON CONTROL	800-222-1222
KYW-1060 AM	215-238-4800
WCAU-1210AM	610-668-9228
CHANNEL 3-TV	215-977-5333
CHANNEL 6-TV	215-878-9700
CHANNEL 10-TV	610-668-5510
Fox-TV	215-925-2929
ChATs	215-643-3600

Prepared By R Kerrigan

Date Prepared 8/14/23

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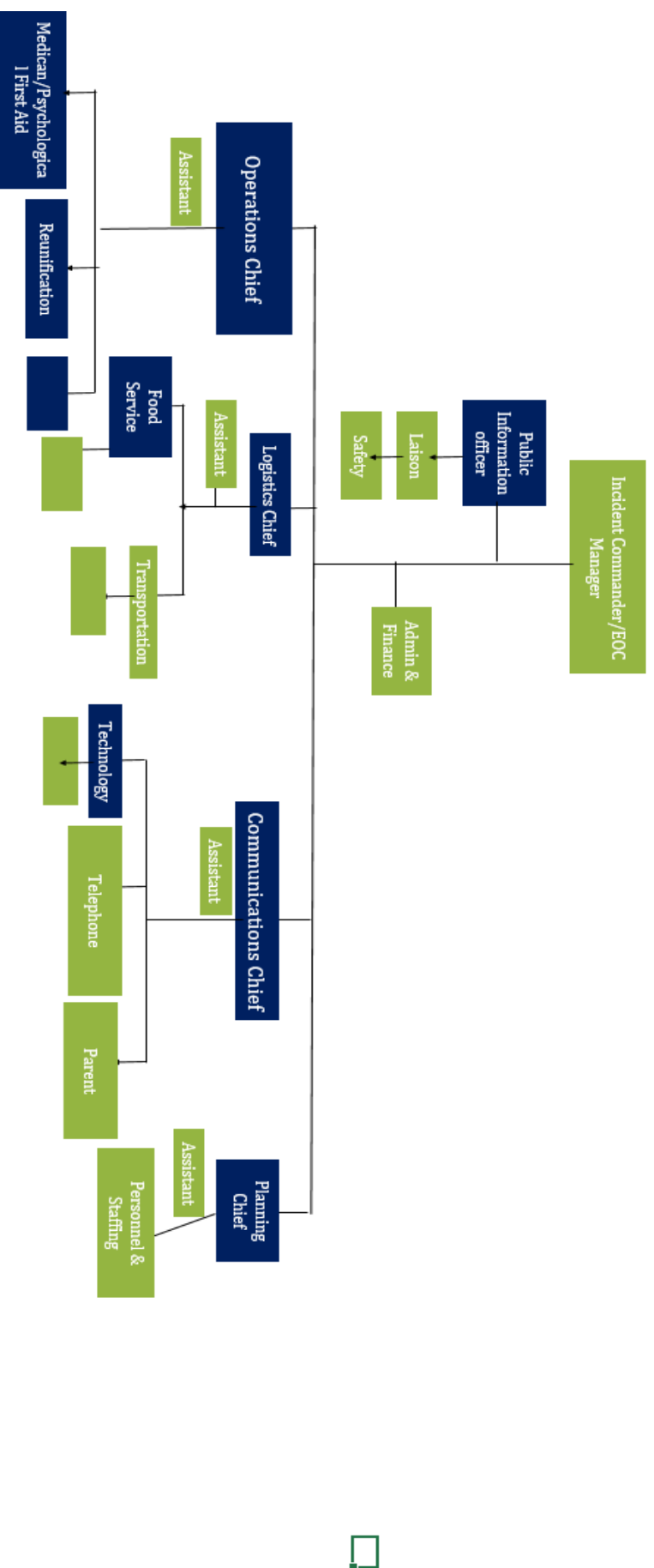
## INCIDENT COMMAND TEAM ROLES AND RESPONSIBILITIES

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The principal, as Incident Commander, is in charge on-scene. As appropriate, the Incident Commander activates those in the Incident Command System (ICS), who in turn, activate others needed to fulfill emergency response tasks. A fully-staffed Emergency Operations Center is set up at the school district level, as needed.

<b>Title</b>	<b>Role and Responsibility</b>
<b><u>Incident Command:</u></b> Principal	Responsible for development of school's plan and overall management of emergency situations; establish/manage Command Post; activate ICS; determine strategies to implement protocols and adapt as needed; document activities
<b><u>Safety Official:</u></b> Security, Law Enforcement	Monitor safety conditions of an emergency situation and develop measures for ensuring the safety of building occupants (students, staff, volunteers, responders); document activities`98
<b><u>Public Information Official:</u></b> Media Liaison	Develop relationship with local media reps.; prepare media releases; establish "media center" near Command Post; coordinate information with Incident Commander and District Support Team; document activities
<b><u>Liaison Official:</u></b> Liaison to Outside Agencies	Develop working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident; assist in accessing services when the need arises; document activities
<b><u>Planning:</u></b> Situation Analysis	Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events); assist with ongoing planning efforts; maintain incident time log; <b>document activities</b>
<b><u>Operations:</u></b> Student Accounting and release, Facility and Environmental, Medical, First Aid, CPR, Crisis Intervention and Response, Food, water, Sanitation,	Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; Monitor site utilities (electric, gas, water, HVAC) shut off only if danger exists or directed by Incident Commander; assist in securing facility (locking gates and perimeter doors, posting yellow caution tape as needed, etc); Establish medical triage with staff trained in first aid, CPR; provide/oversee care given to the injured; distribute supplies (latex gloves, bandages, etc.); request additional supplies from Logistics; Provide and access psychological first aid services for those in need (working with "Operations: Medical"); access local/regional providers for ongoing crisis counseling for students, staff, parents; Coordinate the rationed distribution of food and water (prolonged emergencies); establish secondary toilet facilities in the event of water or plumbing failure; request needed supplies from Logistics; <b>document activities.</b>
<b><u>Logistics:</u></b> Communications, Supplies, Personnel Staffing	Establish/oversee communications center and activities during an emergency (two-way radio, battery-powered radio, written updates, etc.); develop telephone tree for after-hours communication; Responsible to establish and maintain "Emergency Team Toolbox" (fresh batteries, etc.); coordinate access to and distribution of supplies during an emergency; monitor inventory of supplies and equipment; <b>document activities</b>
<b><u>Logistics:</u></b>	
<b><u>Administration/ Finance: Documentation</u></b>	Responsible for overall documentation and record keeping activities; when possible, photograph or videotape damage to property; develop a system to monitor and track expenses and financial losses; secure all records

## Appendix C - HHSD Incident Command/EOC Organization Chart





<b>E O C / I C P S T A F F I N G L I S T</b>		<b>D i s t r i c t   o r S c h o o l</b>	Pg 1
FOR OPERATIONAL PERIOD:		PREPARED:	
FROM:      DATE TIME	TO:              Date Time	Date:  Time:	
<b>MANAGEMENT STAFF</b>		<b>OPERATIONS</b>	
Incident Commander: Superintendent/Designee		Operations Section Chief	
Public Information Officer: Media Liaison		Search and Rescue	
Agency Liaison: Liaison to Outside Agencies		Evacuation/Site Facility/Security	
Safety Officer: Security, Law Enforcement		Medical/First Aid Station	
		Crisis Intervention and Response	
		Food, Water, Sanitation	
		Staff and Visitor Accounting	
<b>PLANNING and INTELLIGENCE</b>		<b>LOGISTICS</b>	
Planning/ Section Chief		Logistics Section Chief	
Internal Situation Status		Personnel Staffing	
External Situation Status		Facilities/Communication Equipment	
Documentation		Supplies/Distribution	
Forecasting/Recovery Planning		Transportation	
<b>AGENCY REPRESENTATIVES</b>		<b>FINANCE and ADMINISTRATION</b>	
		Finance/Administration Section Chief	
		Compensation and Claims	
		Personnel	
		Procurement and Purchasing	

<b>E O C / I C P S E C T I O N   T A S K S</b>		<b>D i s t r i c t O r   S c h o o l</b>	Pg 1
<b>FOR OPERATIONAL PERIOD:</b>		<b>PREPARED:</b>	
<b>FROM:</b>	<i>DATE</i> <i>TIME</i>	<b>TO:</b>	<i>Date</i> <i>Time</i>
<b>MANAGEMENT SECTION</b>		<b>Assigned To:</b>	
<b>SAFETY OFFICIAL</b>		<b>Assigned To:</b>	
<b>PUBLIC INFORMATION OFFICER</b>		<b>Assigned To:</b>	
<b>AGENCY LIAISON</b>		<b>Assigned To:</b>	
<b>OPERATIONS</b>		<b>Assigned To:</b>	

