



**Eleanor  
Roosevelt**  
Community Learning Center

**Crisis - Emergency  
Management Plan  
2023-24**

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## **CRISIS - EMERGENCY RESPONSE PLAN**

### **PURPOSE:**

Eleanor Roosevelt Community Learning Center (ERCLC) is dedicated to providing a safe, comfortable and orderly environment for its students and staff. We strive for continuous and ongoing improvement in this area through research, collection and analysis of data, monitoring and maintenance of facilities, and regular training of all staff.

This Emergency Response Plan is designed to provide a framework for protecting students, staff and school facilities. The plan details the flow of command in the case of a disaster or emergency. It describes different potential emergencies and the procedures to follow if those emergencies occur.

### **PLAN IMPLEMENTATION:**

The Crisis - Emergency Response Plan will be:

- Initiated by the Superintendent, Director of Students or designee
- Implemented requiring the support of all staff who are mandated to remain on campus and perform their assigned duties until released;
- Reviewed annually for modifications.

### **HAZARD ASSESSMENT:**

A physical survey of our campus for hazardous conditions will be performed each year under the direction of the principal or designee. In addition to the structural inspection each teacher and staff member will be required to conduct a survey of his/her classroom or office/ office space. Appropriate forms will be completed and submitted to the school and/ or district office for remedy.

### **STAFF TRAINING:**

Understanding that training is the most effective way to ensure a safe response to a natural or human-caused disaster, all certificated and classified staff will be trained in accordance with the guidelines set out in this Emergency Response Plan. As the district or school climate changes, modifications may be necessary.

### **ON AN ANNUAL BASIS:**

- Allocate time to formulate and maintain the specific teams.
- Staff members designated for medical responsibilities will receive first aid and CPR certification.
- Certifications will be kept up-to-date.

The Superintendent, Director of Students or designee will review and discuss the responsibilities set forth in the Emergency Response Plan with classified and certificated staff.

### EMERGENCY DRILLS:

In accordance with state law:

- Drills will be initiated by announcement, text, radios/all-call or air horn signals.
- "Evacuation" (Fire) drills will be conducted on a monthly basis.
- "Duck and Cover" drills will be held each quarter.
- "Shelter-In-Place" drills will be held each quarter.
- "Lockdown" procedure drills will be initiated at least twice during each school year.

Together with the Emergency Response Plan and Incident Command System training of staff members, certain components have been provided for each teacher and staff member to use during drills or an actual event. They are:

- **Evacuation:** GREEN (safe) and RED (help) placards to be placed in designated windows, hung on doors or carried with the teacher to the meeting area to signal all students accounted and safe.
- **Lock Down, Shelter in Place:** Staff will text, phone, or radio to designated lead all students-staff accounted for and safe or indicate they're not.

All staff and students will participate in drills. Drills are recorded on the *Verification of Emergency Drill Form*.

### EVACUATION ROUTES:

The Superintendent, Director of Students or Designee is responsible for establishing and maintaining a safe evacuation route from all school buildings. Evacuation routes will be reviewed on an annual basis and updates will be made, if necessary. Evacuation routes will be posted in all classrooms, multi-purpose rooms, libraries, and school offices.

### PARENT COMMUNICATION:

Parents will be notified and reminded on an annual basis of the procedures set out in the Emergency Response Plan. The Student Release Policy will be reviewed on an annual basis. Parents will be required to complete the Emergency Card which authorizes the district to release their students to other adults in the event of an emergency or disaster. Any person on the Emergency Card may contact the school or be contacted by the school to grant permission for students to be released to someone not on the Emergency Card. A sample letter to parents and forms pertaining to policies and procedures has been included in this plan.

### STUDENT RELEASE/EMERGENCY FILE:

In all emergency situations, the Superintendent, Director of Students or designee (under the direction of the Superintendent) will make the decision to release students. When students are released certain portions of the Emergency Response Plan may be implemented.

If the evacuation of students is necessary, an emergency file containing pertinent information for each student will be maintained and available in the school office. Each school secretary or

designee will be instructed to bring all emergency information to the evacuation assembly area. A student release policy will be followed for the safe release of students to their parents or other responsible adults.

#### COMMUNICATION:

During an emergency each site will report the condition of the site, i.e. injuries, damage to buildings. Sites will report directly to the Superintendent (Emergency Operations Director), Director of Students or designee. Telephones and cell phones may be used but cannot be relied upon. Communication will occur only to report emergency conditions or to request emergency assistance.

If telephone or electrical services are interrupted, another means of communication must be available. A bullhorn, whistle, radios, or runners will be utilized within the school grounds. This process of communication will be established prior to an incident so that everyone understands the meaning of the signal(s).

### GENERAL EMERGENCY PROCEDURES

The Emergency Response Plan establishes a format of general procedures to be followed in the event of any emergency. Administrators will develop and maintain emergency response teams according to these procedures and will drill and practice with their staff using these specific instructions. Minor adjustments may be necessary due to staff size but all modifications must be approved by the School Board. Uniformity to response is of utmost importance. Staff will be updated on an annual basis of any changes to established procedures. (This information is also provided in the Emergency Response Guide, located in each classroom.) This section has been divided into four major areas. Regardless of the type of emergency that occurs, the initial response by staff and students will almost always include one or more of these four basic **"INITIAL ACTIONS:"**

- 1. Duck and Cover**
- 2. Evacuate Building(s)**
- 3. Shelter-In-Place**
- 4. Lock-Down**

- a. When there is a sudden loud noise, or other indication that something bad is happening, instinctively the first reaction should be to "Duck and Cover." Then, once the situation becomes clearer, one of the other "Initial Actions" may be implemented.
- b. Although these four basic Initial Actions will suffice for the vast majority of campus emergencies, some emergencies may prompt the school Incident Commander to follow these with additional emergency procedures. Examples of other potential actions include the total evacuation of staff and students to an off-site location, or the release of students to parents. When it is necessary to implement these other actions, the school Incident Commander will provide direction in person or by other means as necessary.

## **Annual LETTER TO PARENTS:**

Dear Parents:

Providing for your student's safety when at school is a major responsibility of our staff. All schools and child development centers have a disaster plan. The superintendent/principal and staff are prepared to make prompt and responsible decisions in any situation that could threaten the safety of the students.

The need to lockdown or shelter-in-place, evacuate students or close school before the regularly scheduled closing time could arise from a relatively minor emergency such as a prolonged interruption of power or from a major event such as a violent incident on campus, an earthquake, or severe storm. During these times, communication and/ or transportation may be disrupted.

In the event of a **major emergency or disaster**, information will be given primarily through our email system, parent square, or direct calls. **DO NOT SHOW UP UNTIL NOTIFIED** as we will not release children until we are advised we can safely do so by emergency services. If you are on campus during an emergency, you must follow school staff directions for everyone's safety and may not leave until the "all clear" is given.

### **ERCLC Release Policy**

- No student will be dismissed from school unless a parent (or individual designated on the emergency card) comes for him/her or gives permission in writing or by phone that another person can pick up the student.
- All parents or designated individuals who come to pick up student(s) must sign the student(s) out at the office unless the parent has remained on campus with their child(ren).
- If there are further limitations required for a student's safety, contact and submit any related documentation to the front office.
- If any of your contact information changes during the year, please visit the office to update the Emergency Card.

Please be assured, we are prepared to care for your student in emergency situations. Members of our staff are trained in the areas of first aid, search and locate, and student

safety to ensure that all your student needs will be met. We will communicate with local emergency services. They will be apprised of our current status and the need for additional resources.

**We ask for your help in the following ways:**

- Do not call the school. We will contact you, if necessary. It is essential that telephone lines be kept open for emergency calls. Mass texts will be sent to everyone with instructions on how to receive students.
- Do not drive to the school. The school access routes and street entrances must remain clear for emergency vehicles. We will notify you when safe access is recommended via text.

During the school year your child will be trained in the necessary emergency procedures. Each will learn how to react, where to assemble, and what to expect in an emergency situation.

We suggest that you meet with your immediate family and develop your own emergency plan. There are several free publications available to assist you. Please call the local chapter of the American Red Cross at 732-6436 or visit them online at [www.redcross.org](http://www.redcross.org). and additional information can be found at [www.fema.org](http://www.fema.org)

If you have any questions or comments regarding our emergency preparations, please call the school office at 592-9160.

Sincerely,

Heather P. Rocha, Superintendent  
Eleanor Roosevelt Community Learning Center

## **SCHOOL SITE CRISIS RESPONSE BOX**

The school principal (or designee) shall maintain a school CRISIS RESPONSE BOX as outlined below. This box shall be kept in a place immediately accessible to emergency response personnel.

### **At minimum the CRISIS RESPONSE BOX shall contain:**

1. Aerial Photo of Campus (Google Earth)
2. Maps: Campus Layout and Evac Map
3. Building Keys
4. Fire Alarm Turn-off Procedures
5. Fire Sprinkler System Turn-off Procedures (library)
6. Location of Utility Shut-offs
  - Gas
  - Power
  - Water – Buildings and grounds (water key)
  - Wifi
  - Heating, Ventilation, Air Conditioning
7. Location of First Aid and Rescue Supplies/Equipment
8. Location of Designated Command Posts (STAFF ONLY)
9. Emergency Management (ICS and Teams):
10. Organizational Chart
11. Key Staff List/ICS Assignments
12. Staff Roster
13. Sign in Binder - attendance sheets
14. Student and Staff Photos
15. Student Family Emergency Notification Information
16. Student Release Request Forms
17. Student Release Tracking Forms
18. List of Students with Special Needs - Health
19. School Emergency Resource List
20. Designated On and Off-campus Evacuation Sites

## **SCHOOL SITE EMERGENCY SUPPLIES**

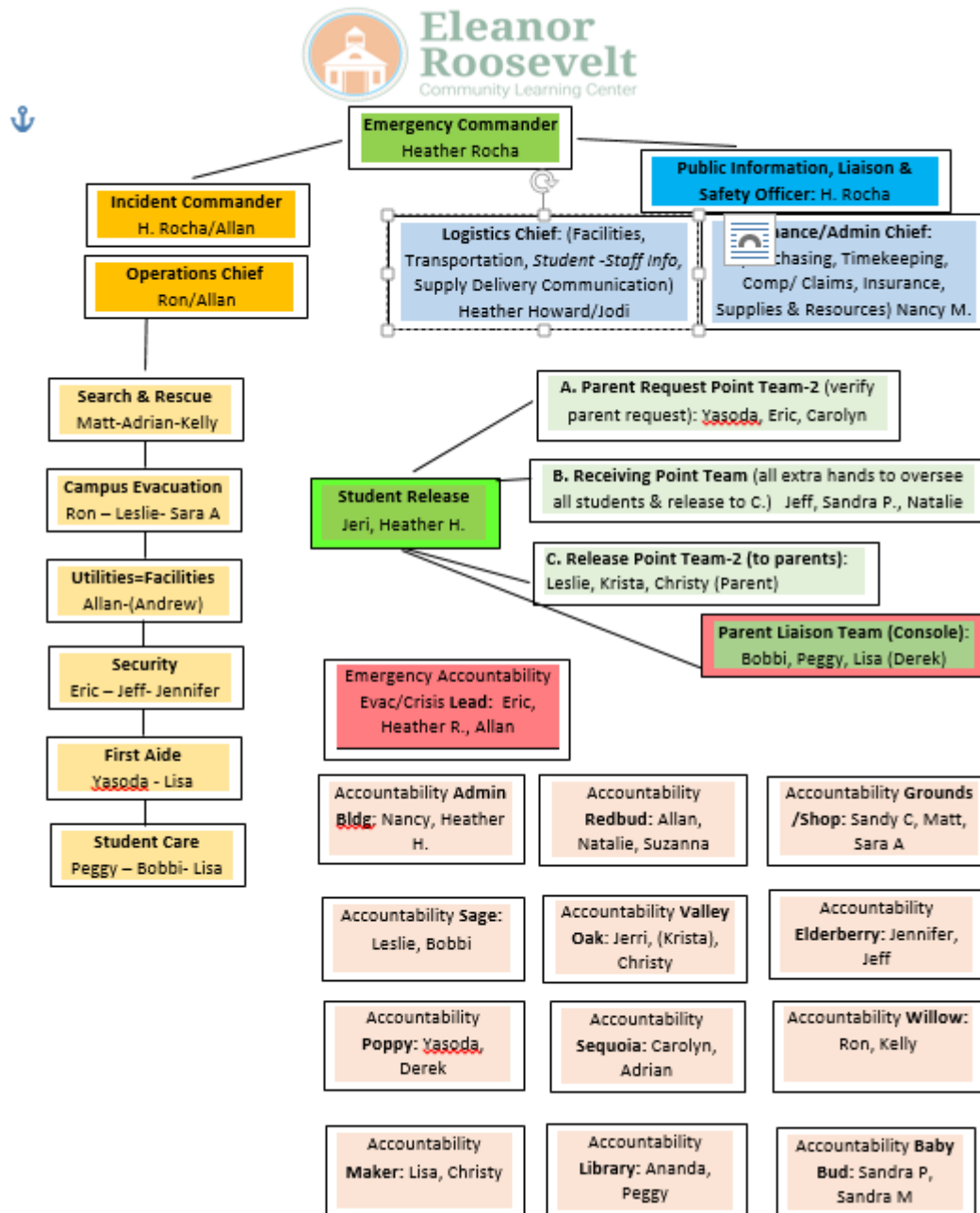
Each classroom, cafeteria, office or other indoor area where students and/or staff would logically be sequestered during a “Shelter-In- Place” or “Lockdown” event shall be equipped with an “Emergency Kit”. This kit will be in addition to a basic first-aid kit and fire extinguisher. The type and size of the Emergency Kit may vary by location, based on the anticipated number of people who would need to be served by the kit for a period of six hours. At minimum, each kit should include:

- Drinking water, Emergency lighting devices (Flashlights/Glow sticks)
- Hand wash/hand sanitation materials/disposable towels (cloth or paper)

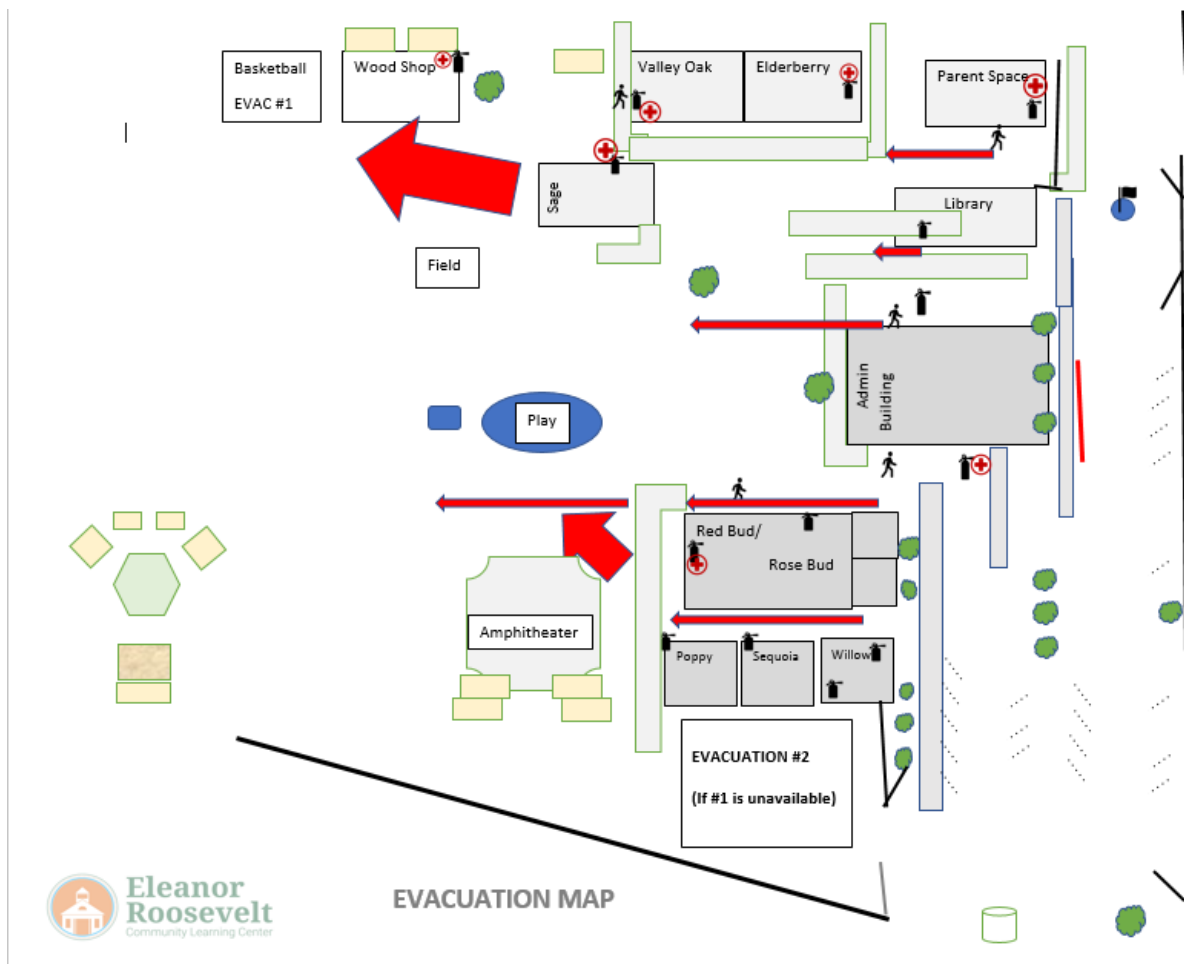


- Portable restroom materials – 5-gallon bucket/plastic bags/privacy curtain/tissue
  - Other items as deemed necessary and approved by the Principal
- \*Kits may be stored in multiple containers to keep them portable and easy to carry

