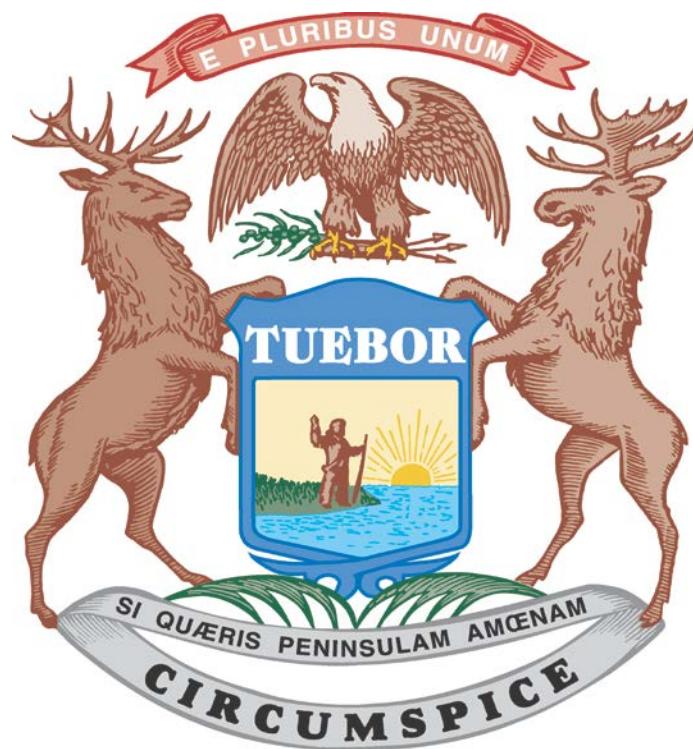


# ALL-HAZARDS EMERGENCY OPERATIONS PLANNING GUIDANCE FOR SCHOOLS 2014



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“Plans are nothing, *planning* is everything.”

- Dwight D. Eisenhower

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This emergency operations planning guidance is a collaboration between education and first response agencies and based on guidelines from the Federal Emergency Management Agency (FEMA) and the U.S. Department of Education. Information presented in this document (e.g., procedures, tasks, assignments) are for your consideration and may differ at your local jurisdictional level; therefore, the guidance in this document is not all-inclusive. Planners should coordinate with local law enforcement, fire, and emergency managers when developing school-specific plans as it is important to tailor all emergency operations plans to the specific hazards and needs of your jurisdictional and school district guidelines.

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- The title of this document is *All-Hazards Emergency Operations Planning Guidance for Schools, 2014*.
- The information presented in this document is for emergency operations planning purposes only and not classified; however, functional emergency response/operations plans are exempted from disclosure under the Michigan Freedom of Information Act (FOIA)<sup>1</sup>, 1976 PA 442, and should be safeguarded, handled, transmitted, and stored in accordance with appropriate agency security directives to prevent theft, compromise, inadvertent access, and unauthorized disclosure.
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<sup>1</sup> MCL 15.243(1)(y) provides: "Records or information of measures designed to protect the security or safety of persons or property, whether public or private, including, but not limited to, building, public works, and public water supply designs to the extent that those designs relate to the ongoing security measures of a public body, capabilities and plans for responding to a violation of the Michigan anti-terrorism act, chapter LXXXIII-A of the Michigan penal code, 1931 PA 328, MCL 750.543 to 750.543z, emergency response plans, risk planning documents, threat assessments, and domestic preparedness strategies, unless disclosure would not impair a public body's ability to protect the security or safety of persons or property or unless the public interest in disclosure outweighs the public interest in nondisclosure in the particular instance."

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**STATE OF MICHIGAN  
97TH LEGISLATURE  
REGULAR SESSION OF 2013**

Introduced by Senator Emmons

# **ENROLLED SENATE BILL No. 374**

AN ACT to create the student safety act; to provide for confidential reports of potential harm or criminal activities directed at school students, school employees, and schools; to establish a hotline for filing those reports; to create the student safety fund and to provide for contributions to and expenditures from that fund; to prescribe the powers and duties of certain state officials and departments; to provide for procedures for the release of certain confidential information; to prescribe penalties; and to repeal acts and parts of acts.