<b>E O C / I C P S E C T I O N T A S K S</b>		<b>D i s t r i c t   o r S c h o o l</b>	Pg 2
OPERATION START:		<i>Time</i>	TO: <i>Date</i> <i>Time</i>
<i>Date</i>			
<b>PLANNING</b>		<b>Assigned To:</b>	
<b>LOGISTICS</b>		<b>Assigned To:</b>	
<b>FINANCE/ ADMINISTRATION</b>		<b>Assigned To:</b>	

### ACTION PLAN OBJECTIVES FOR TOMORROW (EOC DIRECTOR/IC)

[illegible]

# INCIDENT COMMAND POST MANAGEMENT SITUATION REPORT

(continued)

Pg 1

OPERATION START:

*Date*

*Time*

## SAFETY MESSAGE (SAFETY OFFICER)

## LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER)

ORGANIZATION/AGENCY	NAME	EOC LOCATION	CONTACT NUMBER
EMERGENCY	DIAL Office 9-911, cell 911		
Horsham Police			215-643-8284
Hatboro Police			215-675-2832
Horsham Fire			215-675-9859
Hatboro Fire			215-674-2541
Verizon			215-657-9260
PECO			215-328-9647
GAS			215-235-1212
PEMA			717-651-2007
FEMA			1-800-621-3362
County Public Safety			610-278-3500
Mental Health			610-277-9420
Public Health			610-278-5117

# INCIDENT COMMAND POST MANAGEMENT SITUATION REPORT

*(continued)*

Pg 2

OPERATION START: *Date*

*Time*

## SCHEDULED BRIEFINGS (Incident Commander/PLANS CHIEF/PIO)

BRIEFING TYPE	FREQUENCY	TIME	LOCATION	BRIEFER
PARENTS				
EMPLOYEES				
MEDIA				
CABINET				
STUDENTS				

## SCHEDULED MEETINGS (Incident Commander/Plans Chief/PIO)

MEETING TYPE	FREQUENCY	TIME	LOCATION	FACILITATOR
Planning Meeting	2/Daily			Incident Commander/ Planning Chief

# INCIDENT COMMAND POST SITUATION REPORT

Pg 1

OPERATION START: *Date*

*Time*

## SECTION ACTIVITY LOG

SECTION:

LOCATION:

PAGE \_\_\_\_ of \_\_\_\_

SECTION/TEAM LEADER:

FROM:

TO:

DATE/TIME

PHONE MESSAGES, INCIDENTS, NOTES

ACTION TAKEN

INIT

PREPARED BY:		APPROVED BY:		
<b>SITUATION STATUS REPORT INITIAL ASSESSMENT</b>				Pg 1
OPERATIONAL START: <i>Date</i> <i>Time</i>		PREPARED: <i>Date</i> <i>Time</i>		
<i>This form is to be completed and forwarded to the Emergency Operations Center by the Principal or designee as soon as evacuation has been completed and the required information collected.</i>				
IMMEDIATE ASSISTANCE REQUIRED				
NONE				
MEDICAL				
FIRE				
SEARCH & RESCUE				
SUPPORT PERSONNEL				
OTHER				
<b>CONDITION OF STUDENTS</b> Names on Form E-2				
ALL ACCOUNTED	MISSING	TRAPPED	INJURED	DECEASED
<b>CONDITION OF STAFF</b> Names on Form E-3				
ALL ACCOUNTED	MISSING	TRAPPED	INJURED	DECEASED
<b>CONDITION OF SCHOOL BUILDING AND GROUNDS</b>				
<b>LOCATION</b> Building/Classroom No.	<b>STRUCTURAL DAMAGE</b> e.g., wall cracked, fallen light fixtures, shattered windows, broken water pipes, etc.			
<input type="checkbox"/> If additional space is needed, ✓ box and use Supplemental Form E-6				
<b>CONDITION OF NEIGHBORHOOD</b> e.g., fallen power lines, debris-cluttered streets, flooding, mudslide				



SITUATION STATUS REPORT INITIAL ASSESSMENT			Pg 2
OPERATION START:		Date	Time
CONDITION OF STUDENTS			
MISSING Possible Location		Name	
TRAPPED Location		Name	
INJURED Location		Type of Injury	Name
DECEASED Location		Name	

SITUATION STATUS REPORT INITIAL ASSESSMENT			Pg 3
OPERATION START:		Date	Time
CONDITION OF STAFF			
MISSING Possible Location		Name	
TRAPPED Location		Name	
INJURED Location		Type of Injury	Name
DECEASED Location		Name	

**Pg 4**

***Time***

**STATUS:**            **M = MISSING**            **T = TRAPPED**            **I = INJURED**            **D = DECEASED**

203

**Pg 5**

***Time***

**D = DECEASED**

Name

[illegible]



PREPARED BY:		APPROVED BY:	
<b>SITUATION STATUS REPORT UPDATE</b>			Pg 1
OPERATIONAL START: <i>Date</i> <i>Time</i>		PREPARED: <i>Date</i> <i>Time</i>	
NO. OF STUDENTS REMAINING AT SCHOOL		NO. OF STAFF REMAINING TO CARE FOR STUDENTS	
<b>ASSISTANCE REQUIRED</b>			
MEDICAL			
WATER			
FOOD			
BLANKETS			
ADDITIONAL PERSONNEL TO ASSIST WITH STUDENT CARE			
OTHER			
<input type="checkbox"/> If additional space is needed, ✓ box and use reverse side of this form			

PREPARED BY:	APPROVED BY:	
<b>SITUATION STATUS REPORT UPDATE</b>		
<b>Pg 2</b>		
SCHOOL SITE: OPERATIONAL START:	PREPARED: <i>Date</i> <i>Time</i>	
<i>Do not enter buildings until the structural evaluation is complete, and the buildings are designated as safe.</i>		
<b>DAMAGE ASSESSMENT</b>		
<b>TYPE</b>	<b>SEVERITY</b>	<b>LOCATION/ROOM NO</b>
	<div style="display: flex; justify-content: space-around; font-size: 0.8em;"> <span>None</span> <span>Slight</span> <span>Severe</span> <span>Hazardous</span> </div>	
Electrical	<input type="checkbox"/> None <input type="checkbox"/> Slight <input type="checkbox"/> Severe <input type="checkbox"/> Hazardous	
Natural Gas Lines Water Heater/Boiler	<input type="checkbox"/> None <input type="checkbox"/> Slight <input type="checkbox"/> Severe <input type="checkbox"/> Hazardous	
Water	<input type="checkbox"/> None <input type="checkbox"/> Slight <input type="checkbox"/> Severe <input type="checkbox"/> Hazardous	
Sewer	<input type="checkbox"/> None <input type="checkbox"/> Slight <input type="checkbox"/> Severe <input type="checkbox"/> Hazardous	
<b><u>HAZARDOUS MATERIALS</u></b>		
Custodial chemicals	<input type="checkbox"/> None <input type="checkbox"/> Slight <input type="checkbox"/> Severe <input type="checkbox"/> Hazardous	
Lab chemicals	<input type="checkbox"/> None <input type="checkbox"/> Slight <input type="checkbox"/> Severe <input type="checkbox"/> Hazardous	
Asbestos	<input type="checkbox"/> None <input type="checkbox"/> Slight <input type="checkbox"/> Severe <input type="checkbox"/> Hazardous	
Lead	<input type="checkbox"/> None <input type="checkbox"/> Slight <input type="checkbox"/> Severe <input type="checkbox"/> Hazardous	
<b><u>PHYSICAL HAZARDS</u></b>		
Sink Holes	<input type="checkbox"/> None <input type="checkbox"/> Slight <input type="checkbox"/> Severe <input type="checkbox"/> Hazardous	
Construction Areas	<input type="checkbox"/> None <input type="checkbox"/> Slight <input type="checkbox"/> Severe <input type="checkbox"/> Hazardous	
Damaged Bldg. Materials	<input type="checkbox"/> None <input type="checkbox"/> Slight <input type="checkbox"/> Severe <input type="checkbox"/> Hazardous	
Broken Glass	<input type="checkbox"/> None <input type="checkbox"/> Slight <input type="checkbox"/> Severe <input type="checkbox"/> Hazardous	
<b>NOTES:</b> (description of trouble, location, severity or hazardous materials):  		
<b>FINDINGS:</b> <input type="checkbox"/> Building or room is SAFE for re-occupancy <input type="checkbox"/> Building or room is CLOSED due to hazardous condition		

For the purposes of the National Information Management System (NIMS), the following terms and definitions apply:

**Agency:** A division of government with a specific function offering a particular kind of assistance. In ICS, agencies are defined either as jurisdictional (having statutory responsibility for incident management) or as assisting or cooperating (providing resources or other assistance).