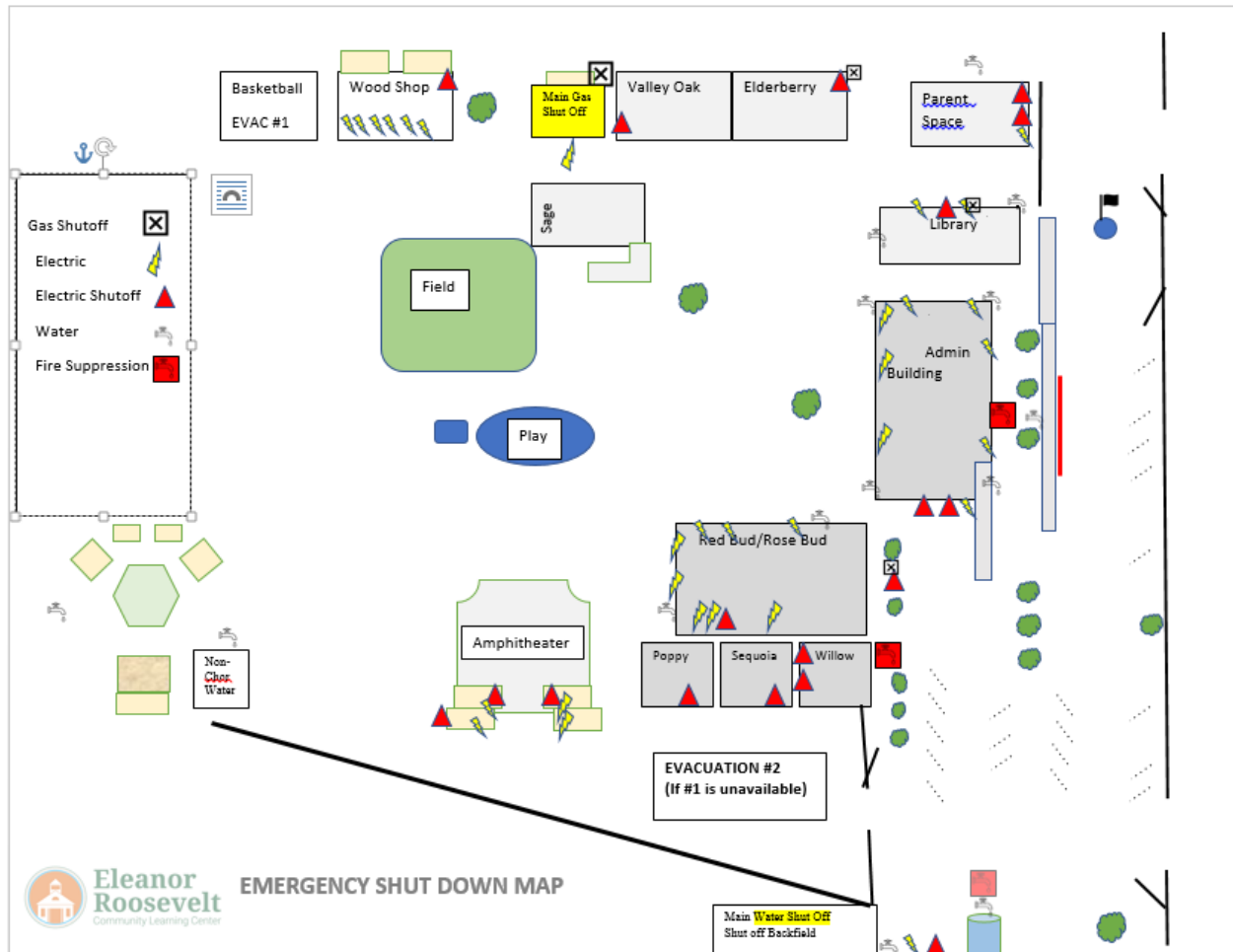
## INCIDENT COMMAND STRUCTURE



## EMERGENCY EVACUATION MAP



## EMERGENCY GAS, ELECTRIC, WATER SHUTOFF



# Appendix A - Forms/Guides

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- A-4. *Staff Skills Survey*
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- A-9. *School Incident Check-In Form*

## A-1. School Safety Hazard Corrective Action Log

Report Date	*Risk Level	Hazard Description (including location)	Corrective Action Needed (include interim actions to be taken)	Who Will Correct?	By When	Date Corrected

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**\*Risk Level:** 1-Immediate Action Required    2-Correct Within One Week  
 3-Delay Until School Break    4-Delay Pending Board Action

## A-2. FIVE MINUTE CLASSROOM SAFETY HAZARD CHECKLIST

Room:	Teacher:	Date:
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This is a two-sided form. Please answer each question: YES, NO or N/A (Not Applicable). For any question that receives a NO answer, provide a brief explanation of what needs to be corrected or repaired in the "Deficiency Report" section on the reverse side of this form. This section should also be used to report any safety deficiencies detected that are not otherwise covered on the form.

	SAFETY HAZARD	YES	NO	N/A
1.	Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?			
2.	Are heavy objects removed from shelves higher than heads of seated students or teacher?			
3.	Are aquariums, animal cages and other potentially hazardous displays secured and located away from seating areas?			
4.	Are wheels on portable (rolling) carts kept locked to prevent movement in an earthquake?			
5.	Are T.V./Video/Computer or similar equipment items securely fastened to platforms or carts?			
6.	Are specialty classroom items, such as pianos, secured against rolling during an earthquake?			
7.	Are wall mounted clocks, maps, fire extinguishers, etc., secured against falling?			
8.	Are hanging items, such as plants, secured to prevent them from swinging free or breaking windows in an earthquake?			

9.	Is all lab, crafts, or similar equipment secured/stored to prevent movement?			
10.	Are paints, cleaning solutions or other liquids/chemicals stored to prevent spillage?			
11.	Is ventilation adequate where liquids/chemicals are stored?			
12.	Are objects around doors secured so as not to fall and block egress?			
13.	Are fire extinguishers, first-aid kits and other emergency items in place and up to date?			
14.	Are all electrical receptacle and light switch covers in place, and in good condition?			
15.	Are all appliance cords in good condition?			
16.	Is the third prong (ground prong) intact on all three-wire appliance cord plugs?			
17.	Are all electrical cords routed so as to avoid creating a tripping hazard?			
18.	Are all electrical cords routed so as to avoid being crushed or pinched by furniture or other items?			
19.	Is there a minimum of 3' of clear space around any water heater or electrical panel in the room?			

## DEFICIENCY REPORT

For all **NO** answers above, please enter the corresponding question number and a brief description of the deficiency found. Please also use this space to report deficiencies found, but not addressed by the included questions. Attach additional pages if necessary.





Describe the special threat or hazard:

Describe special protective actions the school will need to take in the event of a major emergency at the facility:

## A-4. Crisis Response Plan - School Staff Skills Survey

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

Current Job Title: \_\_\_\_\_

As part of our Crisis Response planning process, we will pre-assign staff, and alternates, to a variety of positions within the school's Incident Command System organization. By knowing their assignments in advance, staff can become familiar with their expected emergency roles and responsibilities through training, drills and special exercises before an emergency occurs.

This survey is intended to help identify staff members who have special training, skills or experience that might be otherwise unknown, but could prove valuable during an emergency. Having knowledge of an individual's special skills will help us select the proper people to fill critical positions in our emergency management organization, and will help ensure we can provide the best response possible when an emergency strikes.

**INSTRUCTIONS:** Please place a checkmark ☒ next to any item in which you have current or past experience, expertise or training. Also feel free to outline other qualifications you have that you feel might be important in an emergency.

- ☐ First Aid (current card? **Yes or No**)
- ☐ CPR (current card? **Yes or No**)
- ☐ Triage/Mass Casualty
- ☐ Law Enforcement
- ☐ Firefighting - Full-time, Volunteer/Reserve
- ☐ Military Experience (current reserves/national guard? **Yes or No**)
- ☐ Search & Rescue
- ☐ Emergency Management
- ☐ Emergency Planning
- ☐ Shelter Management
- ☐ Construction - electrical, plumbing, carpentry, etc.
- ☐ Structural Engineering
- ☐ General Mechanical Ability/Experience
- ☐ Journalism/Media Relations/Public Information
- ☐ Bi/Multi-lingual – If so, what language(s)? \_\_\_\_\_
- ☐ Above average physical fitness, strength, stamina
- ☐ Bus/Truck Driver (Current Class A or B License? **Yes or No**)
- ☐ CB/Ham Radio Operator
- ☐ Mindfulness, Calming and Relief

**COMMENTS:** \_\_\_\_\_

## A-5 **CAMPUS EMERGENCY ASSIGNMENT WORKSHEET** (SEE Incident Command Map)

### A-6 **Basic Personal Preparedness Guide (For School Staff)**

#### 1. **HOME PREPAREDNESS**

An employee's personal preparedness at home is essential and includes Planning, Training, assessing Home Safety and obtaining Emergency Supplies and Equipment.

##### ***Planning:***

- \* At least once a year, have a meeting with family members or housemates to design and/or update a plan for how each person will respond during an emergency.
- \* Sketch a floor plan of your home, showing the location of exits (windows and doors), utility cutoffs, first aid kits, emergency supplies, tools, clothing, etc. Make sure each person is familiar with the plan.
- \* Identify a nearby meeting location (tree, mailbox, etc.) in case the house has to be evacuated suddenly. Also discuss alternate reunion locations and strategies if a disaster were to strike while you or others were away from home.
- \* Become familiar with the disaster policies and plans at your children's schools and your spouse's or housemate(s) workplace.
- \* Make/update a list of key addresses and phone numbers and ensure each family member has a copy. Remember to caution everyone that during a major emergency, phone lines need to be kept open. Phones should only be used for critical calls, such as to the police, the fire department, emergency medical personnel, utility companies, children's schools, etc.

##### ***Training:***

- \* Make sure each person knows and practices ways of protecting themselves from falling objects, smoke, fire, caustic fumes, etc.
- \* Make sure each person practices, and is capable of, escaping their sleeping area. It is especially important to practice escaping out windows, if that is the plan.
- \* Make sure that each person knows and practices how to shut off utilities, and that any required tools are readily accessible.

##### ***Home Safety:***

- \* Secure items that could fall and cause damage or injury during a disaster, such as the water heater, refrigerator, book shelves, and other tall and heavy furniture.
- \* If necessary, change the placement of furniture and household items to make the home environment safer. For example, don't place beds under windows or heavy objects over beds; keep exit routes clear; move heavy items to lower shelves or drawers; and remove or isolate flammable materials.
- \* Install clips, latches, or other locking devices on cabinet doors.
- \* Provide strong support and flexible connections on gas appliances.
- \* Make sure that everyone has a flashlight and sturdy shoes near the bed.

### ***Emergency Supplies and Equipment:***

It is recommended that your home be equipped with the emergency supplies and equipment listed below. Try to store items in a place that will be accessible even if there should be structural damage to the home (e.g., in garage near the door, in secure outside storage cabinet, etc.):

- ✓ Bottled Water (two quarts to 1 gallon per person per day)
- ✓ Food (canned or dehydrated, with current expiration dates)
- ✓ Utensils (knives and forks, can opener, pots, etc.)
- ✓ Paper Plates and Towels
- ✓ First Aid Kit (with instructions)
- ✓ Blankets or Sleeping Bags
- ✓ Portable Radio (with spare batteries)
- ✓ Critical Medication and Glasses
- ✓ Fire Extinguisher (dry chemical)
- ✓ Flashlight (with spare batteries and bulb)
- ✓ Watch or Clock (battery or spring wound)
- ✓ Sanitation Supplies (soap, plastic bags, tissues, waste containers, etc.)
- ✓ Adjustable-end Wrench (for turning off gas)
- ✓ Other Tools (ax, hammer, screwdriver, pliers, shovel)
- ✓ Rope and Plastic Tape
- ✓ Gloves
- ✓ Candles and Matches

## **2. VEHICLE PREPAREDNESS**

It is recommended that your automobile be equipped with these emergency supplies and equipment:

- ✓ First aid supplies
- ✓ Food Water
- ✓ Flashlights and extra batteries
- ✓ Battery-powered radios and extra batteries
- ✓ Fire extinguisher
- ✓ Space blankets, heavy duty plastic bags, or regular blankets
- ✓ Sanitation supplies
- ✓ Useful non-prescription drugs

### **3. WORK PREPAREDNESS**

Besides taking part in training and drills, each employee should take measures to become personally prepared at work:

- \* Be familiar with the location of nearby exits and alternate evacuation routes.
- \* Know the location of fire extinguishers and first aid kits.
- \* Keep a small personal supply of emergency food on hand (e.g., energy bars, non-perishable snack items, etc.) as well as bottled drinking water.
- \* Arrange nearby file cabinets so that heavier items are in the bottom, to lessen the potential of the cabinets falling over. Always keep cabinets closed and latched when not in use.
- \* Do not place heavy items on top of cabinets and/or files where they could fall on seated and/or standing employees or students. Be especially careful about what is placed around and above your desk.
- \* Each employee takes responsibility for securing his/her personal work area; and completes appropriate forms (hazard reports or work orders) as needs arise.
- \* Do not store boxes, etc., under desks or tables that will interfere with ability to get under desk in an earthquake or active shooter event.
- \* If you have special dietary and/or medical needs, keep a small supply of required food or medicine in a secure location and advise fellow staff members.

## “Buddy Teacher List” Guide

During a school crisis teachers may be injured and unable to oversee their assigned students, or it may be necessary to free teachers to fill critical Emergency Management team positions. To prepare for these situations, the principal shall establish a “Buddy Teacher” system, as outlined below, and train staff to use it when necessary.

1. Establish and maintain a current “Buddy Teacher” list (see accountability section of map).
  - a. Ensure all teachers know who their assigned buddy will be.
  - b. When possible, assign teachers in adjacent or nearby rooms as buddies.
2. Ensure that each classroom contains a “go kit” that contains the teacher’s class roster <sup>1</sup>and the buddy teacher’s class roster.
3. During an emergency, buddy teachers should check with each other to determine each other’s status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
  - a. **Remember:** The teachers’ responsibility is to all students, but in situations that threaten the lives of all, teachers should **do the greatest good for the greatest number**.
4. During an evacuation, it is best to have buddy teachers work together. When practical, one teacher should lead both classrooms out, while the other buddy brings up the rear, checking briefly to make sure that both classrooms are empty and doors are closed.
5. Immediately after taking roll of both classes, one of the buddy teachers must report the result to their assigned Accountability Team Leader (or to the Accountability Group Supervisor, Operations Chief, or Incident Commander) as outlined in the *Crisis Response Plan* “Student Accountability Procedure”.
6. Immediately following student accounting, one member of each buddy team must check in with their Group Leader, or the Command Post.
7. In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy’s classroom into the other. One teacher can then be available for other assignments.
8. When classrooms have been combined and evacuation is necessary, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door before joining the students outside.

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9. Ensure other support, and parents on campus follow emergency procedures and who their buddy teachers will be.

(SEE SAMPLE ON NEXT PAGE)

## A-7 Buddy Teacher List (ERCLC)      Designated by area & ICS EVAC.

\*Even if you're not teaching in this area you are responsible for checking in on your buddy and the area.

Name (Last Name, First)		
Sullivan, Eric (Adrian)	Hardy, Lisa	
Bastian, Matt	Potter, Jennifer	
Carreras, Yasoda	Nix, Krista	Alsup, Sara
Crawford-Finney, Leslie	Anders, Natalie	
Entz, Peggy	Schenher, Christy	Inagami, Ananda
Hoag, Jeri	Alexander, Jeff	
Padilla, Sandra	Machado, Sandra	
Paez, Ron	Jantzen, Kelly	
Westfall, Bobbi	Helton, Carolynn	
Rocha, Heather	Breedlove, Jodi	
Howard, Heather	McFadden, Nancy	
Cassaday, Ashley	Crawford, Sandy	Liebel, Lauren
Ruelas, Suzanna	Garcia, Adrian	Jackson, Derek

\*You should memorize your buddy teacher(s) and exchange phone numbers. It is your job to check in with them if an emergency situation should arise. First you take care of your class/area and yourself, then you reach out to your buddy teacher.

## A-8 MEDIA RELATIONS GUIDE

(Suggestions for working with the News Media)

### Introduction

The public (including parents) has a right to timely and accurate information when a school crisis occurs. Additionally, the media can be a powerful tool when the school needs to control rumors or impart critical information to parents such as where to pick up their children during an evacuation.

Schools share responsibility for issuing public statements during an emergency with other agencies such as law enforcement and the fire department. It is therefore imperative that these entities work together before and during an emergency to ensure they can provide cohesive, accurate and timely incident information regardless of who issues the information.