*The People of the State of Michigan enact:*

Sec. 1. This act shall be known and may be cited as the "student safety act".

Sec. 2. As used in this act:

(a) "Department" means the department of the attorney general.

(b) "Fund" means the student safety fund created in section 7.

(c) "Hotline" means a statewide toll-free telephone number or other means of communication, or a combination of a toll-free telephone number and another means of communication, that transmits voice, text, photographic, and other messages and information to a vendor described in section 3(3), including information forwarded to that vendor through the departmental website described in section 3(2).

(d) "School" means a public, private, denominational, or parochial school offering developmental kindergarten, kindergarten, or any grade from 1 through 12, regardless of whether school is in session. School includes all school property.

(e) "School employee" means a full-time or part-time employee of a school, school district, or intermediate school district, including a school administrator, a volunteer with a school, school district, or intermediate school district, or any other person who provides services to a school, school district, or intermediate school district while he or she is on school property. A person described in this subdivision is considered a school employee regardless of whether school is in session.

(f) "School property" means a building, playing field, or property used for school purposes to impart instruction to school students or used for school purposes, functions, and events, regardless of whether school is in session. School property includes a school bus as that term is defined in section 57 of the Michigan vehicle code, 1949 PA 300, MCL 257.57.

(g) "School student" means a person who is enrolled as a student in a school regardless of whether school is in session.

Sec. 3. (1) The department, in consultation with the department of state police, the department of community health, and the department of education shall, to the extent that funds are appropriated for the purpose, establish a program for receiving reports and other information from the public regarding potential self-harm and potential harm or criminal acts directed at school students, school employees, or schools in this state. The department shall establish the program within the guidelines of this act. The department shall have access to the information needed to meet the reporting requirements of section 8.

(2) The program described in subsection (1) shall include a hotline for receiving reports and information described in subsection (1). The hotline shall be available for use 24 hours a day, 365 days a year. The department may provide promotional information regarding the program on its departmental website.

(3) Prior to operation of the hotline, the department of technology, management, and budget shall issue a request for proposals to enter into a contract for operation of the hotline. The department of technology, management, and budget shall have sole authority over the request for proposals process and the decision over which entity is awarded the contract. This subsection does not prohibit the department of state police from submitting a proposal. Any contract shall require the vendor to be bound by the requirements of this act, including its confidentiality provisions. Beginning on the date that the hotline established under this act is operational, all calls received by any existing state-run school violence hotline in operation prior to the establishment of this act shall be directed to the hotline established under this act. Any existing state-run school violence hotline in operation prior to the effective date of this act shall be disconnected within 6 months after the hotline established under this act is operational.

(4) The department shall be responsible for the continued operational and administrative oversight of the program. The program shall provide for a means to review all information submitted through the hotline and to direct those reports and that information, including any analysis of the potential threat as determined appropriate by the department or a vendor under contract with the department to local law enforcement officials and school officials. The program shall include a means by which responses at the local level are determined and evaluated for effectiveness. The department shall ensure that appropriate training is provided to program personnel in all of the following areas:

(a) Crisis management, including recognizing mental illness and emotional disturbance.

(b) The resources that are available in the community for providing mental health treatment and other human services.

(c) Other matters determined by the department to be relevant to the administration and operation of the program.

(5) A report or other information submitted to the hotline is considered to be a report to a law enforcement agency and shall be maintained as a record by the vendor described in section 3(3) for at least 1 year, subject to the confidentiality requirements of this act.

(6) The department shall ensure that any hotline information that suggests that a psychiatric emergency is taking place within a county is immediately referred to the community mental health services program psychiatric crisis line for that county.