**Agency Representative:** A person assigned by a primary, assisting, or cooperating Federal, State, local, or tribal government agency or private entity that has been delegated authority to make decisions affecting that agency's or organization's participation in incident management activities following appropriate consultation with the leadership of that agency.

**Area Command (Unified Area Command):** An organization established (1) to oversee the management of multiple incidents that are each being handled by an ICS organization or (2) to oversee the management of large or multiple incidents to which several Incident Management Teams have been assigned. Area Command has the responsibility to set overall strategy and priorities, allocate critical resources according to priorities, ensure that incidents are properly managed, and ensure that objectives are met, and strategies followed. Area Command becomes Unified Area Command when incidents are multijurisdictional. Area Command may be established at an emergency operations center facility or at some location other than an incident command post.

**Assessment:** The evaluation and interpretation of measurements and other information to provide a basis for decision-making.

**Assignments:** Tasks given to resources to perform within a given operational period that are based on operational objectives defined in the IAP.

**Assistant:** Title for subordinates of principal Command Staff positions. The title indicates a level of technical capability, qualifications, and responsibility subordinate to the primary positions. Assistants may also be assigned to unit leaders.

**Assisting Agency:** An agency or organization providing personnel, services, or other resources to the agency with direct responsibility for incident management. See also Supporting Agency.

**Available Resources:** Resources assigned to an incident, checked in, and available for a mission assignment, normally located in a Staging Area.

**Branch:** The organizational level having functional or geographical responsibility for major aspects of incident operations. A branch is organizationally situated between the section and the division or group in the Operations Section, and between the section and units in the Logistics Section. Branches are identified using Roman numerals or by functional area.

**Chain of Command:** A series of command, control, executive, or management positions in hierarchical order of authority.

**Check-In:** The process through which resources first report to an incident. Check-in locations include the incident command post, Resources Unit, incident base, camps, or staging areas, or directly on the site.

**Chief:** The ICS title for individuals responsible for management of functional sections: Operations,



Planning, Logistics, Finance/Administration, and Intelligence (if established as a separate section).

**Command:** The act of directing, ordering, or controlling by virtue of explicit statutory, regulatory, or delegated authority.

**Command Staff:** In an incident management organization, the Command Staff consists of the Incident Command and the special staff positions of Public Information Officer, Safety Officer, Liaison Officer, and other positions as required, who report directly to the Incident Commander. They may have an assistant or assistants, as needed.

**Common Operating Picture:** A broad view of the overall situation as reflected by situation reports, aerial photography, and other information or intelligence. **Communications Unit:** An organizational unit in the Logistics Section responsible for providing communication services at an incident or an EOC. A Communications Unit may also be a facility (e.g., a trailer or mobile van) used to support an Incident Communications Center.

**Cooperating Agency:** An agency supplying assistance other than direct operational or support functions or resources to the incident management effort.

**Coordinate:** To advance systematically an analysis and exchange of information among principals who have or may have a need-to-know certain information to carry out specific incident management responsibilities.

**Deputy:** A fully qualified individual who, in the absence of a superior, can be delegated the authority to manage a functional operation or perform a specific task. In some cases, a deputy can act as relief for a superior and, therefore, must be fully qualified in the position. Deputies can be assigned to the Incident Commander, General Staff, and Branch Directors.

**Dispatch:** The ordered movement of a resource or resources to an assigned operational mission or an administrative move from one location to another.

**Division:** The partition of an incident into geographical areas of operation. Divisions are established when the number of resources exceeds the manageable span of control of the Operations Chief. A division is located within the ICS organization between the branch and resources in the Operations Section.

**Emergency:** Absent a Presidentially declared emergency, any incident(s), human-caused or natural, that requires responsive action to protect life or property. Under the Robert T. Stafford Disaster Relief and Emergency Assistance Act, an emergency means any occasion or instance for which, in the determination of the President, Federal assistance is needed to supplement State and local efforts and capabilities to save lives and to protect property and public health and safety, or to lessen or avert the threat of a catastrophe in any part of the United States.

**Emergency Operations Centers (EOCs):** The physical location at which the coordination of information and resources to support domestic incident management activities normally takes place. An EOC may be a temporary facility or may be located in a more central or permanently established facility, perhaps at a higher level of organization within a jurisdiction. EOCs may be organized by major functional disciplines (e.g., fire, law enforcement, and medical services), by jurisdiction (e.g., Federal, State, regional, county, city, tribal), or some combination thereof.

**Emergency Operations Plan:** The “steady-state” plan maintained by various jurisdictional levels for responding to a wide variety of potential hazards.

**Emergency Public Information:** Information that is disseminated primarily in anticipation of an emergency or during an emergency. In addition to providing situational information to the public, it also frequently provides directive actions required to be taken by the general public.

**Emergency Response Provider:** Includes Federal, State, local, and tribal emergency public safety, law enforcement, emergency response, emergency medical (including hospital emergency facilities), and related personnel, agencies, and authorities. See Section 2 (6), Homeland Security Act of 2002, Pub. L. 107-296, 116 Stat. 2135 (2002). Also known as Emergency Responder.

**Evacuation:** Organized, phased, and supervised withdrawal, dispersal, or removal of civilians from dangerous or potentially dangerous areas, and their reception and care in safe areas.

**Event:** A planned, nonemergency activity. ICS can be used as the management system for a wide range of events, e.g., parades, concerts, or sporting events.

**Federal:** Of or pertaining to the Federal Government of the United States of America.

**Function:** Function refers to the five major activities in ICS: Command, Operations, Planning, Logistics, and Finance/Administration. The term function is also used when describing the activity involved, e.g., the planning function. A sixth function, Intelligence, may be established, if required, to meet incident management needs.

**General Staff:** A group of incident management personnel organized according to function and reporting to the Incident Commander. The General Staff normally consists of the Operations Section Chief, Planning Section Chief, Logistics Section Chief, and Finance/Administration Section Chief.

**Group:** Established to divide the incident management structure into functional areas of operation. Groups are composed of resources assembled to perform a special function not necessarily within a single geographic division. Groups, when activated, are located between branches and resources in the Operations Section. (See Division.)

**Hazard:** Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

**Incident:** An occurrence or event, natural or human-caused, that requires an emergency response to protect life or property. Incidents can, for example, include major disasters, emergencies, terrorist attacks, terrorist threats, wildland and urban fires, floods, hazardous materials spills, nuclear accidents, aircraft accidents, earthquakes, hurricanes, tornadoes, tropical storms, war-related disasters, public health and medical emergencies, and other occurrences requiring an emergency response.

**Incident Action Plan:** An oral or written plan containing general objective reflecting the overall strategy for managing an incident. It may include the identification of operational resources and assignments. It may also include attachments that provide direction and important information for management of the incident during one or more operational periods.

**Incident Command Post (ICP):** The field location at which the primary tactical-level, on-scene incident command functions are performed. The ICP may be collocated with the incident base or other incident facilities and is normally identified by a green rotating or flashing light.

**Incident Command System (ICS):** A standardized on-scene emergency management construct specifically designed to provide for the adoption of an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional

boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

**Incident Commander (IC):** The individual responsible for all incident activities, including the development of strategies and tactics and the ordering and the release of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site.

**Incident Management Team (IMT):** The IC and appropriate Command and General Staff personnel assigned to an incident.

**Incident Objectives:** Statements of guidance and direction necessary for selecting appropriate strategy(s) and the tactical direction of resources. Incident objectives are based on realistic expectations of what can be accomplished have been effectively deployed. Incident objectives must be achievable and measurable, yet flexible enough to allow strategic and tactical alternatives.

**Initial Action:** The actions taken by those responders first to arrive at an incident site.

**Initial Response:** Resources initially committed to an incident.

**Intelligence Officer:** The intelligence officer is responsible for managing internal information, intelligence, and operational security requirements supporting incident management activities. These may include information security and operational security activities, as well as the complex task of ensuring that sensitive information of all types (e.g., classified information, law enforcement sensitive information, proprietary information, or export-controlled information) is handled in a way that not only safeguards the information, but also ensures that it gets to those who need access to it to perform their missions effectively and safely.