The school Incident Commander should appoint an individual and alternates, in advance, to serve as the school's Public Information Officer (PIO) and assistants, if needed, during a crisis. Ideally, the school PIO staff should meet with local fire and law representatives to discuss how they will work together, develop media contact lists, and accomplish other pre-planning tasks such as creating generic message templates for use in an emergency.

***The suggestions below have been compiled from a variety of sources and are intended to assist the school Incident Commander and/or Public Information Officer in preparing for and handling media communications:***

### **Preplan A Media Center Location and Supplies**

- The school Incident Commander, in concert with emergency officials, should determine in advance where the school media center will be established, and identify an alternate site should it become necessary to evacuate the campus.
- The media center should, at minimum, have telephones, copier, FAX and Internet service available.
- Determine and obtain in advance the materials and supplies you will need to support your media operations.
- Office supplies include chairs, desks, bulletin boards, flip charts, computers, printers, fax machines, telephones, cell phones and chargers, digital cameras, TV, radios, copy machine, file folders,



paper, message pads, school and district letterhead, pens, and pencils.

- Communications supplies include press release templates, school fact sheets, and other documents to assist in providing rapid and factual information.
- Key lists include staff and student telephone directories, media directory, a map of the school and area.

### **Understand The Needs Of The Media**

Recognize that the needs of the media will change as the situation evolves!

**First hours of the crisis:** The media will make a mad scramble for information. Reporters will interview anyone willing to talk, often without verifying accuracy of information. The more information released, the less the media will have to rely on rumor and hearsay.

**What and who:** The media will want to know exactly what happened and who was involved — victims and perpetrators.

**Why and how:** The media will ask why the crisis occurred and how it evolved. There will be a step-by-step dissection of the crisis.

**Analysis of emergency response:** The media will analyze how the crisis response functioned. Did first responders react appropriately? Did the school's crisis plan work?

**How could it happen:** As the situation stabilizes, the media will begin to look for causes of the tragedy and whether it could have been avoided. For example, they'll ask, "Were proper emergency planning measures in place"?

**Second-day stories:** The media will begin to look for a different spin or angles, emerging issues and people to interview. The media will also want to cover special events, such as memorials, the first day back at school and athletic activities.

### **Things To Remember When Working With The Media**

**Immediacy:** Issue an accurate, factual, initial statement as quickly as possible.

**Location:** Designate a media area where all briefings will be held. Secure the school perimeter and determine where media will/will not be permitted.

**Purpose:** Use local media as a quick communications pipeline to key audiences, but don't depend solely on the media.

**Policy:** Make sure you follow all district policies and state laws when releasing information. Respect student and staff health, safety and privacy rights!

**Key messages:** Develop two or three key messages that are honest, consistent, responsive and responsible. Strive to be positive and proactive.

**Accuracy:** Never guess, speculate or predict the future. Don't release information until you have verified its accuracy. Never go off the record.

**Availability:** Hold regular media briefings and respect deadlines. Avoid saying "no comment." Provide a brief statement and then take a few questions, but stop when they get redundant or head off course.

**Attitude:** Express sympathy; be calm and respectful. Avoid getting defensive or placing blame.

**Consider Student and Staff Privacy Issues**

- Understand the roles of law enforcement, schools, hospitals and families in releasing names and conditions of victims.
- The school district should have a carefully considered and crafted policy regarding release of student and staff names and photos.
- Consider laws such as Family Educational Rights and Privacy Act as well as restrictions regarding identification of special education students.
- Consider the need for parental consent before students are allowed to participate in interviews or be photographed or filmed while under the control of school officials.
- Be aware that the media may use existing file photos of students or staff participating in athletic or other events.
- Remember that staff and students have the right to:
  - ✓ Say "no" to an interview.
  - ✓ Be treated with respect.
  - ✓ Select the time and location of the interview.
  - ✓ Have someone with you during the interview.

A-9

**School Incident Check-in Form**

Incident Name:				Incident Date:			
Check-In Date/ Time	Agency	Identifier (Unit#/ Radio#)	Leader's Name	Total Staff	Home Base	Incident Assignment	comments


## Appendix B

### INCIDENT COMMAND SYSTEM POSITION CHECKLISTS

These checklists are guidelines intended to assist school staff in filling assigned roles during a school emergency. They will not fit every situation and their application in a given incident will require the use of good judgment and common sense.

#### Incident Command System Organization Chart

##### **Command Section:** *Incident Commander*

Safety Officer

Public Information Officer

Liaison Officer

##### **Operations Section:**

##### ***Operations Section Chief***

Group Leaders

Student Care Group

Fire Aid Group

Search and Rescue Group

Campus Evacuation Group

Utilities Group

Security Group

Student Accountability Group

Student Release Group

##### **Planning Section:**

##### ***Planning Section Chief***

Resource Status Unit

Situation Status Unit

Documentation Unit

##### **Logistics Section:**

##### ***Logistics Section Chief***

Supply Unit

Facilities Unit

Transportation Unit  
Communications Unit  
Finance/Administration Section:  
Crisis Response Plan  
ICS Position Map

### **Finance/Administration Section Chief**

Timekeeping  
Purchasing  
Compensation/Claims Unit

- ✓ Know the purpose of the story.
- ✓ Ask about the questions in advance.
- ✓ Request a specific reporter and/or refuse to work with certain reporters.
- ✓ Speak to one reporter at a time.
- ✓ Release a written statement instead of having an interview.
- ✓ Refrain from answering uncomfortable questions.
- ✓ Say when the interview is over.
- ✓ Ask for a correction if information is wrong.

#### Consider Using Other Available Communication Tools

**Website** - Create an emergency Web Page linked to the district or school Website for daily updates.

**Emails and faxes** - Set up an email distribution list to stakeholders who need to be contacted regularly, including staff, media, parents and elected officials.

**Social networks** - Use Facebook, Twitter and other social networking tools to provide information quickly to parents and other stakeholders.

**Hotline** - Dedicate a phone line to emergency information and update it frequently.

**Phone Tree** – For small schools, especially, phone trees can be used to disburse information rapidly when other systems are down. Messages must be short and factual to avoid sharing misinformation or starting rumors.

**Face-to-face** – Well prepared press conferences or public meetings and can be an effective way to answer questions, address concerns and build public and media confidence in how an incident is being managed.

### **Questions Frequently Asked By Parents And The Media**

Anticipating questions parents and the media will ask can be very helpful to the school Incident Commander and Public Information Officer as they prepare to conduct press conferences or release information. These are some of the common questions asked:

***Q: What happened?***

A: Stick to the facts that you have verified: who, what, when, where. Coordinate information release with law enforcement, fire or other officials.

***Q: How much damage was sustained?***

A: NEVER SPECULATE on dollar amount of damage. Give factual, clear information as it becomes available (e.g., two classrooms have sustained damage in the fire).

***Q: How many people were killed/injured/missing?***

A: ONLY RELEASE CONFIRMED NUMBERS. Coordinate with law enforcement.

***Q: How can I get updated information?***

A: Give time, location of next briefing as well as hotline number.

***Q: How can I locate a family member, colleague or student?***

A: Provide evacuee information numbers.

***Q: How can parents and teachers receive information?***

A: Provide hotline number.

***Q: How can I volunteer to help or provide donations?***

A: Provide information and direct inquiries to organizations such as the Red Cross.

***Q: Why did this happen?***

A: NEVER SPECULATE.

***Q: What are you doing next?***

A: We are assessing the situation and will determine next steps in cooperation with law enforcement. Provide information on how families are being reunited, when classes will resume, etc.

***Q: Were any policies or laws violated?***

A: We are conducting a thorough investigation into what occurred and how it can be prevented in the future.

***Q: When will school resume?***

A: The administration and school board are meeting this evening to make that decision.

***Q: Where can I get information about assistance to victims?***

A: Be prepared to provide contact information for mental health assistance, financial aid, or other services such as food shelter and clothing.

**“Grab and Go” Initial Media Release Template**

A simple “Grab and Go” template such as this will assist in preparing a quick initial press release about an incident occurring on campus. It may be faxed or emailed to local media.

Date/Time:	
	<i>(Indicate the current time and date)</i>
YOUR NAME AND TITLE:	
	<i>(Your title will lend credence to your report)</i>
YOUR PHONE NUMBER(s):	
	<i>(Use a school number. Avoid revealing your personal cell number!)</i>
NAME OF SCHOOL:	
	<i>(Be sure to indicate High School, Middle School, etc.)</i>
SCHOOL ADDRESS:	
	<i>(If rural, indicate miles and direction from closest community)</i>
TYPE OF INCIDENT:	
	<i>(Use common terms, "fire", "explosion", "chemical spill")</i>
SITUATION OVERVIEW:	
	<i>(Be brief and factual): "At approximately 10:00 a.m., a fire broke out in a classroom at the John Doe Elementary school near Appleville."</i>
ACTION BEING TAKEN:	
	<i>(Again, be brief and factual. Inject a positive statement to indicate the situation is being handled proactively.): "At this time school buildings have been evacuated and the fire department is working to contain the fire. As always our number one concern is for the safety of our students and staff and the emergency procedures we practice regularly have been implemented."</i>
REPORTED INJURIES:	

<p>(Be very careful here not to stir undue concern or panic. Don't speculate about or estimate the number or types of injuries. Provide general factual information and attempt to keep the message positive by reiterating that professional rescuers are on top of the situation. Stress that additional information will be forthcoming. "We have an unconfirmed report of a possible injury, and emergency personnel are currently assessing that situation. We will have additional information available as soon as the emergency responders are able to give us an update."</p>	
SPECIAL INFORMATION	
	<p><i>(If there is a special announcement that needs to be broadcast to parents or the public, use this block for that announcement. If the school has a public website or other source of school related information that might interest the media or public, you may also use this block to provide the website address, phone numbers, etc.)</i></p>

### **Sample Parent/Press Message**

Schools may also wish to draft sample announcements, such as below, in advance. When needed, messages can be quickly disseminated by simply altering dates, times and other variable information. Not only will this save time, it will provide consistency in the messages that parents receive, and help assure that important information is not overlooked in the rush to craft a message and get it out. This format can also be used to develop press releases.

## SAMPLE Parent Notification/Press Release SCHOOL LOCK DOWN

### **FOR IMMEDIATE RELEASE**

#### **[Headline:]**

DOE SCHOOL LOCKED DOWN

#### **[Message:]**

VISALIA, CA – July 7, 2013, 10:00 a.m. – This message is to advise you that the John Doe school is presently under LOCK DOWN. This action has been taken in response to a police SWAT action that is occurring in the vicinity of the school.

As our primary concern is student safety, students will be kept in secured rooms on campus until further notice. This may delay the release of students slated to board buses or be picked up by parents at 2:35 p.m. For the protection of our students and staff, as well as parents, parents are asked not to come to or call the school at this time. Please be patient. We will provide periodic updates for the duration of this activity, and will advise parents by phone or

text message as soon as this action has ended and it is deemed safe to resume normal school operations or release students.

Additional information will be posted on the school website at [www.jdschool.k.12.org](http://www.jdschool.k.12.org) as it becomes available. Recorded updates can be accessed on the school HotLine at 559-555-1212.

## **INCIDENT COMMANDER**

RESPONSIBILITIES:	The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Incident Command Post to observe and direct all operations. The Incident Commander must maintain span of control and diligently delegate responsibility to avoid becoming overwhelmed.
SAFETY:	Ensure your safety and the safety of others. Brief your subordinates: Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and safety procedures.
START-UP ACTIONS	<input type="checkbox"/> Implement the Crisis Response Plan and necessary Initial Actions such as “Lock Down” or “Shelter-In-Place”. <input type="checkbox"/> Establish an Incident Command Post and stay there! <input type="checkbox"/> Obtain the school Crisis Response Box and keep it with you.



OPERATIONAL  
DUTIES:

- ☐ Assess the type and scope of emergency.
  - ☐ Determine the threat to human life and structures.
  - ☐ Distribute Crisis Response Box materials to emergency responders as needed.
  - ☐ Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives.
  - ☐ Activate ICS functions and assign positions as needed.
  - ☐ Use the "Campus Emergency Assignment Worksheet" to assist you in filling and tracking position assignments.
  - ☐ Designate a backup or alternate Incident Commander
  - ☐ Assemble and brief subordinates
  - ☐ Continue to monitor and assess the total school situation.
  - ☐ Check with Command Staff and section Chiefs for regularly for updates.
  - ☐ Reassign personnel as needed.
  - ☐ Report to the school district on the status of students, staff, and facility, as needed (Site Status Report).
  - ☐ Develop and communicate revised incident action plans as needed.
  - ☐ Begin student release when appropriate.
  - ☐ NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the superintendent, except at the request of parent/guardian.
  - ☐ Authorize the release of information.
  - ☐ Utilize your back-up and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post.
  - ☐ Plan regular breaks for all staff and volunteers. Take care of your caregivers!
  - ☐ Release teachers as appropriate and per district guidelines. (By law, during a disaster, teachers become disaster workers.)
  - ☐ Remain on and in charge of your campus until the incident is concluded. Should you have to leave campus, appoint a Deputy IC to fulfill the command role in your absence.
-

## CLOSING DOWN:

- ☐ Authorize deactivation of positions when no longer needed
- ☐ Ensure that any open actions not yet completed will be taken care of after deactivation.
- ☐ Ensure the return of all equipment and reusable supplies.
- ☐ Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- ☐ Announce the termination of the emergency and proceed with recovery operations if necessary.

## SAFETY OFFICER

RESPONSIBILITIES:	<p>The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the existing circumstances.</p> <p>In the absence of an Operations Chief or related Groups, take responsibility for critical safety functions, such as shutting down power, and marking known hazards during an emergency.</p>
SAFETY:	<p>Ensure your safety and the safety of others.</p> <p>Size up the situation first.</p> <p>Take no action that might endanger you.</p> <p>Do not work beyond your expertise.</p> <p>Use appropriate safety gear.</p> <p>Follow all operational and safety procedures.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Protect yourself against contact with blood or body fluids. Don gloves if possible.</li><li><input type="checkbox"/> Administer appropriate first aid according to your level of training until help arrives.</li><li><input type="checkbox"/> Do Not Move if seriously injured unless the scene is absolutely unsafe.</li></ul>

	<input type="checkbox"/> If the victim is not breathing, or there is no pulse, begin CPR if so trained.
START-UP ACTIONS:	<input type="checkbox"/> Check in with the Incident Commander for a situation briefing. <input type="checkbox"/> Obtain necessary equipment and supplies from any emergency kit pre-established for your position.
OPERATIONAL DUTIES:	<input type="checkbox"/> Monitor emergency response activities for safety. <input type="checkbox"/> Identify and mitigate safety hazards and situations. <input type="checkbox"/> Stop or modify all unsafe operations. <input type="checkbox"/> Ensure that staff use appropriate safety equipment. <input type="checkbox"/> Think ahead and anticipate situations and problems before they occur. <input type="checkbox"/> Anticipate situation changes, such as cascading events, in all planning. <input type="checkbox"/> During emergencies, provide advice and assistance as needed to the Operations Chief and Groups <input type="checkbox"/> Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.
CLOSING DOWN:	<input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release. <b>Post event considerations:</b> <input type="checkbox"/> Review event to determine if incident was caused by a safety issue that requires further investigation or corrective action. <input type="checkbox"/> Review incident to assess need for improved procedures or additional staff training. <input type="checkbox"/> Consider need to provide follow-up counseling to students/staff/parents. <input type="checkbox"/> Remember that information regarding injuries or illnesses is confidential and cannot be shared with the media or others.

## PUBLIC INFORMATION OFFICER (PIO)

RESPONSIBILITIES:	<p>The PIO is responsible for disseminating to parents and the media. The PIO must work closely with the PIOs from law enforcement, fire or other responding agencies to ensure the consistency and accuracy of information that is consistent, accurate, and timely.</p> <p>The public and parents have the right and need to know important information related to an emergency/disaster at the school site as soon as it is available.</p> <p>The PIO acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO is not available. News media can play a key role in assisting the school in getting emergency /disaster-related information to the public (parents). Information released must be pre approved by the incident commander.</p>
SAFETY:	<p>Ensure your safety and the safety of others.</p> <p><b>Brief your subordinates:</b></p> <p>Take no action that might endanger you. Do not work beyond your expertise.</p> <p>Use appropriate safety gear. Size up the situation first.</p> <p>Follow all operational and safety procedures.</p>
START-UP ACTIONS	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check in with the Incident Commander for a situation briefing.</li> <li><input type="checkbox"/> Obtain necessary equipment and supplies from any emergency kit pre-established for your position.</li> </ul>
OPERATIONAL DUTIES:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide talking points if the Incident Commander has approved someone other than the PIO to speak to the media.</li> <li><input type="checkbox"/> Coordinate with law, fire or other involved PIOs to ensure information released is consistent and accurate.</li> <li><input type="checkbox"/> Ensure updates are made throughout the day, even if nothing new has happened.</li> <li><input type="checkbox"/> Remain accessible to the media.</li> <li><input type="checkbox"/> Read statements if possible.</li> <li><input type="checkbox"/> When answering questions, be complete and truthful, always considering confidentiality and emotional impact.</li> <li><input type="checkbox"/> Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.</li> <li><input type="checkbox"/> Avoid using the phrase “no comment.”</li> <li><input type="checkbox"/> Remind school staff to refer all questions from the media or parents to the PIO.</li> <li><input type="checkbox"/> Update information periodically with the Incident Commander.</li> </ul>

	<input type="checkbox"/> Ensure that announcements and other information are translated into other languages as needed. <input type="checkbox"/> Monitor news broadcasts about the incident. Correct any misinformation heard. Control rumors!
CLOSING DOWN:	<input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

## LIAISON OFFICER

RESPONSIBILITIES:	The Liaison Officer serves as the point of contact for agency 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.	
SAFETY:	Ensure your safety and the safety of others. Brief your subordinates: Size up the situation first. Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Follow all operational and safety procedures.	
START-UP ACTIONS:	<input type="checkbox"/> Check in with the Incident Commander for a situation briefing. <input type="checkbox"/> Obtain necessary equipment and supplies from any emergency kit pre-established for your position.	
OPERATIONAL DUTIES:	<input type="checkbox"/> Brief agency representatives on the current situation, priorities, and incident action plan. <input type="checkbox"/> Ensure coordination of efforts by keeping the Incident Commander informed of agencies' action plans. <input type="checkbox"/> Provide periodic update briefings to agency representatives as necessary.	