(7) The department shall develop a source of information on available community mental health resources and contacts, including mental health services. The department shall notify schools and law enforcement of this information source. The notice shall include the departmental recommendation that school and law enforcement, upon investigating a case and determining that mental illness or emotional disturbance is or may be involved, utilize this information in aiding subjects and their parents or guardians.

Sec. 4. (1) Any report or information submitted to the hotline under section 3 is confidential, shall not be released except as otherwise provided in this act, and is not subject to disclosure under the freedom of information act, 1976 PA 442, MCL 15.231 to 15.246.

(2) Any report or information submitted to the hotline and forwarded by the vendor described in section 3(3) under this act to a law enforcement official or to a school official is confidential, shall not be released except as otherwise provided in this act, and is not subject to disclosure under the freedom of information act, 1976 PA 442, MCL 15.231 to 15.246.

(3) A person who intentionally discloses information to another person in violation of subsection (1) or (2) is guilty of a misdemeanor punishable by imprisonment for not more than 90 days or a fine of not more than \$500.00, or both.

(4) If a report to the hotline does not result in a referral, or the investigation of a subject results in a determination that no action regarding that subject is warranted, the subject's name shall be expunged from the records of all entities involved in the hotline program except as otherwise provided by law.

Sec. 5. Information regarding a report or information submitted to the hotline under section 3, including any identifying information, may be disclosed as follows:

(a) By either of the following as necessary for purposes of this act and as necessary to address reports and information received under this act:

(i) A vendor described under section 3(3) and its employees acting in the course of their duties.

(ii) By the department, law enforcement agencies, schools, and community mental health service programs, and their employees acting in the course of their duties. However, this subparagraph does not allow the disclosure of information that would identify the person who submitted the report or information to the hotline under section 3.

(b) With the permission of the person or, if the person is a minor, with the permission of the minor and his or her parents or guardians.

(c) Pursuant to a court order issued under section 6.

**Sec. 6. (1)** A person who is charged with a criminal offense as a result of a report or information filed under section 3 may petition the court for disclosure of the report or information, including any identifying information, as provided in this subsection. The prosecuting attorney for the local unit of government having jurisdiction and the attorney general shall be notified of the petition not less than 7 days before the hearing on the petition, or as otherwise provided by the court, and have the right to appear in the proceedings to oppose the petition. If a petition is filed under this subsection, the court may conduct a hearing on the petition. If a hearing is conducted, it shall be conducted in chambers outside of the presence of the petitioner. If the court determines that the report or information, including any identifying information, is relevant to the criminal proceedings and is essential to the fair trial of the person, the court may order the disclosure of that report or information, including any identifying information, as determined appropriate by the court. The court may place restrictions on the release and use of the report or information, including any identifying information, obtained under this subsection or may redact material as it considers appropriate. Material reviewed by the court that is not ordered released or that is redacted shall be maintained by the court under seal for purposes of appeal only.

(2) If the prosecuting attorney for a local unit of government has reason to believe that a report or other information provided under section 3 was falsely provided to the vendor described in section 3(3) through the hotline operated by that vendor under section 3, that prosecuting attorney may petition the court to disclose the report or information, including any identifying information. The attorney general shall be notified of the petition not less than 7 days before the hearing on the petition, or as otherwise provided by the court, and has the right to appear in the proceedings to oppose the petition. If the court determines that there is reason to believe that the report or information may have been falsely provided, the court may order the disclosure of the report or information, including any identifying information, as determined appropriate by the court. The court may place restrictions on the release and use of the report or information, including any identifying information, obtained under this subsection or may redact material as it considers appropriate. Material reviewed by the court that is not ordered released or that is redacted shall be maintained by the court under seal for purposes of appeal only.

(3) The attorney general may also appear in any other action to oppose the release of any report or information obtained under section 3, including any identifying information.