**Joint Information Center (JIC):** A facility established to coordinate all incident-related public information activities. It is the central point of contact for all news media at the scene of the incident. Public information officials from all participating agencies should collocate at the JIC.

**Joint Information System (JIS):** Integrates incident information and public affairs into a cohesive organization designed to provide consistent, coordinated, timely information during crisis or incident operations. The mission of the JIS is to provide a structure and system for developing and delivering coordinated interagency messages; developing, recommending, and executing public information plans and strategies on behalf of the IC; advising the IC concerning public affairs issues that could affect a response effort; and controlling rumors and inaccurate information that could undermine public confidence in the emergency response effort.

**Jurisdiction:** A range or sphere of authority. Public agencies have jurisdiction at an incident related to their legal responsibilities and authority. Jurisdictional authority at an incident can be political or geographical (e.g., city, county, tribal, State, or Federal boundary lines) or functional (e.g., law enforcement, public health).

**Liaison:** A form of communication for establishing and maintaining mutual understanding and cooperation.

**Liaison Officer:** A member of the Command Staff responsible for coordinating with representatives from cooperating and assisting agencies.

**Local Government:** A county, municipality, city, town, township, local public authority, school district, special district, intrastate district, council of governments (regardless of whether the council of governments is incorporated as a nonprofit corporation under State law), regional or interstate government entity, or agency or instrumentality of a local government; an Indian tribe or authorized tribal organization, or in Alaska a Native village or Alaska Regional Native Corporation; a rural community, unincorporated town or village, or other public entity. See Section 2 (10), Homeland Security Act of 2002, Pub. L. 107-296, 116 Stat. 2135 (2002).

**Logistics:** Providing resources and other services to support incident management. **Logistics Section:** The section responsible for providing facilities, services, and material support for the incident.

**Major Disaster:** As defined under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122), a major disaster is any natural catastrophe (including any hurricane, tornado, storm, high water, wind-driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mudslide, snowstorm, or drought), or, regardless of cause, any fire, flood, or explosion, in any part of the United States, which in the determination of the President causes damage of sufficient severity and magnitude to warrant major disaster assistance under this Act to supplement the efforts and available resources of States, tribes, local governments, and disaster relief organizations in alleviating the damage, loss, hardship, or suffering caused thereby.

**Management by Objective:** A management approach that involves a four-step process for achieving the incident goal. The Management by Objectives approach includes the following: establishing overarching objectives; developing and issuing assignments, plans, procedures, and protocols; establishing specific, measurable objectives for various incident management functional activities and directing efforts to fulfill them, in support of defined strategic objectives; and documenting results to measure performance and facilitate corrective action.

**Mitigation:** The activities designed to reduce or eliminate risks to persons or property or to lessen the actual or potential effects or consequences of an incident. Mitigation measures may be implemented prior to, during, or after an incident. Mitigation measures are often informed by lessons learned from prior incidents. Mitigation involves ongoing actions to reduce exposure to, probability of, or potential loss from hazards. Measures may include zoning and building codes, floodplain buyouts, and analysis of hazard-related data to determine where it is safe to build or locate temporary facilities. Mitigation can include efforts to educate governments, businesses, and the public on measures they can take to reduce loss and injury.

**Mobilization:** The process and procedures used by all organizations—Federal, State, local, and tribal—for activating, assembling, and transporting all resources that have been requested to respond to or support an incident.

**Multiagency Coordination Entity:** A multiagency coordination entity functions within a broader multiagency coordination system. It may establish the priorities among incidents and associated resource allocations, de-conflict agency policies, and provide strategic guidance and direction to support incident management activities.

**Multiagency Coordination Systems:** Multiagency coordination systems provide the architecture to support coordination for incident prioritization, critical resource allocation, communications systems integration, and information coordination. The components of multiagency coordination systems include facilities, equipment, emergency operation centers (EOCs), specific multiagency

coordination entities, personnel, procedures, and communications. These systems assist agencies and organizations to fully integrate the subsystems of the NIMS.

**Multijurisdictional Incident:** An incident requiring action from multiple agencies that each have jurisdiction to manage certain aspects of an incident. In ICS, these incidents will be managed under Unified Command.

**Mutual-Aid Agreement:** Written agreement between agencies and/or jurisdictions that they will assist one another on request, by furnishing personnel, equipment, and/or expertise in a specified manner.

**National:** Of a nationwide character, including the Federal, State, local, and tribal aspects of governance and polity.

**National Disaster Medical System:** A cooperative, asset-sharing partnership between the Department of Health and Human Services, the Department of Veterans Affairs, the Department of Homeland Security, and the Department of Defense. NDMS provides resources for meeting the continuity of care and mental health services requirements of the Emergency Support Function 8 in the Federal Response Plan.

**National Incident Management System:** A system mandated by HSPD-5 that provides a consistent nationwide approach for Federal, State, local, and tribal governments; the private-sector, and nongovernmental organizations to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents, regardless of cause, size, or complexity. To provide for interoperability and compatibility among Federal, State, local, and tribal capabilities, the NIMS includes a core set of concepts, principles, and terminology. HSPD-5 identifies these as the ICS; multiagency coordination systems; training; identification and management of resources (including systems for classifying types of resources); qualification and certification; and the collection, tracking, and reporting of incident information and incident resources. National Response Plan: A plan mandated by HSPD-5 that integrates Federal domestic prevention, preparedness, response, and recovery plans into one all-discipline, all-hazards plan.

**Nongovernmental Organization:** An entity with an association that is based on interests of its members, individuals, or institutions and that is not created by a government but may work cooperatively with government. Such organizations serve a public purpose, not a private benefit. Examples of NGOs include faith-based charity organizations and the American Red Cross.

**Operational Period:** The time scheduled for executing a given set of operation actions, as specified in the Incident Action Plan. Operational periods can be of various lengths, although usually not over 24 hours.

**Operations Section:** The section responsible for all tactical incident operations. In ICS, it normally includes subordinate branches, divisions, and/or groups.

**Personnel Accountability:** The ability to account for the location and welfare of incident personnel. It is accomplished when supervisors ensure that ICS principles and processes are functional and that personnel are working within established incident management guidelines.

**Planning Meeting:** A meeting held as needed prior to and throughout the duration of an incident to select specific strategies and tactics for incident control operations and for service and support planning. For larger incidents, the planning meeting is a major element in the development of the Incident Action Plan (IAP).

**Planning Section:** Responsible for the collection, evaluation, and dissemination of operational information related to the incident, and for the preparation and documentation of the IAP. This section also maintains information on the current and forecasted situation and on the status of resources assigned to the incident.

**Preparedness:** The range of deliberate, critical tasks and activities necessary to build, sustain, and improve the operational capability to prevent, protect against, respond to, and recover from domestic incidents. Preparedness is a continuous process. Preparedness involves efforts at all levels of government and between government and private-sector and nongovernmental organizations to identify threats, determine vulnerabilities, and identify required resources. Within the NIMS, preparedness is operationally focused on establishing guidelines, protocols, and standards for planning, training and exercises, personnel qualification and certification, equipment certification, and publication management.

**Preparedness Organizations:** The groups and foray that provide interagency coordination for domestic incident management activities in a nonemergency context. Preparedness organizations can include all agencies with a role in incident management, for prevention, preparedness, response, or recovery activities. They represent a wide variety of committees, planning groups, and other organizations that meet and coordinate to ensure the proper level of planning, training, equipping, and other preparedness requirements within a jurisdiction or area.

**Prevention:** Actions to avoid an incident or to intervene to stop an incident from occurring. Prevention involves actions to protect lives and property. It involves applying intelligence and other information to a range of activities that may include such countermeasures as deterrence operations; heightened inspections; improved surveillance and security operations; investigations to determine the full nature and source of the threat; public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and, as appropriate, specific law enforcement operations aimed at deterring, preempting, interdicting, or disrupting illegal activity and apprehending potential perpetrators and bringing them to justice.

**Private Sector:** Organizations and entities that are not part of any governmental structure. It includes for-profit and not-for-profit organizations, formal and informal structures, commerce and industry, and private voluntary organizations (PVO). Processes: Systems of operations that incorporate standardized procedures, methodologies, and functions necessary to provide resources effectively and efficiently. These include resource typing, resource ordering and tracking, and coordination.

**Public Information Officer:** A member of the Command Staff responsible for interfacing with the public and media or with other agencies with incident-related information requirements.

**Publications Management:** The publications management subsystem includes materials development, publication control, publication supply, and distribution. The development and distribution of NIMS materials is managed through this subsystem. Consistent documentation is critical to success, because it ensures that all responders are familiar with the documentation used in a particular incident regardless of the location or the responding agencies involved.