CLOSING DOWN:	<input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.
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## OPERATIONS CHIEF

RESPONSIBILITIES:	<p>The Operations Chief reports to the Incident Commander and manages the direct response to the disaster. Response “Groups” may include these and others:</p> <ul style="list-style-type: none"> <li>▪ Student Care</li> <li>▪ First-Aid</li> <li>▪ Search and Rescue</li> <li>▪ Campus Evacuation</li> <li>▪ Utilities</li> <li>▪ Security</li> <li>▪ Student Release</li> <li>▪ Student Accountability</li> </ul> <p>The Operations Chief will also establish a Staging Area to hold staff that is available for assignment.</p>
SAFETY:	<p>Ensure your safety and the safety of others: Size up the situation first.</p> <p>Take no action that might endanger you. Do not work beyond your expertise.</p> <p>Use appropriate safety gear.</p> <p>Follow all operational and safety procedures.</p>
START-UP ACTIONS:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check in with the Incident Commander for a situation briefing.</li> <li><input type="checkbox"/> Obtain necessary equipment and supplies from any emergency kit pre-established for your position.</li> <li><input type="checkbox"/> Be certain to obtain ICS JOB AID sheets for Operations groups.</li> </ul>

OPERATIONAL DUTIES:	<input type="checkbox"/> Assume the duties of all operations positions until staff are available and assigned. <input type="checkbox"/> Establish a personnel staging area to hold unassigned staff. <input type="checkbox"/> Determine, based on the situation, which “Groups” need to be activated and staffed. <input type="checkbox"/> As staff arrives, brief them on the situation, and assign them, or hold them in the Staging Area until needed or released. <input type="checkbox"/> Distribute ICS JOB AIDS to key staff as needed. <input type="checkbox"/> Assign work locations and tasks to section personnel. <input type="checkbox"/> Keep the Incident Commander informed of current situation, progress of work, and personnel and equipment needs. <input type="checkbox"/> Schedule breaks and reassign staff within the section as needed.
CLOSING DOWN:	<input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

## GROUP LEADERS (OPERATIONS SECTION)

RESPONSIBILITIES:	<p>Under the direction of the Incident Commander, or the Operations Chief, if one is assigned, Group Leaders will lead staff assigned to emergency functions as dictated by the needs of the incident. Groups may be responsible for these and other activities:</p> <table border="0"> <tr> <td>▪ Student Care</td><td>▪ Utilities</td></tr> <tr> <td>▪ First-Aid</td><td>▪ Security</td></tr> <tr> <td>▪ Search and Rescue</td><td>▪ Student Release</td></tr> <tr> <td>▪ Campus Evacuation</td><td>▪ Student Accountability</td></tr> </table> <p>Coordinate efforts of Operations section groups with those of emergency response agencies.</p>	▪ Student Care	▪ Utilities	▪ First-Aid	▪ Security	▪ Search and Rescue	▪ Student Release	▪ Campus Evacuation	▪ Student Accountability
▪ Student Care	▪ Utilities								
▪ First-Aid	▪ Security								
▪ Search and Rescue	▪ Student Release								
▪ Campus Evacuation	▪ Student Accountability								
SAFETY RULES:	<p>Ensure your safety and the safety of others: Size up the situation first.  Take no action that might endanger you. Do not work beyond your expertise.  Use appropriate safety gear.  Follow all operational and safety procedures.</p>								

START-UP ACTIONS:	<input type="checkbox"/> Obtain supplies from any pre-established "Group" kits. <input type="checkbox"/> Obtain briefing from Operations Chief - note known safety hazards.
OPERATIONAL DUTIES:	<input type="checkbox"/> Assemble and brief Group members. <input type="checkbox"/> As needed, divide your Group into Teams. <input type="checkbox"/> Use the buddy system: Strive to assign a minimum of 2 persons to each team. <input type="checkbox"/> Record names and assignments before deploying teams. <input type="checkbox"/> Dispatch teams to known situations first, and then prioritize handling of other issues as they become known. <input type="checkbox"/> Keep Operations Chief/Incident Commander informed of situation and progress. <input type="checkbox"/> Keep radio communications brief and simple. No codes. Remember: if you are not acknowledged, repeat your transmission.
CLOSING DOWN:	<input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

## STUDENT CARE GROUP

RESPONSIBILITIES:	Ensure the care and safety of all students on campus except those who are in the medical treatment area.
SAFETY RULES:	Ensure your safety and the safety of others: Size up the situation first. Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Follow all operational and safety procedures.
START-UP ACTIONS:	<input type="checkbox"/> Obtain supplies from any pre-established "Group" kits. <input type="checkbox"/> Obtain briefing from Group Leader/Operations Chief.



OPERATIONAL DUTIES:	<input type="checkbox"/> Monitor the safety and well-being of the students and staff in the assembly area or classrooms <input type="checkbox"/> Administer minor first aid as needed. <input type="checkbox"/> When necessary, provide water and food to students and staff. <input type="checkbox"/> Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease. <input type="checkbox"/> Make arrangements to provide shelter for students and staff. <input type="checkbox"/> Arrange activities and keep students reassured. <input type="checkbox"/> Assist in updating records of the number of students and staff in the assembly area and/ buildings. <b>Direct all media or parent requests for information to the PIO.</b>
CLOSING DOWN:	<input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

## FIRST AID GROUP

RESPONSIBILITIES:	Ensure the care and safety of all students on campus except those who are in the medical treatment area.
SAFETY RULES:	<p>Ensure your safety and the safety of others: Size up the situation first.</p> <p>Take no action that might endanger you. Do not work beyond your expertise.</p> <p>Use appropriate safety gear.</p> <p>Follow all operational and safety procedures.</p> <p>Use appropriate safety gear.</p> <ul style="list-style-type: none"> <li>▪ Follow all operational and safety procedures:</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Ensure members use latex or nitrile gloves for protection from body fluids and new gloves for each new patient.</li> <li>▪ Ensure members wear appropriate eyeglasses and masks to protect eyes, nose and mouth from body fluids.</li> </ul>
START-UP ACTIONS:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain necessary equipment from any pre-established First Aid supply caches.</li> <li><input type="checkbox"/> Obtain briefing from Group Leader/Operations Chief.</li> </ul>
OPERATIONAL DUTIES:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish scope of emergency and request outside resources needed to provide emergency medical support and transport.</li> <li><input type="checkbox"/> Assign teams as needed for “Triage”, “Immediate Treatment” and “Delayed Treatment”. Two or more people per team, if possible.</li> <li><input type="checkbox"/> Review safety procedures and assignments with personnel.</li> <li><input type="checkbox"/> Set up one or more first aid areas: <ul style="list-style-type: none"> <li>▪ In a safe place (upwind from smoke or hazardous materials)</li> <li>▪ With access to emergency vehicles</li> </ul> </li> <li><input type="checkbox"/> Provide staff to respond to injured in remote locations who cannot be moved to first aid stations due to their injuries.</li> <li><input type="checkbox"/> Keep the Operations Section Chief informed of the overall status.</li> </ul> <p><b>Remember: A student’s emergency information/parental consent for treatment card must accompany each student transported off-site for advanced medical attention.</b></p>
CLOSING DOWN:	<ul style="list-style-type: none"> <li><input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.</li> </ul>

## SEARCH AND RESCUE GROUP

RESPONSIBILITIES:	<p>Locate and report locations of trapped or injured staff or students. Free them only if you can do so safely.</p>
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SAFETY:	<p>Use the buddy system: Divide into Teams as needed, and ensure that each team has been assigned a minimum of 2 persons.</p> <p>Size up the situation first.</p> <p>Take no action that might endanger you. Do not work beyond your expertise.</p> <p>Use appropriate safety gear.</p> <p>Follow all operational and safety procedures.</p>
START-UP ACTIONS:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain a briefing from the Group Leader/Operations Chief</li> <li><input type="checkbox"/> Obtain equipment from any pre-assembled Group kit.</li> </ul>
OPERATIONAL DUTIES:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Report hazardous conditions to the Incident Command Post immediately upon discovery.</li> <li><input type="checkbox"/> Before entering a building, inspect the complete exterior of the building. Do not enter severely damaged buildings. <b>If you are in doubt about your safety, DO NOT ENTER!</b></li> <li><input type="checkbox"/> If the building is safe to enter, search the assigned area using an orderly pattern; Check all rooms.</li> <li><input type="checkbox"/> Use chalk or grease pencil to mark a slash on the door when entering a room. This indicates to others that you are inside.</li> <li><input type="checkbox"/> Check under desks and tables. Search visually and vocally. Listen.</li> <li><input type="checkbox"/> When leaving each room, complete the slash to form an "X" on the door. This indicates you have searched the room and left.</li> <li><input type="checkbox"/> If possible , report by radio to the Incident Command Post as the rooms are searched and cleared. (e.g. "Room A-123 is clear.").</li> <li><input type="checkbox"/> When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use names of students or staff.</li> <li><input type="checkbox"/> Keep radio communication brief and simple. Do not use codes.</li> </ul> <p><b>Remember: If you are not acknowledged, repeat your transmission.</b></p>
CLOSING DOWN:	<ul style="list-style-type: none"> <li><input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.</li> </ul>

## CAMPUS EVACUATION GROUP

RESPONSIBILITIES:	<p>The Campus Evacuation Group is responsible for getting students loaded, transported and unloaded when it is necessary to rapidly evacuate the school to an off-campus site.</p> <p>Campus Evacuation will be conducted as outlined in the “Campus Evacuation Emergency Procedure” of the school Crisis Response Plan.</p> <p>Off-campus evacuation is normally followed by the release of students to parents at the off-site location by the “Student Release Group”.</p> <p>During a mass evacuation, do not release children to parents. Direct parents to the off-campus site to be reunited with their children.</p>
SAFETY:	<p>Size up the situation first.</p> <p>Take no action that might endanger you. Do not work beyond your expertise.</p> <p>Use appropriate safety gear.</p> <p>Follow all operational and safety procedures.</p>
START UP ACTIONS:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain a briefing from the Group Leader/Operations Chief</li> <li><input type="checkbox"/> Obtain equipment from any pre-assembled Group kit.</li> </ul>
OPERATIONAL DUTIES:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Confirm sufficient transportation is enroute to pick up students.</li> <li><input type="checkbox"/> <b>Take steps necessary to protect students and yourself from whatever is prompting the evacuation.</b></li> <li><input type="checkbox"/> If necessary, use “Shelter-In-Place” procedures to protect students until they can be taken directly to the bus for immediate loading.</li> <li><input type="checkbox"/> Assist teachers in moving students to the bus loading area.</li> <li><input type="checkbox"/> As students load, check student name against teacher roster.</li> <li><input type="checkbox"/> Record names of any missing students, and confirm with teacher that they were not absent that day. Report missing students to the Evacuation Group Supervisor.</li> <li><input type="checkbox"/> If a stray student is loaded on a bus other than the one holding his or her teacher, record the students name and report it to the Evacuation Group Supervisor.</li> <li><input type="checkbox"/> At off-campus site, again check students getting off buses against the teacher roster.</li> <li><input type="checkbox"/> Report missing students to the Evacuation Group Supervisor.</li> </ul>
CLOSING DOWN:	<ul style="list-style-type: none"> <li><input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.</li> </ul>

## UTILITIES GROUP

RESPONSIBILITIES:	Check condition of all utilities; Gas, Water, Power and shut off or isolate as necessary
SAFETY:	<p>Use the buddy system: Divide into Teams as needed, and ensure that each team has been assigned a minimum of 2 persons.</p> <p>Size up the situation first.</p> <p>Take no action that might endanger you. Do not work beyond your expertise.</p> <p>Use appropriate safety gear.</p> <p>Follow all operational and safety procedures.</p>
START-UP ACTIONS:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain a briefing from the Group Leader/Operations Chief</li> <li><input type="checkbox"/> Obtain equipment from any preassembled Group kit.</li> </ul>
OPERATIONAL DUTIES:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check buildings for damage to gas, electrical or water systems, and shut down utilities as necessary to reduce hazards and/or damage.</li> <li><input type="checkbox"/> When possible, isolate and shut down utility service to damaged areas of campus only, versus entire campus.</li> <li><input type="checkbox"/> Before entering a building, inspect the complete exterior of the building. Do not enter severely damaged buildings. If you are in doubt about your safety, DO NOT ENTER!</li> <li><input type="checkbox"/> If building is sufficiently damaged to prevent entry/inspection shut down utilities to entire building.</li> <li><input type="checkbox"/> Use yellow caution tape to barricade hazardous areas.</li> <li><input type="checkbox"/> Report serious gas leaks, fires, and major structural damage to the Incident Command Post immediately upon discovery.</li> <li><input type="checkbox"/> Keep radio communication brief and simple. Do not use codes.</li> </ul> <p>Remember: If you are not acknowledged, repeat your transmission.</p>
CLOSING DOWN:	<ul style="list-style-type: none"> <li><input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.</li> </ul>

## SECURITY GROUP

RESPONSIBILITIES:	This group is responsible for establishing and maintaining initial site security during an emergency. Depending on the emergency, the site security responsibilities may, or may not, ultimately be taken over by local law enforcement officials.
SAFETY:	<p><b>Use the buddy system: Divide into Teams as needed, and ensure that each team has been assigned a minimum of 2 persons.</b></p> <p>Size up the situation first.            Take no action that might endanger you. Do not work beyond your expertise.            Use appropriate safety gear.            Follow all operational and safety procedures.</p>
START UP ACTIONS:	<input type="checkbox"/> Obtain a briefing from the Group Leader/Operations Chief <input type="checkbox"/> Obtain equipment from any preassembled Group kit.
OPERATIONAL DUTIES:	<p>As you complete the following tasks, observe the campus and report any damage by radio to the Command Post.  <b>Remember: If you are not acknowledged, repeat your transmission.</b></p> <input type="checkbox"/> Lock gates and major external doors. <input type="checkbox"/> Do not allow unauthorized persons to enter campus. <input type="checkbox"/> Direct arriving parents to the Student Release Request Point. <input type="checkbox"/> Route arriving fire, rescue, and police, as appropriate. <input type="checkbox"/> Direct all requests for information to the Public Information Officer.
CLOSING DOWN:	<input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

## STUDENT ACCOUNTABILITY GROUP

RESPONSIBILITIES:	<p>This group is responsible for accounting for all students in the Assembly Area(s) following an on-campus building evacuation (fire alarm). The Student Accountability Group is responsible for obtaining and reporting student accountability information from the Accountability Teams. For the purposes of getting timely and accurate Accountability information, school classrooms and offices will be divided into predetermined Teams. One teacher/staff member in each team of classrooms or offices should be pre-designated as the Team Leader.</p> <p>Each pre-designated grouping of classrooms (or offices or other facilities) will have a pre-assigned "Team Leader" who will report to the Accountability Group Leader. If no Accountability Group Leader is assigned, Team Leaders will report to the Operations Chief or to the Incident Commander.</p>
SAFETY RULES:	<p>Ensure your safety and the safety of others: Size up the situation first. Take no action that might endanger you. Do not work beyond your expertise.</p> <p>Use appropriate safety gear.</p> <p>Follow all operational and safety procedures.</p>
START-UP ACTIONS:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain supplies from any pre-established "Group" kits.</li> <li><input type="checkbox"/> Obtain briefing from Group Leader/Operations Chief.</li> </ul>

OPERATIONAL DUTIES:	<input type="checkbox"/> Establish contact with each pre-designated team leaders and obtain accountability report for each classroom/office. <input type="checkbox"/> Provide accountability reports to Operations Chief: <ol style="list-style-type: none"> <li>1. Provide name and last known location of any missing student or staff.</li> <li>2. Update report if missing are located.</li> </ol> <input type="checkbox"/> Maintain current record of the number of students and staff in the assembly area and/ buildings. <input type="checkbox"/> Maintain record of students or staff who leave assembly area for any reason. <input type="checkbox"/> Direct all media or parent requests for information to the PIO.
CLOSING DOWN:	<input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

## STUDENT RELEASE GROUP

RESPONSIBILITIES:	<p>Assure the reunification of students with their parents or authorized adult through separate Request and Release Points.</p> <p>Student Release will be conducted as outlined in the “Student Release Procedure” of the school Crisis Response Plan. The procedure guides release from campus as well as release from an evacuation site.</p> <p>Principles outlined in this checklist will apply to either situation.</p>
SAFETY:	<p><b>Use the buddy system: Divide into Teams as needed, and ensure that each team has been assigned a minimum of 2 persons.</b></p> <p>Size up the situation first.</p> <p>Take no action that might endanger you. Do not work beyond your expertise.</p> <p>Use appropriate safety gear.</p> <p>Follow all operational and safety procedures.</p>
START UP ACTIONS:	<input type="checkbox"/> Obtain a briefing from the Group Leader/Operations Chief <input type="checkbox"/> Obtain equipment from any pre-assembled Group kit. <input type="checkbox"/> Obtain Student Emergency Cards from Incident Commander (kept in school Crisis Response Box).