**Sec. 7. (1)** The student safety fund is created within the state treasury.

(2) The state treasurer may receive money or other assets from any source for deposit into the fund. The state treasurer shall credit to the fund interest and earnings from fund investments.

(3) Money in the fund at the close of the fiscal year shall remain in the fund and shall not lapse to the general fund.

(4) The department shall be the administrator of the fund for auditing purposes.

(5) The department may expend money from the fund, upon appropriation, only for 1 or more of the following purposes:

(a) To pay the costs of the department for administering this act.

(b) To pay the costs of the vendor described in section 3(3) for operating the hotline under that section.

(c) To promote public awareness of the program, including the availability of the hotline and the website operated by the department.

(6) Money shall not be expended for any promotion program that includes a reference to, or the image or voice of, an elected official, appointed state employee, state employee governed by a senior executive service limited term employment agreement, or a candidate for elective office, that is targeted to a media market in this state.

**Sec. 8.** The department, in consultation with the department of community health, the department of education, and the vendor described in section 3(3), shall prepare an annual report under this act. The report shall be filed not later than July 31 of the year in which the report is due. Copies of the report shall be filed with the governor, the secretary of the senate, the clerk of the house of representatives, the clerk of the senate standing committee on appropriations, and the clerk of the house standing committee on appropriations. The report shall also be maintained on the department's website. The report shall contain all of the following information:

(a) The number of reports and other information reported to the hotline under this act.

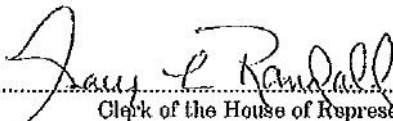
(b) The number of reports and information reported to the hotline that are forwarded to local law enforcement officials and school officials.

- (c) The number of hotline reports resulting in referral to mental health services.
- (d) The nature of the reports and information reported to the hotline in categories established by the department.
- (e) The responses to the reports and information reported to the hotline at the local level in categories established by the department.
- (f) The source of all funds deposited in the student safety fund.
- (g) The itemized costs and expenditures incurred by the department in implementing this act.
- (h) The itemized costs and expenditures incurred by the department of state police in implementing this act.
- (i) The contributions of, and the costs and expenditures incurred by, the vendor with whom the department enters into a contract under section 3(3).
- (j) An analysis of the overall effectiveness of the program in addressing potential self-harm and potential harm or criminal acts directed at schools, school employees, and school students.

Enacting section 1. This act is repealed effective October 1, 2017.

This act is ordered to take immediate effect.

  
 Secretary of the Senate

  
 Clerk of the House of Representatives

Approved 12/13/13 1:02 PM

  
 Governor

## OK-2-SAY

The Office of the Governor, Attorney General Bill Schuette, the Michigan State Police (MSP), the Michigan Department of Education (MDE), the Michigan Department of Community Health (MDCH), and the Michigan Department of Human Services are taking action to improve the safety of Michigan schools for our children. Their student safety initiative is called OK-2-SAY.

### Goal

The goal of OK-2-SAY is to create a comprehensive communication system that empowers students, parents/guardians, etc., school personnel, and law enforcement officials to share and respond to student safety threats.

### Rationale

In many schools, a culture of silence is reinforced among students who consider it intrusive or “uncool” to report (“snitch”) threatening behavior for fear of retaliation and stigmatization. Research indicates that in 81 percent of violent incidents in United States (U.S.) schools, someone other than the attacker had knowledge of the attacker’s plan, but failed to report it.

### Features

OK-2-SAY opens the lines of communication among students and caring, professional adults through:

- Confidential Reporting: Reporter confidentiality will be statutorily guaranteed.
- Comprehensive Technology: Tip submission methods will include 24/7 telephone, Web site, e-mail, text, and multimedia options.
- Coordinated Intervention: Program operators will field initial reports and promptly provide the information to appropriate local law enforcement agencies and school districts.
- Complete Disposition: To promote accountability, operators will be asked to complete outcome reports detailing the nature of the tip, the action taken in response, the outcome achieved, and suggestions for improvement.