**Qualification and Certification:** This subsystem provides recommended qualification and certification standards for emergency responder and incident management personnel. It also allows the development of minimum standards for resources expected to have an interstate application. Standards typically include training, currency, experience, and physical and medical fitness.

**Reception Area:** This refers to a location separate from staging areas, where resources report in for processing and out-processing. Reception Areas provide accountability, security, situational

awareness briefings, safety awareness, distribution of IAPs, supplies and equipment, feeding, and bed down.

**Recovery:** The development, coordination, and execution of service- and site-restoration plans; the reconstitution of government operations and services; individual, private- sector, nongovernmental, and public-assistance programs to provide housing and to promote restoration; long-term care and treatment of affected persons; additional measures for social, political, environmental, and economic restoration; evaluation of the incident to identify lessons learned; post incident reporting; and development of initiatives to mitigate the effects of future incidents.

**Recovery Plan:** A plan developed by a State, local, or tribal jurisdiction with assistance from responding Federal agencies to restore the affected area.

**Resources:** Personnel and major items of equipment, supplies, and facilities available or potentially available for assignment to incident operations and for which status is maintained. Resources are described by kind and type and may be used in operational support or supervisory capacities at an incident or at an EOC.

**Resource Management:** Efficient incident management requires a system for identifying available resources at all jurisdictional levels to enable timely and unimpeded access to resources needed to prepare for, respond to, or recover from an incident. Resource management under the NIMS includes mutual-aid agreements; the use of special Federal, State, local, and tribal teams; and resource mobilization protocols.

**Resources Unit:** Functional unit within the Planning Section responsible for recording the status of resources committed to the incident. This unit also evaluates resources currently committed to the incident, the effects additional responding resources will have on the incident, and anticipated resource needs.

**Response:** Activities that address the short-term, direct effects of an incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. Response also includes the execution of emergency operations plans and of mitigation activities designed to limit the loss of life, personal injury, property damage, and other unfavorable outcomes. As indicated by the situation, response activities include applying intelligence and other information to lessen the effects or consequences of an incident; increased security operations; continuing investigations into nature and source of the threat; ongoing public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and specific law enforcement operations aimed at preempting, interdicting, or disrupting illegal activity, and apprehending actual perpetrators and bringing them to justice.

**Safety Officer:** A member of the Command Staff responsible for monitoring and assessing safety hazards or unsafe situations and for developing measures for ensuring personnel safety.

**Section:** The organizational level having responsibility for a major functional area of incident management, e.g., Operations, Planning, Logistics, Finance/Administration, and Intelligence (if established). The section is organizationally situated between the branch and the Incident Command.

**Span of Control:** The number of individuals a supervisor is responsible for, usually expressed as the ratio of supervisors to individuals. (Under the NIMS, an appropriate span of control is between 1:3 and 1:7.)

**Staging Area:** Location established where resources can be placed while awaiting a tactical

assignment. The Operations Section manages Staging Areas.

**State:** When capitalized, refers to any State of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and any possession of the United States. See Section 2 (14), Homeland Security Act of 2002, Pub. L. 107-296, 116 Stat. 2135 (2002).

**Strategic:** Strategic elements of incident management are characterized by continuous long-term, high-level planning by organizations headed by elected or other senior officials. These elements involve the adoption of long-range goals and objectives, the setting of priorities; the establishment of budgets and other fiscal decisions, policy development, and the application of measures of performance or effectiveness.

**Strike Team:** A set number of resources of the same kind and type that have an established minimum number of personnel.

**Strategy:** The general direction selected to accomplish incident objectives set by the IC.

**Supporting Technologies:** Any technology that may be used to support the NIMS is included in this subsystem. These technologies include orthophoto mapping, remote automatic weather stations, infrared technology, and communications, among various others.

**Task Force:** Any combination of resources assembled to support a specific mission or operational need. All resource elements within a Task Force must have common communications and a designated leader.

**Technical Assistance:** Support provided to State, local, and tribal jurisdictions when they have the resources but lack the complete knowledge and skills needed to perform a required activity (such as mobile-home park design and hazardous material assessments).

**Terrorism:** Under the Homeland Security Act of 2002, terrorism is defined as activity that involves an act dangerous to human life or potentially destructive of critical infrastructure or key resources and is a violation of the criminal laws of the United States or of any State or other subdivision of the United States in which it occurs and is intended to intimidate or coerce the civilian population or influence a government or affect the conduct of a government by mass destruction, assassination, or kidnapping. See Section 2 (15), Homeland Security Act of 2002, Pub. L. 107-296, 116 Stat. 2135 (2002).

**Threat:** An indication of possible violence, harm, or danger.

**Tools:** Those instruments and capabilities that allow for the professional performance of tasks, such as information systems, agreements, doctrine, capabilities, and legislative authorities.

**Tribal:** Any Indian tribe, band, nation, or other organized group or community, including any Alaskan Native Village as defined in or established pursuant to the Alaskan Native Claims Settlement Act (85 stat. 688) [43 U.S.C.A. and 1601 et seq.], that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

**Type:** A classification of resources in the ICS that refers to capability. Type 1 is generally considered to be more capable than Types 2, 3, or 4, respectively, because of size; power; capacity; or, in the



case of incident management teams, experience and qualifications.

**Unified Area Command:** A Unified Area Command is established when incidents under an Area Command are multijurisdictional. (See Area Command.)

**Unified Command:** An application of ICS used when there is more than one agency with incident jurisdiction or when incidents cross political jurisdictions. Agencies work together through the designated members of the UC, often the senior person from agencies and/or disciplines participating in the UC, to establish a common set of objectives and strategies and a single IAP.

**Unit:** The organizational element having functional responsibility for a specific incident planning, logistics, or finance/administration activity.

**Unity of Command:** The concept by which each person within an organization reports to one and only one designated person. The purpose of unity of command is to ensure unity of effort under one responsible commander for every objective.

**Volunteer:** For purposes of the NIMS, a volunteer is any individual accepted to perform services by the lead agency, which has authority to accept volunteer services, when the individual performs services without promise, expectation, or receipt of compensation for services performed.

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## SCHOOL STAFF SKILLS SURVEY

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*TO BE COMPLETED EACH SEPTEMBER BY EACH SCHOOL*

School \_\_\_\_\_

School Year \_\_\_\_\_

As part of the development of the School Emergency Management Plan, and in accordance with district procedure, please complete the following survey and return it to the Security Director in the central office. The information provided will be used to update our Emergency Management Plan in order to be fully prepared for an emergency situation on campus.

NAME: \_\_\_\_\_ DATE \_\_\_\_\_

HOME PHONE: \_\_\_\_\_ EMAIL \_\_\_\_\_

### I. Emergency Response:

Please ☐ any of the following areas in which you have expertise or training:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> First Aid         | <input type="checkbox"/> Search and Rescue   | <input type="checkbox"/> Counseling/Mental Health |
| <input type="checkbox"/> CPR               | <input type="checkbox"/> Hazardous Materials | <input type="checkbox"/> Firefighting             |
| <input type="checkbox"/> Emergency Medical | <input type="checkbox"/> Media Relations     | <input type="checkbox"/> Incident Debriefing      |

Please explain or clarify items checked \_\_\_\_\_

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### II. Special Considerations: Please check and list special skills or resources you feel would be an asset in an emergency situation. Explain items checked:

- ☐ Multilingual, list language(s) \_\_\_\_\_
- ☐ Experience with disabilities \_\_\_\_\_
- ☐ Ham radio or CB radio experience \_\_\_\_\_
- ☐ Knowledge of community resources \_\_\_\_\_
- ☐ Other knowledge or skills \_\_\_\_\_
- ☐ Other knowledge or skills \_\_\_\_\_
- ☐ Check if you have a cell phone that could be used in an emergency
- ☐ Check if you have a 2-way radio that could be used in an emergency

## SPECIAL STAFF SKILLS AND EQUIPMENT

School \_\_\_\_\_ School Year \_\_\_\_\_

EXPERIENCE/EQUIPMENT	NAME OF EMPLOYEE
Medical/First Aid Experience	
Search & Rescue Experience	
Fire Fighting Experience	
Communication Equipment (Indicate Type)	
Accessible Emergency Vehicles and Equipment	

Prepared By \_\_\_\_\_ Date Prepared \_\_\_\_\_

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## EMERGENCY DRILL RECORD

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School \_\_\_\_\_ School Year \_\_\_\_\_  
*To be filled out each month by each school and sent to the Fire Marshal*

TYPE OF DRILL	DATE HELD	TIME		REMARKS	RECORDED BY
		Start	End		

## LOCAL RESOURCES

Experience has shown that local and even regional manufacturers and suppliers are very effective in providing services after an event. This includes determining what spaces will be available and how many people can be accommodated, signing a pre-contract, agreement or Memorandum of Understanding, looking at strategies for continued operation in the event some spaces are occupied by refugees, and the possible provision of food and sanitary supplies by the district.