<p>OPERATIONAL DUTIES:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain and <b>follow the “Student Release Procedure”</b>. <ul style="list-style-type: none"> <li>▪ The procedure is available in the school Crisis Response Plan, but should also be kept in the school Crisis Response Box and/or any pre-assembled Operations/Student Release Group kit.</li> </ul> </li> <li><b>Items below are general steps:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintain strict accountability/record of all students released!</li> <li><input type="checkbox"/> Work with the Security Group as needed to secure the areas.</li> <li><input type="checkbox"/> Coordinate with the “Campus Evacuation Group” if releasing from an off-campus site following evacuation of the school.</li> <li><input type="checkbox"/> Set up “Request Point” and “Release Point” at planned locations.</li> <li><input type="checkbox"/> Receive release request and confirm requestor ID.</li> <li><input type="checkbox"/> Confirm they are authorized to pick up student.</li> <li><input type="checkbox"/> If confirmed, direct them to Release Point.</li> <li><input type="checkbox"/> Send runner to get student and take to Release Point.</li> <li><input type="checkbox"/> Release Point confirms student and parent ID, releases student.</li> </ul> </li> <li><b>Refer all requests for information to the PIO.</b></li> </ul>
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## PLANNING CHIEF

<p>RESPONSIBILITIES:</p>	<p>Assure the reunification of students with their parents or authorized adult through separate Request and Release Points. Student Release will be conducted as outlined in the “Student Release Procedure” of the school Crisis Response Plan. The procedure guides release from campus as well as release from an evacuation site.</p> <p>Principles outlined in this checklist will apply to either situation.</p>
<p>SAFETY:</p>	<p>Ensure your safety and the safety of others.</p> <p>Size up the situation first.</p> <p>Take no action that might endanger you. Do not work beyond your expertise.</p> <p>Use appropriate safety gear.</p> <p>Follow all operational and safety procedures.</p>

START UP ACTIONS:	<input type="checkbox"/> Check in with the Incident Commander for a situation briefing. <input type="checkbox"/> Obtain necessary equipment and supplies from any emergency kit pre-established for your position.
OPERATIONAL DUTIES:	<input type="checkbox"/> <b>Assume the duties of all Planning Section positions until staff is available and assigned.</b> <input type="checkbox"/> Determine need to activate and staff subordinate units: <ul style="list-style-type: none"> <li>▪ Situation Status, Resource Status, Documentation</li> </ul> <input type="checkbox"/> As staff is assigned, brief them on the situation and supervise their activities, using the appropriate position checklists. <input type="checkbox"/> Assign work locations and tasks to section personnel. <input type="checkbox"/> Provide ongoing assessment of the situation. <input type="checkbox"/> Keep the Incident Commander informed of the situation, and provide situation status briefings as necessary to key response personnel including the Public Information Officer. <input type="checkbox"/> Assist the Incident Commander in developing incident action plans. <input type="checkbox"/> Track damage and other concerns on a campus map. <input type="checkbox"/> Track status of assigned and available resources. <input type="checkbox"/> Collect all documentation generated on the incident.
CLOSING DOWN:	<input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

## RESOURCE STATUS UNIT

Responsibilities	<p>This resources unit (ReStat) is responsible for maintaining the status of all assigned resources (primary and support) at an incident. This is achieved by overseeing the checkin/out of all resources, maintaining a status-keeping system indicating current location and status of all resources, and maintenance of a master list of all resources (supervisory personnel, primary and support resources, etc)</p>
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<p>SAFETY RULES:</p> <p>.</p>	<p>SAFETY RULES:</p> <p>Ensure your safety and the safety of others:</p> <p>Size up the situation first.</p> <p>Take no action that might endanger you. Do not work beyond your expertise.</p> <p>Use appropriate safety gear.</p> <p>Follow all operational and safety procedures.</p>
<p>START-UP ACTIONS:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain supplies from any pre-established “Unit” kits.</li> <li><input type="checkbox"/> Obtain briefing from Planning Chief.</li> </ul>
<p>OPERATIONAL DUTIES:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain a roster of all staff on campus that day.</li> <li><input type="checkbox"/> Using the staff roster and the “Campus Emergency Assignment Worksheet”, assist the Incident Commander and others in assigning school staff to needed ICS staff positions. <ul style="list-style-type: none"> <li>▪ Maintain a current list of who is assigned and where.</li> <li>▪ Maintain a current list who is available for assignment</li> </ul> </li> <li><input type="checkbox"/> Prepare and maintain an Incident Command Post (ICP) display (to include organization chart and resource deployment).</li> <li><input type="checkbox"/> Establish a check-in location(s) for all outside resources arriving on campus. <ul style="list-style-type: none"> <li>▪ Use the “<b>School Incident Check-In” form</b> (or ICS Form 211)</li> <li>▪ Coordinate with Security Group if they are staffing gates.</li> </ul> </li> <li><input type="checkbox"/> Obtain a personnel count from initial response agencies that arrived prior to establishment of check-in location.</li> <li><input type="checkbox"/> Maintain a total count of ALL assigned personnel. <ul style="list-style-type: none"> <li>▪ Needed by Logistics, for example, to order sufficient lunches</li> </ul> </li> </ul> <p><b>Report situation related information only to Incident Command Staff. Refer all outside information requests to the PIO.</b></p>
<p>CLOSING DOWN:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.</li> </ul>

## SITUATION STATUS UNIT

Responsibilities:	The Situation Unit (SitStat) is responsible for the collection, evaluation, documentation and use of information about the incident, maintain an accurate site map, and provide ongoing analysis of situation and incident status.
SAFETY RULES:	<p>SAFETY RULES:</p> <p>Ensure your safety and the safety of others:</p> <p>Size up the situation first.</p> <p>Take no action that might endanger you. Do not work beyond your expertise.</p> <p>Use appropriate safety gear.</p> <p>Follow all operational and safety procedures.</p>
START-UP ACTIONS:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain supplies from any pre-established "Unit" kits.</li> <li><input type="checkbox"/> Obtain briefing from Planning Chief.</li> </ul>
OPERATIONAL DUTIES:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate unit activities with those of professional responders.</li> </ul> <p>Situation Status (Map):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collect, organize and analyze situation information.</li> <li><input type="checkbox"/> Mark the site map appropriately as reports are received, including Search and Rescue reports and damage updates, etc., to create a concise picture of conditions on campus.</li> <li><input type="checkbox"/> Preserve the map as a legal document until it is photographed.</li> <li><input type="checkbox"/> Use an 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.)</li> </ul> <p>Situation Analysis:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use staff and student rosters to compute the number of students, staff, and others on campus. Update periodically.</li> <li><input type="checkbox"/> Provide current situation assessments based on analysis of information received.</li> <li><input type="checkbox"/> Develop situation reports for the Incident Commander to support the action planning process.</li> <li><input type="checkbox"/> Think ahead and anticipate situations and problems before they occur.</li> </ul> <p><b>Report situation related information only to Incident Command Staff. Refer all outside information requests to the PIO.</b></p>
CLOSING DOWN:	<ul style="list-style-type: none"> <li><input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.</li> </ul>

## DOCUMENTATION UNIT

Responsibility	The Documentation Unit (Doc Unit) is responsible for the collection, sorting and storage of all incident related documentation.
SAFETY RULES:	<p>SAFETY RULES:</p> <p>Ensure your safety and the safety of others:            Size up the situation first.            Take no action that might endanger you. Do not work beyond your expertise.            Use appropriate safety gear.            Follow all operational and safety procedures.</p>
START-UP ACTIONS:	<p>START-UP ACTIONS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain supplies from any pre-established “Unit” kits.</li> <li><input type="checkbox"/> Obtain briefing from Planning Chief.</li> </ul>
OPERATIONAL DUTIES:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintain a time log of the incident, noting all major actions.               <ul style="list-style-type: none"> <li>▪ 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.</li> </ul> </li> <li><input type="checkbox"/> Establish a filing/storage system for all incident related documents.               <ul style="list-style-type: none"> <li>▪ Remember that incident related reports and records may be generated for months (or more) following the incident.</li> </ul> </li> <li><input type="checkbox"/> If “Student Release” is underway, periodically collect the completed Student Release logs. Before filing, provide a status update to Situation Unit/Planning Chief and/or Incident Commander.</li> <li><input type="checkbox"/> Determine whether there will be a Finance/Administration Section. If not, the Documentation Unit will be responsible for:               <ul style="list-style-type: none"> <li>▪ Maintaining records of emergency expenditures</li> <li>▪ Tracking any personnel overtime related to the incident</li> <li>▪ Initial handling of Worker’s Comp paperwork for injured staff</li> </ul> </li> </ul> <p><b>Report situation related information only to Incident Command Staff. Refer all outside information requests to the PIO.</b></p>

CLOSING DOWN:	<input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.
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## LOGISTICS CHIEF

Responsibilities	The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident. Certain supplies should be stored in advance on campus, while others may be obtained as needed for extended emergency operations. Coordinate activities of school logistics section with those of emergency response agency.
SAFETY:	<p>SAFETY:</p> <p>Ensure your safety and the safety of others.</p> <p>Size up the situation first.</p> <p>Take no action that might endanger you. Do not work beyond your expertise.</p> <p>Use appropriate safety gear.</p> <p>Follow all operational and safety procedures.</p>
START-UP ACTIONS:	<input type="checkbox"/> Check in with the Incident Commander for a situation briefing. <input type="checkbox"/> Obtain necessary equipment and supplies from any emergency kit pre-established for your position.

OPERATIONAL DUTIES:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assume the duties of all Logistics section positions until staff is available and assigned.</li> <li><input type="checkbox"/> Determine need to activate and staff subordinate units: <ul style="list-style-type: none"> <li>▪ Supply, Facilities, Communications, and/or Transportation</li> </ul> </li> <li><input type="checkbox"/> As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.</li> <li><input type="checkbox"/> Ensure that the Command Post and other facilities are set up and kept functional as needed.</li> <li><input type="checkbox"/> Coordinate approval and ordering of incident “support” personnel with the Incident Commander. <ul style="list-style-type: none"> <li>▪ Does not apply to “Emergency Response” personnel such as, Fire, Law Enforcement, etc.</li> </ul> </li> <li><input type="checkbox"/> Coordinate ordering, receipt of, and distribution of supplies and equipment, including communication devices.</li> <li><input type="checkbox"/> Provide transportation of “Support” staff, supplies and equipment.</li> <li><input type="checkbox"/> Assist in providing transport services for students when campus must be evacuated.</li> </ul>
CLOSING DOWN:	<ul style="list-style-type: none"> <li><input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.</li> </ul>

## SUPPLY UNIT

Responsibilities	<p>This unit is responsible for providing equipment, supplies, and materials in support of the incident. This unit is also responsible for ordering additional incident “support” staff, and any special vendor services needed during the incident, such as portable toilets or food.</p>
SAFETY RULES:	<p>Ensure your safety and the safety of others:  Size up the situation first.  Take no action that might endanger you. Do not work beyond your expertise.  Use appropriate safety gear.  Follow all operational and safety procedures.</p>

START-UP ACTIONS:	<p>START-UP ACTIONS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain supplies from any pre-established “Unit” kits.</li> <li><input type="checkbox"/> Obtain briefing from Logistics Chief.</li> </ul>
OPERATIONAL DUTIES:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain the list of all emergency supplies cached on campus. <ul style="list-style-type: none"> <li>▪ List should be compiled in advance, and kept in the school Crisis Response Box, and/or a Logistics or Supply Unit kit.</li> </ul> </li> <li><input type="checkbox"/> Establish a supply distribution point, and gather stored emergency supplies and equipment.</li> <li><input type="checkbox"/> Be prepared to distribute supplies and equipment as needed.</li> <li><input type="checkbox"/> Maintain a log of items distributed and to whom.</li> <li><input type="checkbox"/> Maintain security of supplies and equipment.</li> <li><input type="checkbox"/> Locate, order, and arrange for delivery or pick up of, additional supplies or equipment from local vendors/suppliers when requested/approved by Logistics Chief and/or Incident Commander.</li> <li><input type="checkbox"/> Coordinate pick-up of supplies with Logistics/Transportation Unit.</li> <li><input type="checkbox"/> Coordinate purchasing/payment with Finance/Purchasing Unit.</li> <li><input type="checkbox"/> Receive and log in all equipment and unused supplies as returned.</li> <li><input type="checkbox"/> Ensure school emergency supply caches and kits are inventoried, restocked and returned to storage at termination of incident.</li> </ul>
CLOSING DOWN:	<ul style="list-style-type: none"> <li><input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.</li> </ul>

## FACILITIES UNIT



Responsibilities	<p>Facilities Unit is responsible for establishing and maintaining incident facilities. This may include permanent school buildings, outdoor sites, as well as temporary facilities such as tents or trailers brought in to support the incident. This will include providing temporary utilities services such as portable generators and lighting, as well as portable toilets, hand washing facilities, feeding and sleeping areas, etc.</p>
SAFETY RULES:	<p>Ensure your safety and the safety of others:  Size up the situation first.  Take no action that might endanger you. Do not work beyond your expertise.  Use appropriate safety gear.  Follow all operational and safety procedures.</p>
START-UP ACTIONS:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain supplies from any pre-established "Unit" kits.</li> <li><input type="checkbox"/> Obtain briefing from Logistics Chief.</li> </ul>
OPERATIONAL DUTIES:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate with Incident Commander, Command Staff and Section Chiefs to determine incident facility needs.</li> <li><input type="checkbox"/> Set up fixed or temporary incident support facilities as needed.</li> <li><input type="checkbox"/> Establish power and water supplies to facilities as needed.</li> <li><input type="checkbox"/> Order, through Supply Unit, facility support items needed, such as tents, tables and chairs, portable generators, portable toilets, etc.</li> <li><input type="checkbox"/> Work with Operations Chief/Utilities Group to repair/restore utilities (power, water, gas, telephone, data) to school facilities as deemed necessary or prudent during the emergency.</li> <li><input type="checkbox"/> Provide ongoing support/repair of incident facilities and systems for duration of emergency.</li> <li><input type="checkbox"/> Take down temporary facilities and return all acquired facility support items to the Supply Unit.</li> <li><input type="checkbox"/> With approval of the Incident Commander, as necessary, restore to service fixed facilities at culmination of incident, including some or all of the utilities. <ul style="list-style-type: none"> <li>▪ Be mindful that school premises may be a crime scene or, for other reasons, buildings and systems may need to be left as is.</li> </ul> </li> </ul>

CLOSING DOWN:	<input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.
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## COMMUNICATIONS UNIT

Responsibilities	<p>The Communications Unit (Comm Unit) will establish an incident Communications Center to receive incoming phone or radio messages and routing them to the intended recipient. Conversely, the Comm Unit will send messages as requested on behalf of incident staff. The Communications Unit is responsible for distribution and recovery of radios, or portable communication devices belonging to the school.</p>
SAFETY RULES:	<p><b>SAFETY RULES:</b>  Ensure your safety and the safety of others:  Size up the situation first.  Take no action that might endanger you. Do not work beyond your expertise.  Use appropriate safety gear.  Follow all operational and safety procedures.</p>
START-UP ACTIONS:	<p><b>START-UP ACTIONS:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain supplies from any pre-established "Unit" kits.</li> <li><input type="checkbox"/> Obtain briefing from Logistics Chief.</li> </ul>

<p>OPERATIONAL DUTIES:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Set up the Communications Center in a quiet location with easy access to the Incident Command Post.</li> <li><input type="checkbox"/> Activate Communications Center communication equipment and advise the Incident Command Post when ready to accept traffic.</li> <li><input type="checkbox"/> Obtain the list of all emergency communications equipment (radios, cell phones, iPads/Tablets, etc.) cached on campus. <ul style="list-style-type: none"> <li>o List should be compiled in advance, and kept in the school Crisis Response Box, and/or a Logistics or Comm Unit kit.</li> </ul> </li> <li><input type="checkbox"/> Gather cached/stored emergency communications devices and be prepared to distribute from the Communications Center.</li> <li><input type="checkbox"/> Maintain a log of all equipment issued and to whom, and recover equipment at close of incident.</li> <li><input type="checkbox"/> Receive messages, and route to the intended recipient. Send messages as requested on behalf of incident staff.</li> <li><input type="checkbox"/> When onsite communications are overloaded or not working, use runners as necessary to deliver messages.</li> <li><input type="checkbox"/> Maintain a Communications Log: date/time/originator/recipient.</li> <li><input type="checkbox"/> Ensure school emergency supply caches inventoried, restocked and returned to storage at termination of incident.</li> </ul> <p>Direct all inquiries from the media or the public to the PIO.</p>
<p>CLOSING DOWN:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.</li> </ul>