School \_\_\_\_\_ School Year \_\_\_\_\_

***This form is customized and on file at each school***

[illegible]

Prepared By \_\_\_\_\_ Date Prepared \_\_\_\_\_

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## When to Miss School

**If your child says she doesn't feel well, ask yourself, 'If she were healthy, would I want her near someone with these symptoms?' Robert Hoekelman, M.D., contributing editor of *The Merck Manual of Medical Information- Home Edition*, offers these guidelines to help you decide when to keep your child at home. If symptoms persist after 24 hours or worsen, call your pediatrician.**

SYMPTOM	Keep your child home if:
FEVER	<b>He/she has a morning temperature of 100 degrees Fahrenheit or higher, or her temperature is below 100 but she is achy, pale or tired.</b>
STOMACH ACHE	<b>He/she has had two or more episodes of vomiting or diarrhea, or has had one in the past 24 hours and feels tired or ill.</b>
SNEEZING OR RUNNY NOSE	<b>He/she is sneezing a lot, and his/her nose won't stop running.</b>
SORE THROAT	<b>He/she has tender, swollen glands and a fever of 100 or higher.</b>
COUGH	<b>He/she coughs frequently, coughs up phlegm, or the cough sounds like a bark or is accompanied by a sore throat or wheezing.</b>
EAR ACHE	<b>His/her pain is constant or severe—a sign of otitis media.</b>
RASH	<b>The rash blisters, develops pus, or is uncomfortable, which signals chicken pox or impetigo.</b>

Sick children seldom, if ever, gain anything by attending school. They are much better off at home where they are most likely to get the necessary care for recovery and early return to school. Keeping ill children at home also protects other children, their family, and the school staff from infection.

A child must be kept home at least 24 hours after a fever and 24 hours after starting antibiotics.

For children who need take medication at school, send an authorization form signed by a parent and the health care provider with the medication.



## Parent Information Letter - Student Health

Dear Parents;

We are concerned for the health and welfare of our students and we want to maintain a healthy school environment for your children.

From experience we have learned that sick children seldom, if ever, gain anything by attending school. They are much better off at home where they are most likely to get the necessary care they need to recover. Keeping ill children at home also protects other children, their family and school staff.

**Your child may be contagious if you observe the following symptoms:**

DIARRHEA	NAUSEA OR VOMITING
SKIN RASH	EAR INFECTIONS/EARACHES
SORE THROAT	EYE DRAINAGE/PAIN
ELEVATED TEMPERATURE	PAIN/BODY ACHES
GENERAL FATIGUE OR LISTLESSNESS	

**Your child should be kept at home. If these signs persist, contact your physician.**

Keep your child home at least 24 hours after a fever and 24 hours after starting antibiotics. Reminder: If your child needs to take medication at school, you are required to send an authorization form signed by you and your health care provider with the medication.

*Prompt care and isolation of a sick child will minimize the total time school days lost by your child and/or other children.* Regular attendance at school is necessary for your child to receive full benefit from school.

If your child is kept at home, please notify the school that your child will be absent and the reason for the absence.

Please call your school nurse if you have questions.

Sincerely,

---

**School Nurse**

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**Phone Number**

## Sample Parent Information Letter – Incident Update

Dear Parents,

As you may or may not be aware, our school (or district) has recently experienced (***specify event, whether death, fire, etc.***) which has deeply affected us. Let me briefly review the facts (***give brief description of incident and known facts***).

We have implemented our school's Emergency Management Plan to respond to the situation and to help our students and their families. Students and staff will react in different ways to emergencies of this nature, so it will be important to have support available to assist students in need. Counselors are available in the school setting to assist students as they express their feelings related to (the specific event). We have included a reference sheet to help you recognize possible reactions you may observe in your child. If you feel your child is in need of special assistance or is having a great deal of difficulty coping with (the loss, disaster, etc.), please do not hesitate to call.

While it is important to deal with grief, loss, anger and fear reactions, we believe it is essential to resume as normal a routine as possible regarding school activities. The following modifications in our school's regular schedule will be in effect during (specify dates), and after that time all regular schedules and routines will resume. (***Specify needed information such as memorial services, possible changes in classroom locations, alterations school operating hours, etc.***).

Thank you for your support of our school system as we work together to cope with (specify event). Please observe your child closely over the next several days and weeks to watch for signs of distress which may indicate a need for additional support and guidance. Please feel free to call if you have any concerns or questions regarding your child, or steps being taken by the school to address this (***loss, tragedy, etc.***).

Sincerely,

Principal  
(***Phone***)

## Sample Parent Information Letter – Death of a Student or Staff Member

( Date )

Dear Parent/Guardian:

We are saddened to learn of the death of our (**teacher or student**), (**name of teacher or student**), who died on (**date**). We are concerned about the safety and well-being of all students and staff. A specially trained team of professionals is in our school to offer support and counseling to all who need or request such help.

You may notice some changes in your child's behavior as a result of this tragedy. He or she may feel shocked, sad, angry, confused, afraid, worried, or numb. Any of these feelings are normal after such an incident. Your child might not feel like eating or may eat more than usual. He or she may also sleep considerably more or less than usual and may experience unpleasant dreams or nightmares. Your child may seem pre-occupied, argumentative, less cooperative, or communicative, or simply different. Headaches and/or stomach aches are other common responses to tragic incidents. Your child may also have trouble completing school assignments or preparing for exams.

We encourage you to talk with your child about what has happened. Talking with a parent/guardian and/or trusted adult is very helpful for children as they try to cope with and work through tragedies in their lives. (**Reference any handout that you may decide to enclose.**)

If you notice that your child is not feeling better within the next few weeks, or if you wish to talk with a counselor, please feel free to call us so that we can help. The [*Student Services Department*] will be glad to answer any questions or provide support and guidance as needed. Please call (**name of Counselor/Intervention Advisor**) at (**telephone number**).

**(Insert information on funeral arrangements, if known)**

Sincerely,

[Principal's Name]

[Name of Counselor/Intervention Advisor]

## MEMORANDUM

**To:** All Staff  
**From:**  
**Date**  
**Re:** Special Needs Evacuation Plan

In the event of an emergency, we are committed to the safe evacuation of our entire school community. As part of our disability evacuation planning, we request that all staff provide us with information concerning special evacuation needs.

We are concerned with any problems you anticipate having in an evacuation, such as hearing or sight impairments, that would make it difficult to perceive emergency alarms. We recognize that your particular needs may require elaboration. You may be able to use the stairs, but only with difficulty, or you may be able to see, but not in low light.

Please provide specific details so that we can clearly understand and appropriately respond to your needs.

If you determine that you have any emergency evacuation issues, or if you have any questions, contact \_\_\_\_\_ - at \_\_\_\_\_.

## APPENDIX F

## EMERGENCY SUPPLIES

THESE EMERGENCY SUPPLIES WILL BE PURCHASED AND INVENTORIED THE FIRST YEAR OF THE PLAN. ALL SUPPLIES WILL BE RE-INVENTORIED EACH AUGUST TO INSURE THAT PROPER MATERIALS ARE ON HAND.

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## SCHOOL EMERGENCY SUPPLIES

*These are suggested basic supplies, separated into functions as part of an emergency plan. **There is no definitive supplies list.** Information provided is the recommended minimum type and quantities. In the first year of this plan supplies will be inventoried and listed on the Emergency Cache form contained in the following pages.*

### CLASSROOM BACKPACK - Approximately 20 to 30 students

#### POPULATION ID/ASSESSMENT

	✓ ACQUIRED
<input type="checkbox"/> current class attendance rooster	
<input type="checkbox"/> clipboard (with roster attached)	
<input type="checkbox"/> pre-printed name tags or adhesive sheet labels with student names	
<input type="checkbox"/> Student Release Information	

#### FIRST AID KIT (Immediate)

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> Emergency First Aid instructions		
<input type="checkbox"/> adhesive tape	1 roll	
<input type="checkbox"/> antiseptic pads	20	
<input type="checkbox"/> band aids	1 box	
<input type="checkbox"/> cold packs (instant)	4	
<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> gauze, 3"	4 rolls	
<input type="checkbox"/> pre-moistened towelettes	20	
<input type="checkbox"/> scissors		
<input type="checkbox"/> sterile gauze pads, 4x4"	20 packages	
<input type="checkbox"/> Telfa pads	1 box	
<input type="checkbox"/> tweezers		
<input type="checkbox"/> nitride or non- latex gloves	4 pair	

#### EMERGENCY SUPPLIES

<input type="checkbox"/> cyalume light sticks	20	
<input type="checkbox"/> flashlight w/ batteries taped to outside		
<input type="checkbox"/> orange vest marked with title		
<input type="checkbox"/> sunblock		
<input type="checkbox"/> mylar blankets	4	
<input type="checkbox"/> tissues	4 packages	
<input type="checkbox"/> trash bags	2	
<input type="checkbox"/> whistle		

## INCIDENT COMMAND CENTER (ICC) BOX

Store in Principal's office OR in Front Office with Student Release file box

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> bullhorn		
<input type="checkbox"/> butcher paper (for signage needs)	1 roll	
<input type="checkbox"/> clipboards	2	
<input type="checkbox"/> emergency cell and landline numbers		
<input type="checkbox"/> current staff roster		
<input type="checkbox"/> current student roster		
<input type="checkbox"/> envelopes, 9x12"	1 dozen	
<input type="checkbox"/> file folders	1 dozen	
<input type="checkbox"/> fire alarm turn-off procedures		
<input type="checkbox"/> flashlight w/ batteries taped to outside		
<input type="checkbox"/> fresh batteries for distribution		
<input type="checkbox"/> ICS organization chart		
<input type="checkbox"/> Bright colored vests	5	
<input type="checkbox"/> master keys		
<input type="checkbox"/> name tags, blank	1 dozen	
<input type="checkbox"/> notepads, 5x7"	2	
<input type="checkbox"/> portable table	1	
<input type="checkbox"/> Rubbermaid box (marked ICC)		
<input type="checkbox"/> School Site Map with detailed floor plan, leads for water, gas, electricity, alarm and sprinkler systems		
<input type="checkbox"/> stapler and box of staples		
<input type="checkbox"/> tape, clear, duct and masking	3 rolls of each	
<input type="checkbox"/> Walkie-talkies, charged (quantity depends on campus size and logistics)		

*Loose items stored in Ziploc bag labeled with two-year expiration date:*

<input type="checkbox"/> binder clips	<input type="checkbox"/> pencils (pre-sharpened)
<input type="checkbox"/> black marking pens	<input type="checkbox"/> Post It packages
<input type="checkbox"/> black pens	<input type="checkbox"/> red pens
<input type="checkbox"/> colored markers	<input type="checkbox"/> rubber bands
<input type="checkbox"/> paper clips	<input type="checkbox"/> yellow highlighter pens

## MEDICAL SUPPLIES

*Store student medication with nurse's Medical Backpack and evacuate WITH personnel*

<input type="checkbox"/> ACE bandage <input type="checkbox"/> adhesive tape <input type="checkbox"/> anti-bacterial hand wipes <input type="checkbox"/> anti-bacterial ointment <input type="checkbox"/> anti-bacterial soap (waterless) <input type="checkbox"/> antiseptic towelettes <input type="checkbox"/> aspirin-free pain reliever <input type="checkbox"/> bed sheets, flat (white) <input type="checkbox"/> biohazard bags <input type="checkbox"/> blankets (hypo-allergenic) <input type="checkbox"/> bodily fluid disposal kit <input type="checkbox"/> butterfly closure bandages <input type="checkbox"/> canopy (w/ sides) <input type="checkbox"/> cold packs, instant <input type="checkbox"/> cotton tip applicators <input type="checkbox"/> CPR mouth barriers (disposable) <input type="checkbox"/> eye wash kits <input type="checkbox"/> face masks <input type="checkbox"/> finger splints <input type="checkbox"/> flashlights (standing) w/ batteries <input type="checkbox"/> gauze pads (sterile) <input type="checkbox"/> hydrogen peroxide solution <input type="checkbox"/> Insulin and syringes with RX order for diagnosed diabetics <input type="checkbox"/> glucose tablets to treat low blood sugar <input type="checkbox"/> Iodine <input type="checkbox"/> nitride or non-latex gloves (boxes) <input type="checkbox"/> oval eye pads	<input type="checkbox"/> pain relieving gel, burn gel <input type="checkbox"/> paper towels <input type="checkbox"/> saline <input type="checkbox"/> sanitary napkins <input type="checkbox"/> scissors <input type="checkbox"/> Mylar blankets <input type="checkbox"/> source of sugar for diabetic students <input type="checkbox"/> splints (adult and child sizes) <input type="checkbox"/> stretchers (backboards) <input type="checkbox"/> sterile gauze pads (all sizes) <input type="checkbox"/> tape, hypo-allergenic <input type="checkbox"/> tarps <input type="checkbox"/> thermometers, disposable covers <input type="checkbox"/> tissues <input type="checkbox"/> toilet paper – 5 rolls <input type="checkbox"/> tongue depressors <input type="checkbox"/> trash bags, 13 g, 39 g <input type="checkbox"/> triangle bandages (slings) - <input type="checkbox"/> tweezers <input type="checkbox"/> water packs <input type="checkbox"/> water, sterile <input type="checkbox"/> wound dressing gauze rolls – <input type="checkbox"/> terry cloth bath towels (white) <input type="checkbox"/> terry cloth wash cloths (white) <input type="checkbox"/> restricted use OTC medication (e.g., Tylenol, Ibuprofen, anti-diarrhea cream, anti-acids, Ipecac, Benadryl, antibiotic cream)
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## EMERGENCY MEDICAL DOCUMENTATION

<input type="checkbox"/> Emergency First Aid instructions <input type="checkbox"/> Advanced First Aid instructions <input type="checkbox"/> Shock/Trauma response instructions <input type="checkbox"/> clipboards <input type="checkbox"/> legal responsibility release forms (keep assembled in red folder) <input type="checkbox"/> list of students with allergies <input type="checkbox"/> list of students with special needs requiring medication <input type="checkbox"/> student emergency cards (in separate Ziploc bag) <input type="checkbox"/> student medical cards w/ medical needs defined (in separate Ziploc bag) <input type="checkbox"/> triage and/or medical tags <input type="checkbox"/> sign marked "MEDICAL AREA" <input type="checkbox"/> orange vests and hardhats, marked with Red Cross
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## RECOMMENDED GENERIC MEDICATIONS

CONDITION	MEDICATION
Allergic Reaction	<input type="checkbox"/> Epi-pen (prescription only) for severe allergic response <input type="checkbox"/> Benadryl (oral) 25 mg.
Asthma/Wheezing/Breathing Difficulty	
Bites	<input type="checkbox"/> Calamine Lotion
Burns	<input type="checkbox"/> Burn Sheets – sterile disposable
Cuts (small), Scratches and Scrapes	<input type="checkbox"/> Clean with tap water or clean water 1% Povidine <input type="checkbox"/> Polysporin/Neosporin ointment (opt.) Apply Steri-strips
Cough	<input type="checkbox"/> Hard candy/Jolly Ranchers
Diarrhea	<input type="checkbox"/> Pepto-Bismol for small general gastrointestinal upset <input type="checkbox"/> Gatorade <input type="checkbox"/> Pedialyte
Eye Irritation	<input type="checkbox"/> Eye Irrigating Solution (5 6 oz, bottles)
Fainting	<input type="checkbox"/> Aromatic Spirits of Ammonia
Fever	<input type="checkbox"/> Acetaminophen/Tylenol Child & Adult Tablets
Fractures, Dislocations, Sprains, Strains	<input type="checkbox"/> Ibuprofen/Motrin (muscle) Child & Adult Tablets
Itching, Rashes, Stings	<input type="checkbox"/> Ice/Benadryl/Calamine Lotion
Pain	<input type="checkbox"/> May give Tylenol or Motrin. Alternating these may help with pain control for severe pain
Wound Irrigation	<input type="checkbox"/> 5-gallon water dedicated to clean wounds <input type="checkbox"/> 35 cc. Syringe for irrigation