## TRANSPORTATION UNIT

<p>SAFETY RULES:</p>	<p>Ensure your safety and the safety of others:  Size up the situation first.  Take no action that might endanger you. Do not work beyond your expertise.  Use appropriate safety gear.  Follow all operational and safety procedures.</p>
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START-UP ACTIONS:	<input type="checkbox"/> Obtain supplies from any pre-established "Unit" kits. <input type="checkbox"/> Obtain briefing from Logistics Chief.
OPERATIONAL DUTIES:	<input type="checkbox"/> Coordinate with Incident Commander, Command Staff and Section Chiefs to determine incident transportation needs. For "Off-Campus" Evacuation: <input type="checkbox"/> If campus evacuation is ordered obtain a copy of the Off-Campus Evacuation Procedure from the school Crisis Response Box or pre-assembled the Logistics/Transportation Unit kit. <input type="checkbox"/> Obtain needed transportation resources (buses, vans, etc.) o Procedure should be pre-determined and outlined in the Off-Campus Evacuation Procedure. <input type="checkbox"/> Establish student loading area at school site, and unloading area at shelter site, if students are being evacuated off-campus. For non-evacuation incidents: <input type="checkbox"/> Provide needed transportation of personnel, equipment or supplies to or from the school site. <input type="checkbox"/> Coordinate rental of transport vehicles as needed with Finance/Purchasing Unit. <input type="checkbox"/> Arrange for delivery of fuel, flat tire repair, or other basic services for school operated vehicles/equipment as needed. Transport of seriously injured to medical facilities is the responsibility of the Medical Group. But, at direction of the Incident Commander, the Transportation Unit may be tasked to provide transportation for persons not requiring immediate emergency transport in an ambulance.
CLOSING DOWN:	<input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

## FINANCE/ADMIN CHIEF

(**Time keeping unit** (staff hours, and comp/claims unit) **Purchasing Unit** (supplies, equipment and support services quickly and records of rentals/purchases)

Responsibilities	The Finance Administration Section (Fin/Admin) is responsible for financial tracking, procurement, and cost analysis related to the disaster of emergency. This section is also charged with recording incident related to staff hours, initiating required Workers Com claim procedures for staff injuries occurring during the incident. Coordinate activities of the school Fin/Admin section with those of the emergency response agencies.
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SAFETY:	<p>Ensure your safety and the safety of others.</p> <p>Size up the situation first.</p> <p>Take no action that might endanger you. Do not work beyond your expertise.</p> <p>Use appropriate safety gear.</p> <p>Follow all operational and safety procedures.</p>
START-UP ACTIONS:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check in with the Incident Commander for a situation briefing.</li> <li><input type="checkbox"/> Obtain necessary equipment and supplies from any emergency kit pre-established for your position.</li> </ul>
OPERATIONAL DUTIES:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assume the duties of all Finance/Administration positions until staff is available and assigned.</li> <li><input type="checkbox"/> Determine need to activate and staff subordinate units: <ul style="list-style-type: none"> <li>▪ Timekeeping, Purchasing and/or Comp/Claims.</li> </ul> </li> <li><input type="checkbox"/> Determine workspace needs and coordinate set up with Logistics.</li> <li><input type="checkbox"/> As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.</li> <li><input type="checkbox"/> Ensure Finance/Admin units coordinate with other incident sections and units as needed. <ul style="list-style-type: none"> <li>▪ Failure to properly document purchases, record employee time and follow proper worker's compensation procedures can have a tremendous negative fiscal impact following the incident.</li> </ul> </li> </ul> <p><b>Time Keeping</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain copies of any pre-established emergency timekeeping documents from the school Crisis Response Box and/or pre-assembled Logistics/Timekeeping Unit kit.</li> <li><input type="checkbox"/> Ensure accurate records are kept of all incident related hours worked by school staff, including regular and overtime hours.</li> <li><input type="checkbox"/> Ensure accurate records of what each person's assignment was during the time worked on the incident.</li> <li><input type="checkbox"/> Check with Planning Chief or Documentation Unit to obtain any pertinent timekeeping data/records already collected.</li> <li><input type="checkbox"/> If district personnel not normally assigned to the school site are working, be sure that records of their hours are kept.</li> <li><input type="checkbox"/> If personnel from other districts are "borrowed" to assist in staffing the incident, be certain a record of their time is kept.</li> <li><input type="checkbox"/> At incident closure, ensure copies of records go to Planning/Documentation Unit for inclusion in incident record.</li> </ul> <p><b>NOTE: Personnel hours are often the biggest cost associated with an emergency, but may be reimbursable through state or federal agencies.</b> It is imperative to keep accurate records of hours worked, and what each individual's specific assignment was during each hour of the emergency.</p>

	<p><b>Purchasing Unit</b></p> <ul style="list-style-type: none"> <li>▪ This process must be announced to all school personnel who will be making such transactions.</li> <li>□ Obtain copies of any pre-established emergency purchase contracts/rental agreements from the school Crisis Response Box and/or pre-assembled Logistics/Purchasing Unit kit.</li> <li>□ Support Logistics in making any purchases or rentals which have been approved by the Incident Commander.</li> <li>□ Check with the Logistics Chief/Supply Unit to collect any existing records and information for incident related purchasing.</li> <li>□ At incident closure, ensure copies of all transaction documents go to Planning/Documentation Unit for inclusion in incident record.</li> </ul> <p><b>Workers Comp/ Claims</b></p> <p>Obtain copies of required Worker's Compensation documents and instructions from the school Crisis Response Box and/or pre-assembled Logistics/Comp/Claims Unit kit.</p> <ul style="list-style-type: none"> <li>□ Be prepared to respond to receiving medical facilities to handle Worker's Comp related paperwork on behalf of the school.</li> <li>□ Complete other requirements of the school's normal Worker's Compensation process.</li> </ul> <p>Do not release information about injuries or victims to anyone. Refer all requests from the public or media to the Public Information Officer!</p> <p>NOTE: In a major emergency the Worker's Comp process should remain much the same as it is on a normal day. However, the person who typically handles such issues, such as the school Principal, may not be free to do so. There may also be multiple injuries, requiring a substantial commitment of time and effort to handle the required Worker's Comp paperwork. That is the primary reason the Incident Command System includes a designated Comp/Claims Unit.</p>
CLOSING DOWN:	<ul style="list-style-type: none"> <li>□ When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.</li> </ul>

## Appendix B - Initial Actions

Contents:

B-1. Duck and Cover

- B-2. Evacuate Building(s)
- B-3. Shelter-In-Place
- B-4. Lock-Down
- B-5. Initial Actions Posters (5a and 5b)
- B-6. Active Shooter Actions Poster
- B-7. Active Shooter Actions Handout

Initial Actions:

**B1. DUCK AND COVER**

To be used as the Initial reaction to any sudden event such as gunfire, earthquake, explosion, etc. This action may be followed by “Lock-Down”, “Shelter-In-Place” or “Evacuate

Building” actions. The DUCK and COVER action should also be used during a LOCK DOWN, if gunfire, explosions or similar threats are occurring.

**Teachers will:**

- ☐ If outside, direct students to drop to ground, tuck head between knees and cover head and face with arms and hands
- ☐ If inside, direct students away from windows, bookshelves and carts
- ☐ Direct students to duck under desks, tables etc. and cover heads and faces with arms and hands
- ☐ Remind students not to lie down, they should crouch and remain mobile.
- ☐ Assume the same Duck and Cover position as students
- ☐ Await further instructions or “All Clear” signal
- ☐ After the “All Clear”, take roll and determine the condition of all students
- ☐ Report injuries or other immediate safety concerns

**Students will:**

- ☐ Move quickly away from windows, bookshelves or anything that might fall
- ☐ If possible, duck under a desk or table
- ☐ Kneel with head resting at knees, arms covering back of head
- ☐ Do not lie down, remain mobile and quiet
- ☐ Remain in place until given the “All Clear” signal

**School Incident Commander will:**

- ☐ Determine the level of response required for the incident
- ☐ Establish an Incident Command Post (ICP)
- ☐ Notify appropriate School District officials if needed (District Emergency Manager/Staff)
- ☐ Convene Student Release team if needed (Operations)
- ☐ Prepare incident status report for emergency response personnel if needed

**Action is rescinded when:**

- ☐ It is deemed safe by the Incident Commander (Principal or other official)
- ☐ Teachers are given the “All Clear” or other instructions

Initial Action:

**B2. EVACUATE BUILDING (Fire Alarm)**

**To be used in the event of:**

- ☐ Fire in building (on campus)
- ☐ Chemical release in building



- ☐ Gas leak in building
- ☐ After significant earthquake
- ☐ Building failure/potential failure due to damage or other condition
- ☐ Or anytime building(s) must be immediately evacuated for any reason

**Teachers will:**

- ☐ Secure their roll books, and clear area
- ☐ Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location #1 choice or #2 choice
- ☐ Close classroom door after ensuring that all students are out of the room
- ☐ Take roll once all students have arrived at the assigned area
- ☐ Use green/red cards to designated all students accounted and/or safe)
- ☐ Await further instructions from Incident Command staff

**Students will:**

- ☐ File out of classrooms in a quiet orderly manner as directed by teachers
- ☐ Assemble in the designated fire drill area for their classroom
- ☐ Permit the teacher to take roll in a quiet and orderly manner
- ☐ Await further instructions from their teacher

**School Incident Commander will:**

- ☐ Determine the level of response required for the incident
- ☐ Establish an Incident Command Post (ICP)
- ☐ Notify appropriate School District officials (District Emergency Manager/Staff)
- ☐ Convene Student Release team if needed (Operations)
- ☐ Prepare incident status report for emergency response personnel
- ☐ Be prepared to assist with building access for emergency responders

**Action is rescinded when:**

- ☐ It is deemed safe by the Incident Commander (Principal or other official)
- ☐ Teachers are given the "All Clear" or other instructions

Initial Action:

**B3. SHELTER-IN-PLACE**

**To be used in the event of:**

- ☐ Chemical spill on or near campus, or smoke from fire near campus
- ☐ Animal threat on campus – bees, dogs, etc.
- ☐ Severe weather event:
  - Heat, Cold
  - Wind, Thunderstorm
- ☐ Flood
- ☐ Blackout/power failure

**Teachers will:**

- ☐ Report to their rooms or accountability room if possible
- ☐ Get everyone inside their rooms, including students and staff seeking shelter
- ☐ Close all doors and windows to exclude outside air if necessary!
- ☐ Take roll, and document the names of all students present
- ☐ Await further instructions from Incident Command staff or "All Clear" signal

**Students will:**

- ☐ Report to the nearest classroom, common room or office area
- ☐ Identify themselves to the teacher or staff member in charge
- ☐ Sit calmly and quietly and await further instructions from teacher or staff member

**Incident Command staff will:**

- ☐ Determine the level of response required for the incident
- ☐ Establish an Incident Command Post (ICP)
- ☐ Notify appropriate School District officials (District Emergency Manager/Staff)
- ☐ Convene Student Release team if needed (Operations)
- ☐ Prepare incident status report for emergency response personnel
- ☐ Be prepared to assist with building access for emergency responders
- ☐ Be prepared to shut down all HVAC systems, stop outside air intrusion! Action is rescinded

when:

- ☐ It is deemed safe by the Incident Commander (Principal or other official)
- ☐ Teachers are given the "All Clear" or other instructions

Initial Action:

**B4. LOCK-DOWN**

To be used in the event of:

- ☐ Civil Disturbance
- ☐ Gunfire/Police action in vicinity
- ☐ Armed Intruder/Hostage situation on campus
- ☐ Hostage Crisis
- ☐ Other threat situation as appropriate

**Teachers will:**

- ☐ Immediately lock their classroom door
- ☐ Instruct students to move away from doors and windows, implement DUCK AND COVER unless directed otherwise. (DON'T USE PHONES)
- ☐ Close all windows, blinds and curtains
- ☐ Turn off all lights
- ☐ Instruct students to remain silent
- ☐ Use red cards to designate help is needed
- ☐ Await further instruction from Incident Command staff or Police

**Students will:**

- ☐ Move away from doors or windows
- ☐ Assume DUCK AND COVER if directed by teacher
- ☐ Remain silent
- ☐ Await further instructions from teacher

**Incident Command staff will:**

- ☐ Determine the level of response required for the incident
- ☐ Establish an Incident Command Post (ICP)
- ☐ Notify appropriate School District officials (District Emergency Manager/Staff)
- ☐ Convene Student Release team if needed (Operations)
- ☐ Prepare incident status report for emergency response personnel (Plans/Intel)
- ☐ Be prepared to assist with building access for emergency responders (Logistics)
- ☐ Direct any parent pick-ups for students to an alternate location.

**Action is rescinded when:**

- ☐ It is deemed safe by the Incident Commander (Principal or other official)
- ☐ Teachers are given the "All Clear" or other instructions

# IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

## LOCKOUT! Get inside. Lock outside doors.

### STUDENTS

Return inside  
Business as usual

### TEACHER

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Business as usual  
Take attendance



## LOCKDOWN! Locks, lights, out of sight.

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

### TEACHER

Lock interior doors  
Turn out the lights  
Move away from sight  
Do not open the door  
Maintain silence  
Take attendance



## EVACUATE! To the announced location.

### STUDENTS

Bring your phone  
Leave your stuff behind  
Follow instructions

### TEACHER

Lead evacuation to location  
Take attendance  
Notify if missing, extra or injured students



## SHELTER! Hazard and safety strategy.

### STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

### TEACHER

Lead safety strategy  
Take attendance



## HOLD! In your classroom. Clear the halls.

### STUDENTS

Remain in the classroom until  
the "All Clear" is announced

### TEACHER

Close and lock classroom door  
Business as usual  
Take attendance



## **B5. ACTIVE SHOOTER ACTIONS**

Even though the school may be in "Lock Down", you may have to face the active shooter (or other armed intruder) as he moves about the campus. When this happens, and you are being **directly threatened you, and those immediately around you**, must take immediate action to avoid being injured or killed. Your best options are **Escape, Hide or Fight:**

**1. RUN** - If there is an accessible escape path, attempt to evacuate the premises.

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering the area
- Follow the instructions of any police officers
- Keep your hands visible at all times
- Do not attempt to move wounded people
- Call 9-1-1 when you are safe

**2. HIDE** - If evacuation is not possible, quickly find a place to hide. Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Not trap you or restrict your options for movement If the active shooter is in a nearby room or hallway:
- Lock the door
- If possible, quickly blockade the door with furniture
- Silence your cell phone and/or pager
- Silence other sources of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet

**3. FIGHT** - As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter:

- Aggressively attack the attacker
- Throw items or strike the attacker with improvised weapons
- Yell, kick, punch
- Be Committed... it may save your life or others!

**WHEN FACING AN ACTIVE SHOOTER**

If you are the first person to contact law enforcement when they arrive, or if you escape the shooter and call 9-1-1, try to provide this information:

- Your name and school name and location
- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter or shooters
- Number and type of weapons held by the shooter or shooters
- Number of potential victims at the location

**WHEN LAW ENFORCEMENT ARRIVES**

The first officers to arrive will not stop to help injured persons. Law enforcement's primary mission will be to stop the active shooter as soon as possible, and Officers will proceed directly to the area in which the last shots were fired.

Officers may arrive individually or in teams, and may wear regular patrol uniforms

or external bulletproof vests, Kevlar helmets, and other tactical equipment  
Officers may be armed with rifles, shotguns, handguns  
Officers may use tear gas or small explosive devices to control the attacker  
Officers may shout commands, and may push staff and students to the ground for their safety

**How to react when law enforcement arrives:**

Remain calm, and follow officers' instructions  
Put down any items in your hands (i.e., bags, jackets)  
Immediately raise hands and spread fingers  
Keep hands visible at all times  
Avoid making quick movements toward officers, such as reaching or grabbing onto them  
Avoid pointing, screaming and/or yelling

Do not stop to ask officers for help or direction when evacuating, just rapidly proceed in the direction they point you, and keep your hands up and clearly visible to them at all times  
Once students and staff reach a safe location, they will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Staff and students must not leave until released by law enforcement authorities. .  
Rescue teams comprised of additional officers and emergency medical personnel will follow the initial officers, and when it is safe to do so, will move in to treat and remove any injured persons. They may also call upon able-bodied individuals, such as school staff, to assist in treating and moving victims.

**B6. Active Shooter Poster**

# ACTIVE SHOOTER RESPONSE GUIDE

## RUN

If you determine that you can reach an escape path to a safer area, then get out.

1. Be aware of your surroundings.
2. Have an exit plan.
3. Move away from the threat as quickly as possible.
4. Create as much distance between you and the threat as possible.



## HIDE

If you can't evacuate, find a secure place to hide out.

1. Create distance between you and the threat.
2. Find barriers to prevent or slow down the shooter from getting to you.
3. Turn off the lights and silence your phones
4. Remain out of sight by hiding behind large objects.
5. Be quiet



## FIGHT

As a last resort, if you can't hide out and if you have absolutely no other option, confront the active shooter.

1. Be aggressive, yell, and commit to your actions.
2. Do not fight fairly - Throw items and use improvised weapons
3. Survive by any means necessary



**CALL 911 WHEN IT IS SAFE TO DO SO**

# Appendix C

## Extended Response Procedures

### Contents:

- C-1. Bus Accident
- C-2. Detailed Building Evacuation D-3. Earthquake
- C-4. Hazardous Material Release D-5. Intruder on Campus
- C-6. Severe Weather D-7. Student Release
- C-7a. Student Release Request Form D-7b. Student Release Log Form
- C-8. Off-Campus Evacuation Procedure
- C-8a. Off-Site Evacuation Sites Form D-9. Utility Loss or Damage
- C-10. Bomb Threats
- C-10a. Telephone Bomb Threat Report Form
- C-11. Fire/Explosion/Building Collapse
- C-12. Basic Medical Emergencies



## C-1 BUS ACCIDENT PROCEDURE

### Bus Driver:

- ☐ Protect student passengers from injuries and the bus from further damage.
- ☐ Turn off the ignition, remove the key and activate the hazard lights.
- ☐ Check for conditions that could cause a fire.
- ☐ If conditions are safer outside the bus than inside, evacuate the bus.
- ☐ Do not leave students unattended or unsupervised.
- ☐ Notify the appropriate law enforcement agency by calling 9-1-1. Inform them a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- ☐ Contact the school and provide a situation report, including names of any injured students and advise of any immediate needs.
- ☐ Do not discuss details of the accident with media.
- ☐ Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- ☐ If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- ☐ If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

### School Incident Commander (Principal or designee):

- ☐ Dispatch a school representative to the accident location.
- ☐ School representative at the scene will assess level of support needed and convey this to the school Incident Commander.
- ☐ School representative at the scene will report the names of student passengers, their conditions, and location(s) where injured were taken to the district office so parent notifications can be made.
- ☐ As needed, direct a school official(s) to accompany or meet injured student(s) at the hospital. If multiple hospitals are used, send a representative to each hospital.
- ☐ Ensure any special health information or medication for any injured student is sent to the hospital.
- ☐ Notify the parents/guardians of involved students, and if injured, the name/location of the hospital where the student was taken.
- ☐ Assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- ☐ Initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible.

## C-2 DETAILED EVACUATE BUILDING PROCEDURE

NOTE: This “DETAILED” Evacuate Building Procedure provides school Administrators with more information than the basic “Initial Actions” Evacuation procedure.

Upon becoming aware of any event that would indicate a building evacuation is necessary, staff will activate the closest fire alarm pull station and as quickly as possible report the location and nature of the problem to the school office.

Upon hearing the alarm, staff, students and visitors will immediately evacuate buildings using prescribed routes or alternate routes to their assigned Assembly Areas, and implement the following procedures.

### **Administration:**

- ☐ School Incident Commander (or designee) will call 9-1-1 and:
  - ✓ Identify the school and location.
  - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
  - ✓ Describe actions being taken to safeguard staff and students
  - ✓ Provide the exact location of the problem.
  - ✓ Advise of the location of the school Incident Command Post.
- ☐ Incident Commander or designee will take the visitor log, student sign-out sheet and school Crisis Response Box and evacuate to the school Incident Command Post location.
- ☐ Incident Commander will confirm with Accountability Team Leaders that roll has been taken and that all students are accounted for.
- ☐ If students are missing, Incident Commander will activate a Search and Rescue Group.
- ☐ From this point forward, and in consultation with arriving emergency response officials, the Incident Commander will determine the next course of action:
  - ✓ Hold students in assembly area pending an “ALL CLEAR” signal.
  - ✓ Initiate a “Shelter-In-Place” action, using non-affected buildings.
  - ✓ Notify parents and initiate the “Student Release” procedure.
  - ✓ Initiate an immediate “Off-Campus Evacuation” procedure.

### **Teachers**

- ☐ Take the class roster and classroom emergency kit and lead students out of building to the designated assembly area.
- ☐ Confirm all students and personnel are out of the classroom then close (but do not lock) classroom doors upon exiting.
- ☐ Use alternate route or assembly area if there is a safety hazard.
- ☐ At Assembly Area, take roll, and advise your Accountability Team Leader of result.
- ☐ Keep your class together and await further instructions.
- ☐ Be prepared to move students as directed if a “Shelter-In-Place” action is ordered.
- ☐ Be prepared to move students as directed if an “Off-Campus Evacuation” is ordered.

- ☐ Be prepared to implement the “Teacher Buddy” system to free staff to assist the Incident Commander in filling necessary Incident Command system positions.

## **C-3 EARTHQUAKE PROCEDURE**

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

The Initial Action for any earthquake will be “Duck and Cover”.

### **School Commander (Principal or designee):**

- ☐ If necessary, call 9-1-1 to report damage and/or injuries
- ☐ After the shaking stops, initiate an EVACUATE BUILDING alert.
- ☐ If necessary, initiate parent notification procedures.
- ☐ If necessary, establish an Incident Command post and activate appropriate Incident Command functions. Consider need for:
  - ✓ First Aid Group
  - ✓ Utility Group
  - ✓ Security Group
  - ✓ Others, as needed.
- ☐ Consider need to dismiss school due to power loss, building damage or other factors.
- ☐ Consider need to evacuate staff and students to off-campus evacuation site.
- ☐ Implement parent notification and Student Release procedures as necessary.
- ☐ As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy.

### **Teachers and staff:**

- ☐ Upon the first indication of an earthquake, teachers should direct students to DUCK and COVER, seek shelter under desks and move away from windows and overhead hazards.
- ☐ If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- ☐ If EVACUATION is ordered, teachers will bring their student roster and classroom emergency kit if deemed necessary (for example, if building is obviously damaged, and may be unsafe to re-enter).
- ☐ Take attendance at the Assembly Area, and report any missing or injured students.
- ☐ Initiate first-aid if needed.
- ☐ Await further instructions from the school Incident Commander.

## C-4 HAZARDOUS MATERIAL RELEASE PROCEDURE

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus.

On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

### FOR ON-CAMPUS RELEASES WITHIN A BUILDING:

#### Administration:

- ☐ The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
- ✓ If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
- ✓ If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
- ☐ The school Incident Commander should initiate a "SHELTER-IN-PLACE" action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- ☐ The School Incident Commander (or designee) will call 9-1-1 and:
  - ✓ Identify the school and location.
  - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
  - ✓ Describe actions being taken to safeguard staff and students
  - ✓ Provide the exact location of the problem.
  - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander will direct staff to secure the area around the chemical spill.
- ☐ The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
- ☐ The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.
- ☐ Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
  - ✓ Could a Search and Rescue Group safely look for missing students?
  - ✓ Should other buildings be evacuated?
  - ✓ Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
  - ✓ Are any evacuees contaminated, and should they be separated from others?
  - ✓ Can First-Aid be started on injured persons without contaminating others?

✓ Should a “Student Release” or “Off-Campus Evacuation” be started?

□ The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school’s staff.

Teachers:

□ Implement “Evacuation” or “Shelter-In-Place” procedures as directed.

**\* ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS:**

The most appropriate initial action for this type of release is Shelter-In-Place.

□ The school Incident Commander will initiate a campus-wide “SHELTER-IN-PLACE” action and ensure all students and staff outside buildings are quickly moved indoors.

✓ The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.

□ School Incident Commander (or designee) will call 9-1-1 and:

✓ Identify the school and location.

✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)

✓ Describe actions being taken to safeguard staff and students

✓ Provide the exact location of the problem.

✓ Advise of the location of the school Incident Command Post.

□ The Incident Commander should consider initiating an immediate parent notification.

✓ At this point parents should NOT come to the school and risk being exposed to the chemical release!

□ The Incident Commander will ensure that any buses enroute to the school with students are re-directed to the school’s off-campus evacuation site to await further instructions.

□ The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:

✓ Continue “Shelter-In-Place”

✓ Notify parents and initiate the “Student Release” procedure.

✓ Initiate an immediate “Off-Campus Evacuation” procedure.

✓ Issue an “ALL CLEAR” signal and resume normal school operations.

## **C-5 INTRUDER ON CAMPUS PROCEDURE**

### **When an unknown person (intruder) is found on school property:**

- ☐ Notify school office/Incident Commander.
- ☐ Ask another staff person to accompany you before approaching person.
- ☐ Politely greet person and identify yourself.
- ☐ Ask the purpose of the visit, and inform person all visitors must register at the office.
- ☐ If intruder's purpose is not legitimate, ask person to accompany you to office or exit. If intruder refuses to go to office or leave, or you become aware that intruder is armed:
- ☐ Walk away from intruder and maintain visual contact from a safe distance, while other staff member notifies school office/Incident Commander:

- ✓ Provide a description of the intruder.
- ✓ Provide last known location.
- ☐ School office/Incident Commander will initiate an immediate school "LOCK DOWN".
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
- ✓ Identify the school and location.
- ✓ Provide description of the intruder, and whether intruder is known to be armed.
- ✓ Provide last known location of intruder.
- ✓ Describe actions being taken to safeguard staff and students.
- ✓ Advise of the location of the school Incident Command Post.
- ☐ If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- ☐ Maintain "LOCK DOWN" until situation is resolved.

### **IF YOU DISCOVER A HOSTAGE SITUATION:**

- ☐ If hostage taker is unaware of your presence, do not intervene.
- ☐ Notify the school office/incident Commander.
- ☐ School Incident Commander will initiate immediate "LOCK DOWN".
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
- ✓ Identify the school and location.
- ✓ Provide description of the intruder, and whether intruder is known to be armed.

- ✓ Provide last known location of intruder.
  - ✓ Describe actions being taken to safeguard staff and students.
  - ✓ Advise of the location of the school Incident Command Post.
  - ☐ If possible, maintain surveillance of intruder and update law enforcement upon arrival.
  - ☐ Maintain “LOCK DOWN” until situation is resolved.
- If taken hostage:
- ☐ Treat the hostage taker as normally as possible and follow his/her instructions.
  - ☐ Do not panic and calm students if they are present.
  - ☐ Be respectful to hostage taker, ask to speak and do not argue or make suggestions. **If hostage taker becomes violent initiate “ACTIVE SHOOTER” action – RUN, HIDE, FIGHT!**

## C-6 SEVERE WEATHER PROCEDURE

For the purposes of this procedure “Severe Weather” is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a “Severe Weather Watch” has been issued by the National Weather Service:

- ☐ Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- ☐ Bring all persons inside building(s).
- ☐ Be prepared to move students from mobile classrooms into permanent buildings.
- ☐ Close facility doors, windows and blinds or curtains.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- ☐ Review “Duck and Cover” procedures with students.
- ☐ Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a “Severe Weather Warning” has been issued in the school area, or if severe weather is being observed at or near the school:

- ☐ The school Incident Commander will initiate a “SHELTER-IN-PLACE”.
- ☐ If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement “Duck and Cover” procedures until the threat subsides.
- ☐ The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- ☐ The school Incident Commander will rescind the “Duck and Cover” order.
- ☐ Shelter-In-Place should temporarily be continued.
- ☐ The school Incident Commander should deploy staff to do a preliminary damage assessment of campus buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- ☐ Based on this assessment the school Incident Commander will:

- ✓ Continue “Shelter-In-Place” until campus can be made safe.
- ✓ Give the “ALL CLEAR” signal and resume normal school operations.
- ✓ Notify parents and initiate the “Student Release” procedure.
- ✓ Initiate an the “Off-Campus Evacuation” procedure.

## **C-7 STUDENT RELEASE PROCEDURE**

### **OVERVIEW**

Release of students to parents following, or in the course of, a school emergency can be one of the most challenging emergency tasks that school administrators may face. As such, careful planning is critical. It is also imperative that parents are well informed as to what the process will be prior to an emergency.

Schools must also be prepared to handle situations where students have been injured, perhaps fatally, cannot be located, or for other reasons cannot be immediately released to parents. In addition to the “Request” and “Release” points outlined in this Student Release procedure, schools must designate a private location where parents can be taken and made comfortable until the Incident Commander, law enforcement or other officials can meet with them to explain the circumstances. Schools should also prepare to provide crisis counseling.

### **PRACTICE MAKES PERFECT!**

Schools must practice the student release process regularly under non-emergency conditions and involve parents in that practice. This is best accomplished by inviting parents to participate in a practice Student Release exercise a couple of times each school year. Announce in advance that it will be used, set up the “Request Point” and “Release Point” and walk parents through the procedure at the end of a normal school day when they arrive to pick up their children. This will instill parent confidence in the system, and prepare parents and staff to make the process as smooth as possible in the event it must be done under emergency conditions.

### **STUDENT RELEASE GROUP**

Student release is conducted by the “Student Release Group”, and schools must predetermine the number of staff that will need to be assigned to the group, typically based on the number of students involved. The Student Release Group will be divided into two teams; Request Point and Release Point.

The Request Point Team must have people to receive release request forms and people to act as runners to go get the requested students and escort them to the Release Point.

The Release Point Team must have people to check parent identification and release students and should have someone assigned to escort parents to a private holding area when a student cannot be located or released for whatever reason.

### **SET UP:**



- ☐ Work with the Security Group as needed to secure the area against unauthorized access.
- ☐ Set up the Request Point at the pre-designated location. Post a "Request Point" sign.
- ☐ Establish multiple "Request Lines" and post alphabetical grouping signs to organize parents in lines by student's last names.
- ☐ Obtain Student Emergency Cards from the school Crisis Response Box.
- ☐ Have Student Release Forms and pens available for distribution to parents while in line.
- ☐ Set up Release Point, with sign, at pre-designated location well away from Request Point.
- ☐ If not pre-determined, identify where parents of "Missing" students are to be taken.

#### **"REQUEST AND RELEASE" PROCEDURE:**

- ☐ The requesting adult submits a Student Release form, and shows identification.
- ☐ The team member verifies on student's Emergency Card that adult is authorized to pick up the student.
- ☐ If the adult is authorized, the team member will direct the person to the Release Point. (If not authorized, team member will explain that student cannot be released.)
- ☐ Team member determines where the student should be (classroom or assembly area), advises a "runner", and gives the runner the Student Release form.
- ☐ The runner takes the Student Release Form to that classroom or assembly area.

If the student is with the class:

- ☐ The runner shows the Student Release form to the teacher.
- ☐ The teacher marks the box, "Sent with Runner," and signs the form where indicated.
- ☐ The runner walks the student(s) to the Release Point.
- ☐ The runner hands the form to a Release Point Team member, returns to the Request Point.
- ☐ The Release Team member will match the student to the requester, verify identification, ask requester to sign the lower portion of Student Release Form, and release the student.
- ☐ The Release Team member will release on the "Student Release Log" and file Release Form.

#### **If the student is NOT with the class:**

- ☐ The teacher checks the appropriate box on the Student Release form and signs it:
- ✓ "Absent" if the student was never in school that day.
- ✓ "First Aid" if the student is known to be in the First Aid Treatment area.
- ✓ "Missing" if the student was in school but now cannot be located.
- ☐ The runner takes Student Release form to the Incident Command Post.
- ☐ If runner is retrieving multiple students and one is missing, runner will walk available students to the Release Point before taking "Missing" forms to the Incident Command Post.
- ☐ Upon receiving a "Missing" report, the Incident Commander or designee will attempt to verify the student's location and direct the runner accordingly:
- ✓ If student is in First Aid, the parent should be escorted to the First Aid treatment area.
- ✓ If the student was marked absent, the parent will be notified as such.

- ✓ If student is missing, parent will be escorted to the private area to meet with the Incident Commander, law enforcement or other appropriate officials.

**SUPPLIES NEEDED:** (Store in pre-made “Student Release Group” kit.)

- ✓ Student Emergency Cards – Obtain from school Crisis Response Box
- ✓ Copy of Student Release Procedure
- ✓ ICS Checklist – “Student Release Group”
- ✓ Signs for alphabetical grouping to organize the parents (A-F, G-L, etc.)
- ✓ Pens, stapler, empty file boxes
- ✓ Request Point and Release Point signs
- ✓ Student Release Form (one per student)

**STUDENT Request, Release forms** - Please print clearly

1. Hand Form A to adult requesting
2. Request point verifies (ERCLC Staff) adult and sends form to Receiving location B
3. Then send the adult to Release Location point C to wait for the student.
4. Release Form B (top half) is filled out by request/receiving staff. Student is located and sent with runners to the Release location C.