## TRAFFIC/CROWD CONTROL

<input type="checkbox"/> caution tape	<input type="checkbox"/> signboard (blank)
<input type="checkbox"/> directional signs	<input type="checkbox"/> signboard pens
<input type="checkbox"/> duct tape	<input type="checkbox"/> traffic cones
<input type="checkbox"/> hard hats marked with title	<input type="checkbox"/> walkie-talkies
<input type="checkbox"/> notepads, 5x7"	<input type="checkbox"/> white board
<input type="checkbox"/> orange vests marked with title	
<input type="checkbox"/> Site map (enlarged) with key areas highlighted (First Aid Station, Student Request and Release gates)	
<input type="checkbox"/> Site map handouts, highlighted with walking area to Student Request gate	

## SCHOOL BUS/AUTOMOBILE EMERGENCY SUPPLIES

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> 20A-10BC fire extinguisher		
<input type="checkbox"/> 3600 calorie food rations	3	
<input type="checkbox"/> AM portable radio		
<input type="checkbox"/> Aqua blox, purified drinking water pkgs	30	
<input type="checkbox"/> batteries for flashlight/radio	4	
<input type="checkbox"/> body fluid clean-up kit mask, sterile wipes, fluid absorbent, cleanser, towels		
<input type="checkbox"/> CB radio		
<input type="checkbox"/> cell phone		
<input type="checkbox"/> cyalume lightsticks	30	
<input type="checkbox"/> disposable camera		
<input type="checkbox"/> emergency reflectors	3 or more	
<input type="checkbox"/> flashlight with batteries taped outside		
<input type="checkbox"/> orange vest		
<input type="checkbox"/> sanitation supplies		
<input type="checkbox"/> mylar blankets	6	
<input type="checkbox"/> tissues	6 small pkg	
<input type="checkbox"/> trash bag for waste		

## FIRST AID (immediate) KIT- *accessible, moisture-proof and plainly marked*

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> Emergency First Aid instructions		
<input type="checkbox"/> 3" gauze	4 rolls	
<input type="checkbox"/> bandages/gauze pads: 1", 3", 4"		
<input type="checkbox"/> band aids	1 box	
<input type="checkbox"/> cold packs (instant)	4	
<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> eye dressing packs (cotton eye pads, adhesive eye pads)	3 sets	
<input type="checkbox"/> scissors		
<input type="checkbox"/> sterile wipes	20	
<input type="checkbox"/> triangular bandage,	40"	
<input type="checkbox"/> tweezers		
<input type="checkbox"/> nitride or nitride non- latex gloves	4 pair	

## SCHOOL SHELTER SUPPLIES – For approximately 100 students

### ADMINISTRATION/COMMAND CENTER

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> batteries, size AA, C, D		
<input type="checkbox"/> bullhorn		
<input type="checkbox"/> colored paper		
<input type="checkbox"/> envelopes 9x12"	20	
<input type="checkbox"/> file folders and labels	1 box	
<input type="checkbox"/> flashlight with batteries attached outside		
<input type="checkbox"/> orange vests – marked with titles	3	
<input type="checkbox"/> paper clips	1 box	
<input type="checkbox"/> Post Its	3 pkg	
<input type="checkbox"/> radio-solar/crank/battery		
<input type="checkbox"/> rubber bands	1 pkg	
<input type="checkbox"/> scissors	2 pair	
<input type="checkbox"/> signboards	3	
<input type="checkbox"/> staple remover		
<input type="checkbox"/> stapler and staples	2	
<input type="checkbox"/> Student Contact Cards		
<input type="checkbox"/> Staff and Student Directory		
<input type="checkbox"/> tape – masking, clear and duct	3 rolls of each	
<input type="checkbox"/> tissues	1 box	
<input type="checkbox"/> whistle		

:

<input type="checkbox"/> black marking pens	<input type="checkbox"/> pencils (presharpened)
<input type="checkbox"/> pens (black, red, blue)	<input type="checkbox"/> Post It packages
<input type="checkbox"/> yellow highlighter pens	<input type="checkbox"/> Paper clips
<input type="checkbox"/> notepads	<input type="checkbox"/> Ziploc bags

### SANITATION SUPPLIES

<input type="checkbox"/> antibacterial soap (waterless)
<input type="checkbox"/> clothes pins
<input type="checkbox"/> directional signs to toilets
<input type="checkbox"/> duct tape
<input type="checkbox"/> moist towelettes
<input type="checkbox"/> non-antibacterial wipes
<input type="checkbox"/> paper towels
<input type="checkbox"/> portable toilet liners
<input type="checkbox"/> portable toilets
<input type="checkbox"/> signs marked "BOYS" and "GIRLS"
<input type="checkbox"/> tarps to screen toilets
<input type="checkbox"/> toilet disinfectant

## MISCELLANEOUS

<input type="checkbox"/> ant traps
<input type="checkbox"/> books
<input type="checkbox"/> chairs
<input type="checkbox"/> clothing (from Lost and Found) – all laundered
<input type="checkbox"/> flashlights or headlamps with batteries taped to outside
<input type="checkbox"/> fire extinguisher - 3A:40BC
<input type="checkbox"/> flip charts
<input type="checkbox"/> games
<input type="checkbox"/> light (battery-operated) for ceiling – 2
<input type="checkbox"/> maximum/minimum thermometer
<input type="checkbox"/> mylar blankets (1/person)
<input type="checkbox"/> pillows with disposable pillow covers
<input type="checkbox"/> portable generator
<input type="checkbox"/> portable tables
<input type="checkbox"/> rain ponchos
<input type="checkbox"/> solar flashlights
<input type="checkbox"/> solar radio
<input type="checkbox"/> toothbrushes
<input type="checkbox"/> trash bags
<input type="checkbox"/> triage tent
<input type="checkbox"/> water hose

## FOOD SUPPLIES for preparation, distribution and clean-up

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> aluminum foil	2 rolls	
<input type="checkbox"/> buckets for washing dishes	3	
<input type="checkbox"/> can opener		
<input type="checkbox"/> cutting board		
<input type="checkbox"/> dining canopy		
<input type="checkbox"/> dishwashing soap		
<input type="checkbox"/> knives		
<input type="checkbox"/> large serving bowls		
<input type="checkbox"/> non-antibacterial wipes		
<input type="checkbox"/> paper cups		
<input type="checkbox"/> paper napkins		
<input type="checkbox"/> paper plates		
<input type="checkbox"/> paper towels		
<input type="checkbox"/> plastic spoons, knives and forks	6 pkg each	
<input type="checkbox"/> potholders	4	
<input type="checkbox"/> quart size storage bags		
<input type="checkbox"/> rubber gloves	8	
<input type="checkbox"/> serving ladle	2	
<input type="checkbox"/> serving spoons	6	
<input type="checkbox"/> sponges	4	
<input type="checkbox"/> tongs	2	
<input type="checkbox"/> water purification tablets		
<input type="checkbox"/> waterproof matches	2 boxes	

## FOOD/DRINKS

### Water

Store one gallon per person per day. Before purchasing water, consider age of students and how water will be distributed. For individual consumption and immediate use, store water pouches, Aqua Blox or small bottles with five-year shelf life. Store 7-gallon containers (purified and replaced annually) for cooking, cleaning, and hygiene use).

### Food

Select foods that require no refrigeration, preparation, or cooking and little or no water. Preferable foods have a long shelf life and are compact, lightweight, not salty, and easy to store and carry. Recommended foods include:

<input type="checkbox"/> food bars (e.g., Datrex, Mayday) with five-year shelf life (3 per person/day) – avoid tropical oils, which may exacerbate allergies
<input type="checkbox"/> jerky
<input type="checkbox"/> applesauce
<input type="checkbox"/> powdered hot chocolate
<input type="checkbox"/> sugar/sweetener/powdered cream
<input type="checkbox"/> instant coffee, tea bags, powdered Tang
<input type="checkbox"/> raisins
<input type="checkbox"/> ready-to-eat canned meats, fruits, and vegetables – bulky and heavy
<input type="checkbox"/> canned juice, milk, and soup (if powdered, store extra water).
<input type="checkbox"/> high-energy foods - granola bars, trail mix
<input type="checkbox"/> glucose tablets to treat low blood sugar
<input type="checkbox"/> dried foods - nutritious but contain salt, which promotes thirst
<input type="checkbox"/> freeze-dried foods - tasty and lightweight, need water for reconstitution
<input type="checkbox"/> instant meals - cups of noodles or soup but need water for reconstitution & salty
<input type="checkbox"/> snack-sized canned goods with pull-top or twist-open lids
<input type="checkbox"/> prepackaged beverages in sealed foil packets and foil-lined boxes

## EMERGENCY CACHE

**IN THE FIRST YEAR OF THIS PLAN SUPPLIES WILL BE INVENTORIED AND NOTED ON THIS FORM**

[illegible]