<b>FORM A: Request Form.</b> To be completed by <b>Adult requesting student.</b> <b>PLEASE PRINT</b>	
Date:	Time:
Student's Name:	Room # or Grade:
Requesting Adult's Name:	
Adult's Address:	
STREET ADDRESS	CITY, STATE, ZIP
Adult's Phones: Home:	Cell:

Relationship to Student:	
Student Will Be Taken:	<input type="checkbox"/> Home <input type="checkbox"/> Other:
Requesting Adult's Signature:	
<input type="checkbox"/> Authority Verified	Request Team Member Signature:

<b>FORM B. Release Form to receiving center</b> (runner takes don't give to parent)
Student Name:
<input type="checkbox"/> Student sent with Runner <input type="checkbox"/> Absent Today <input type="checkbox"/> MISSING/INJURED <i>Teacher: Please Indicate Student Status.</i>
Teacher/receiving staff Signature:
PART C. Release Location Staff/Runner
Release Time: <input type="checkbox"/> Adult and Student Identity Verified
Release Team Member Signature:

DATE: \_\_\_\_\_

### STUDENT RELEASE LOG

Student's Name	Release Time	Print Name Of Adult Student Is Being Released To	Adult's Signature


## **C-8 Off-Campus Evacuation Procedure (To Be Developed By School)**

NOTICE – This is not the real procedure:

It is a place-holder for a procedure to be developed by the school. It includes recommendations for developing the actual procedure, as well as a sample procedure the school may modify and use as a template. It also includes a sample form for recording important “Off-Campus Evacuation Site” contact information.

### **RECOMMENDATIONS FOR DEVELOPING THE “OFF-CAMPUS EVACUATION” PROCEDURE**

#### **Off-Campus Site Planning:**

The school should make advance arrangements for at least one primary and one alternate off-campus evacuation site. Consider that a major off-campus emergency near your school, such as a hazardous materials release that prompts you to evacuate, could also potentially impact your off-campus sites, and transportation routes to them. It is recommended that off-campus sites be at least one-mile from your school, and that the primary and alternate sites be in opposite directions from your school.

Off-campus sites may require advance signing of formal “Facility Use Agreements” or contracts. Information regarding the sites should be recorded on the “Off-Campus Evacuation Sites” form and stored in the school Crisis Response Box. This form, and any related facility use agreements, should be updated annually.

#### **Transportation Services Planning:**

Additionally, the school must establish a detailed procedure for obtaining the transport vehicles necessary to move students from campus to the evacuation site. This procedure should also be kept in the school Crisis Response Box and updated annually.

Establish how students will be gathered, loaded, and unloaded. It is recommended that your procedure include a provision to quickly move students directly from the classrooms and onto the buses, versus moving and holding them first in outside staging or assembly areas. This would be used to minimize student and staff exposure in the event there is potential outside air contamination, or inclement weather. Your student loading procedure should be managed by the school Campus Evacuation Group and practiced at least annually.

#### **Off-Campus Site Support Planning:**

Pre-plan post-arrival student support needed at the evacuation site. Determine what supplies need to be taken with the students or cached in advance at the site. This is site dependent and may include such things as food, water, etc.

Establish an off-site parent notification procedure. Remember that there may not be time to notify parents before evacuating, and the normal parent notification procedure used on your campus may not be available at the off-campus site.

Establish a site-specific Student Release Group procedure for use after evacuation. This will likely differ from the procedure used on your regular campus!

## **Off-Campus Evacuation Procedure Template**

(Modeled after other Emergency Procedures in Crisis Response Plan)

#### **Purpose:**

The Off-Campus Evacuation Procedure is used to guide school staff and the Campus Evacuation Group when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to parents or guardians.

#### **Administration:**

☐ The school Incident Commander will advise staff and others as necessary of the decision to evacuate the campus.

- ☐ The school Incident Commander will assign staff to the Campus Evacuation Group, and other groups needed on campus or at the relocation site.
- ☐ Determine the appropriate pre-designated relocation site and evacuation route.
- ☐ Decide if it is safe for students/staff to walk to the relocation site or if transportation will be required.
- ☐ The school Incident Commander or designee will obtain the "Off-Campus Evacuation Sites" form from the school Crisis Response Box and contact the off-campus evacuation site to advise of the impending arrival of students.
- ☐ As needed, the school Incident Commander or designee will initiate action to get transportation to the school, using the pre-planned transportation procedure.
- ☐ Implement procedures for setting up the bus evacuation staging area.
- ☐ Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during student release to parents.
- ☐ Direct staff to move students to the evacuation staging area for loading onto buses.
- ☐ Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.
- ☐ AS needed, request the district office to send staff from other school sites to the relocation site to assist.
- ☐ Provide the school Public Information Officer guidance in preparing and releasing information to the public.

#### Teachers and staff

- ☐ After receiving the alert for OFF-CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site as directed by the School Incident Commander or Campus Evacuation Group
- ✓ Ensure special needs students and staff are assisted. Request help if needed.
- ✓ Take class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- ☐ After evacuating, take roll and account for all students. Report any missing students to school Incident Commander/Student Accountability Group.
- ☐ Maintain control of your class.
- ☐ While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the Incident Commander or Student Accountability Group or other designee upon arrival.
- ☐ After arrival at off-campus site follow instructions of assigned staff. This may include the Off-Campus Evacuation Group, Accountability Group, Student Release Group or others. You may also be asked to implement the Teacher Buddy system and assist in staffing the site.

## **C-9 UTILITY LOSS OR DAMAGE PROCEDURE**

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

### **LOSS OF UTILITIES**

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

### **UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS**

Utility failure or damage on campus can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on campus is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the



affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus.

For these reasons, the school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. Rural schools, however, may use propane or butane, (also referred to as "bottled gas") which is supplied from a tank on the school campus. In general, there is no difference in emergency procedures for shutting off natural gas versus

## **C-9 EMERGENCY PROCEDURES**

### **Gas Leak - INDOOR:**

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.
- ✓ If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.
- ✓ DO NOT turn off lights or other electrical equipment which may cause a spark.
- ✓ Leave doors open to provide ventilation of the building.
- ☐ The school Incident Commander/designee will call 9-1-1:
- ✓ Give school name and address.
- ✓ Give location of gas leak – what building and what's leaking, if known.
- ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
- ✓ Indicate that evacuation is underway and stay on the line to provide updates.
- ☐ The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.
- ☐ The school Incident Commander will determine whether to evacuate other buildings.
- ✓ Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.

- ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.

- ☐ Do not reenter the building(s) until fire or utility officials say it is safe

#### Gas Leak - OUTDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
- ✓ Move everyone UPWIND, at least 100', more if leak is major
- ✓ Post staff to prevent entry to the area
- ✓ Prevent vehicles, including school service carts, etc. from entering area
- ☐ Notify the school office/school Incident Commander
- ☐ The school Incident Commander/designee will call 9-1-1:
- ✓ Give school name and address.
- ✓ Give location of gas leak – what area of campus and what's leaking, if known.
- ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
- ✓ Request 9-1-1 operator to call Gas Company (they have rapid access).
- ✓ Stay on the line to provide updates.
- ☐ The school Incident Commander will determine whether to evacuate buildings.
- ✓ Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.
- ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

### **Electrical System Damage or Failure:**

- ☐ If problem is in, or on, a school building and there is smoke or threat of fire:
- ☐ Evacuate the building(s).
- ☐ Close, but do not lock doors.
- ☐ Notify the school office/Incident Commander.
- ☐ The school Incident Commander/designee will call 9-1-1:
- ✓ Give school name and address.
- ✓ Give location and nature of the electrical problem.
- ✓ Describe best access point for emergency responders – driveway/gate.
- ✓ Indicate if evacuation is underway.
- ✓ Request 9-1-1 operator to call Electric Company (they have rapid access).

- ✓ Stay on the line to provide updates.
- ☐ Incident Commander will determine need to evacuate buildings, if not already done.
- ☐ Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe.
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.
- ✓ If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
- ✓ If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

#### **Water/Sewer Line Break**

- ☐ If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
- ☐ Notify the school office/school Incident Commander.
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.
- ☐ The school Incident Commander will assess situation and determine next step:
- ✓ Whether to evacuate buildings, if not already done.
- ✓ Need to remove water, and/or cover/remove contents to protect.
- ✓ Need to contact plumber, water removal specialists or others.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down.

## **C-10 BOMB THREAT PROCEDURE**

(Response Procedure on Page 3 may also be applied to "Suspicious Objects")

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

#### **TOPICS:**

- Introduction
- Assessing A Bomb Threat
- Call Taker Instructions/Telephone Bomb Threat Report

- Response Procedures
- Bomb Search Procedures

## **INTRODUCTION**

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is extremely rare for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in “response” to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephone bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The “CALL TAKER INSTRUCTIONS” sheet and “TELEPHONE BOMB THREAT REPORT” form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

## **ASSESSING THE BOMB THREAT**

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received. This could prove to be a fatal mistake. How do you know the bomb is not OUTSIDE?

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different classrooms last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat. The "Telephone Bomb Threat Report" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

**LOW LEVEL** - The probable motive is to cause disruption: The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at crafting a credible prank message.

**MEDIUM LEVEL** - The probable motive is to cause disruption: The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the

bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.

**HIGH LEVEL** – May be driven by conscience or other reason to issue warning: The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously!

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies. Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

### **RESPONSE PROCEDURE – Part 1**

**CAUTION:** There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their **THREAT LEVEL ASSESSMENT**. When the threat level is perceived as “High”, unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

### **ADMINISTRATION (School Incident Commander/Designee)**

- ☐ CALL 9-1-1 and provide information about the emergency:
- ✓ Confirm address of school.
- ✓ Provide threat details – Supposed bomb location, Supposed detonation time, etc.
- ✓ Provide location of school Incident Command post.
- ✓ Describe best access for emergency responders – driveway/gate.
- ✓ If possible, remain on line to provide updates.
- ☐ Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:
- ✓ If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
- ✓ If Shelter-In-Place, be sure playgrounds are clear. Move all students inside.
- ☐ Establish a school Incident Command Post
- ✓ Be certain to take the school Crisis Response Box. If threat is deemed credible:
- ✓ Establish a command post at least 400 feet from campus buildings.

- ✓ Ensure that it is away from automobiles, refuse containers or mailboxes.
- ✓ Conduct a scan of the area for any suspicious items.
- ✓ Employ runners to communicate.
  - Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:
- ✓ Conduct building /site search.
- ✓ Cancel school and notify parents to pick up students from campus.
- ✓ Evacuate students to an off-campus site for pick-up by parents.
  - Announce "All Clear" if and when it is deemed safe to do so.

## RESPONSE PROCEDURE – Part 2

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as "High", unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

### TEACHERS/STAFF

**Initiate "BUILDING EVACUATION" or "SHELTER-IN-PLACE" - as directed.**

**IF EVACUATING** - follow normal Evacuation and Student Accountability procedures, but **ADD THESE ACTIONS:**

- Have everyone in the room take their personal belongings with them. This will speed the "building search" process later.
- Tell Students to turn off their cell phones - and leave them off - for safety.
- While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.
- Report suspicious objects to the school Incident Commander as soon as possible.
- As assembly area is approached, scan for unusual, out of place, or suspicious objects.
- ✓ If anything seems out of the ordinary, move students to another location.
- If possible, keep students at least 300 feet away from buildings.
- ✓ Students should be in open areas away from cars, outbuildings, trash cans, etc.
  - If you relocate, report your new location and reason for move as soon as possible.
  - Use Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.
  - Await further instructions or an "ALL CLEAR" announcement.

**IF SHELTER-IN-PLACE is ordered:**

- Follow normal Shelter-In-Place procedures.
- Conduct a visual scan of the room to detect unusual, out of place, or suspicious objects. **Do not move or touch any suspicious item.**

- ❑ If a suspicious object is found, initiate an immediate Building Evacuation AND notify the school Incident Commander.
- ❑ Take all other steps outlined in the section “IF EVACUATING” above.

## **BOMB SEARCH PROCEDURE**

“I’m not going to look for a bomb!!!” That’s a normal response to the sensitive question of who will search the school campus in the event of a bomb threat. However, the best answer to this question is very clear: The person most qualified to search a given area is the person who is most familiar with that area! If familiar with an area, a person can quickly scan it and answer these critical questions:

1. Is there anything unusual?
2. Is there anything out of place?
3. Is there anything that looks suspicious?

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an “Improvised Explosive Device” or simply an “IED”. “Improvised” means it is a person’s own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker or any other common container available to mankind. That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area. **For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.**

## **COORDINATING THE FACILITY SEARCH**

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:

- ❑ TEACHERS: Classrooms.
- ❑ PHYSICAL EDUCATION TEACHERS: Gym, locker rooms, and related halls.
- ❑ LIBRARIANS: Library, storage rooms, and any associated areas.
- ❑ CAFETERIA PERSONNEL: Kitchen, cafeteria, and storage areas.
- ❑ CUSTODIAL/MAINTENANCE PERSONNEL: Custodial/maintenance storage and equipment areas, restrooms, stairwells, assembly rooms (auditorium, etc.) building perimeters and school grounds, including trash cans.
- ❑ BUS DRIVERS: Buses and any bus related facilities on campus.
- ❑ ADMINISTRATIVE PERSONNEL: Administrative offices/areas, hallways, and empty classrooms. Check hallways to identify unchecked areas.

It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

## **ROOM SEARCH PROCEDURE**

Search teams should be comprised of two people whenever possible.

**FIRST SEARCH:** Divide room into two levels. First search the floor and all areas up to window sill height or three feet from floor.

**SECOND SEARCH:** Search areas from three feet to top of head. Move in circular motion around room to starting point.

**THIRD SEARCH:** Search top of head to ceiling.

**FOURTH SEARCH:** Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person's name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignment.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on campus has been searched.

#### **IF A SUSPICIOUS ITEM IS FOUND:**

1. **DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.**
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

#### **CALL TAKER INSTRUCTIONS**

- ☐ Use the "**Telephone Bomb Threat Report**" form as a guide while talking with the caller.
  - ☐ Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.
  - ☐ Listen closely to detect other information about the caller:
- ✓ Try to detect items in "Description of Caller" and "Other Clues" section of form.
  - ☐ Signal co-workers that you are receiving a bomb threat call.
- ✓ If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.
  - ☐ Stay calm and indicate your desire to cooperate with the caller.
  - ☐ DO NOT antagonize or challenge the caller.
  - ☐ Ask caller to repeat or explain anything you did not understand.
  - ☐ Prolong the conversation as long as possible.
  - ☐ Obtain as much information as possible.



**Special Note:** *As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a “bomb threat” call:*

1. Remain calm and politely advise the caller:

***“I am a student. Please hold while I get an adult to talk to you.”***

2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.
3. If no adult is near, lay the phone down and quickly go find someone to take the call.
4. **DO NOT HANG UP** or ask the person to call back!

## **FIRE/EXPLOSION/BUILDING COLLAPSE**

Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons. Remember - **Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.**

## **Administration (School Incident Commander/Designee)**

- ☐ **CALL 9-1-1** and provide information about the emergency:
  - ✓ Confirm address of school.
  - ✓ Provide exact location of fire, explosion or collapse.
  - ✓ Describe current situation, including damage and estimated number of injured.
  - ✓ Provide location of school Incident Command post.
  - ✓ Describe best access for emergency responders – driveway/gate.
  - ✓ If possible, remain on line to provide updates.
- ☐ **Ensure fire alarm has been sounded**
  - ✓ If needed, announce changes in evacuation routes due to incident location.
- ☐ **Establish a school Incident Command Post**
- ☐ **Assess situation and begin activating needed ICS functions, for example:**
  - ✓ First-Aid, Accountability, Utility and Security Groups
  - ✓ Safety Officer, Public Information Officer, Operations Chief positions
- ☐ **Meet arriving fire and police personnel**
  - ✓ Be certain to take school Crisis Response Box.
  - ✓ Identify the location of fire, smoke, explosion or gas smell.
  - ✓ Advise locations of injured or trapped persons.
  - ✓ Provide last known location of any missing persons.
- ☐ **Establish Unified Command with emergency response officials.**
- ☐ **Determine if it is necessary to:**
  - ✓ Cancel school and notify parents to pick up students from campus.
  - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is safe to re-enter the buildings. Teachers/Staff**

- ☐ **Upon discovery of a fire, explosion or building collapse, activate the fire alarm.**
- ☐ **Implement Evacuation procedures**
  - ✓ Use a secondary route if the primary route is blocked or hazardous
  - ✓ Close, but do not lock, doors when leaving
- ☐ **Inform the school office/school Incident Commander of the emergency**
- ☐ **Following evacuation:**
  - ✓ Account for all students and check for injuries
  - ✓ Immediately report any missing, extra or injured students
- ☐ **Wait for additional instructions**

## **BASIC MEDICAL EMERGENCY PROCEDURE**

This procedure outlines basic steps to be taken for day-to-day campus medical emergencies involving a single victim. In major emergencies involving multiple victims, many of the basic principles outlined below will also apply. However, in that situation the Incident Commander should activate a First-Aid Group.

### **School Staff Response:**

☐ Quickly assess the situation. Make sure it is safe for you to approach. Some examples of danger include:

- ✓ Live electric wires
- ✓ Gas leak
- ✓ Building damage
- ✓ Animal or insect threat

- ☐ Immediately notify the school office/Incident Commander.
  - ☐ Assess the seriousness of the injuries

**\*\*Anaphylaxis, Asthma and Diabetic Needs are always an emergency and require quick care! Always contact Nancy or Admin, call 911 for any breathing or diabetic emergencies.**