## Benefits

Key benefits of the OK-2-SAY program include:

- **Increased Safety:** Facilitates responses to harmful behaviors directed toward others or oneself, including bullying, substance abuse, weapons possession, and suicide threats.
- **Crisis Training:** Ensures that program personnel are trained in crisis management, including recognition of mental illness and emotional disturbance, and that psychiatric emergencies are referred to the appropriate community mental health services psychiatric crisis line.
- **Collaborative Support:** Empowers students to dialogue with adult authorities, transforming the culture of silence into a collaborative support system.
- **Timely Response:** Encourages prompt responses to submitted reports through 24/7 availability, police coordination, and outcome reporting.
- **Improved Academic Performance:** Creates safer learning environments where students can reach their full academic potential.

## Success

Other states have successfully implemented similar student safety programs, including:

- **Colorado:** Program has documented and resolved 284 planned school attacks, 320 gun/weapon reports, 469 sexual offenses, 1,323 planned suicides, and 2,207 bullying instances.
- **Missouri:** Key successes include tip submission through a downloadable mobile app. Program fielded 1,000+ reports in 2011. Eighty percent of law enforcement surveyed believes the hotline promotes cooperation between law enforcement agencies and school officials.

## Timeline

The target is to establish an operational program by spring 2014.

Act No. 12  
Public Acts of 2014  
Approved by the Governor  
February 25, 2014  
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**STATE OF MICHIGAN  
97TH LEGISLATURE  
REGULAR SESSION OF 2014**

Introduced by Reps. Graves, Frauz, Schmidt, Forlini and Rendon

## **ENROLLED HOUSE BILL No. 4713**

AN ACT to amend 1941 PA 207, entitled "An act to provide for the prevention of fires and the protection of persons and property from exposure to the dangers of fire or explosion; to authorize the investigation of fires and the discovery of crime or other offenses in relation thereto; to require the razing, repair, or alteration of buildings, and the clearing and improvement of premises which constitute a fire hazard or a menace to the peace, security, or safety of persons or property; to control the construction, use, and occupancy of buildings and premises in relation to safety, including fire safety; to provide for the certification of fire inspectors and the delegation of certain powers to those certified fire inspectors; to provide for the regulation of the storage and transportation of hazardous material; to provide for the issuance of certificates; to prohibit the use of certain fire extinguishers and fire extinguishing agents; to provide immunity from liability for certain persons; to provide for the administration and enforcement of this act; to prescribe penalties; to provide for the promulgation of rules; to provide for the assessment of fees; and to repeal acts and parts of acts," by amending section 19 (MCL 29.19), as amended by 2006 PA 337.

*The People of the State of Michigan enact:*

Sec. 19. (1) The chief administrative officer and the teachers of all schools, including state supported schools, colleges, and universities and the owner, or owner's representative, of all school dormitories shall have a fire drill each month and ensure unrestricted emergency egress during school hours and when the school is open to the public. Each teacher in a school, including a state supported school, college, or university and the owner or owner's representative of a dormitory shall comply with these requirements and keep a record of the drills.

(2) Except as provided in subsection (3), a minimum of 8 fire drills is required for each school year. If weather conditions do not permit fire drills to be held at least once a month, then at least 5 fire drills shall be held in the fall of each year and 3 fire drills shall be held during the remaining part of the school year.

(3) A minimum of 5 fire drills is required for each school year for a school that operates any of grades kindergarten to 12. Three of the fire drills shall be held by December 1 of the school year, and 2 shall be held during the remaining part of the school year, with a reasonable spacing interval between each drill.

(4) A minimum of 2 tornado safety drills is required for each school year at the schools and facilities described in subsection (1). At least 1 of the tornado safety drills shall be conducted during March of the school year. These drills shall be conducted for the purpose of preventing injuries caused by severe weather.



(5) A minimum of 3 drills in which the occupants are restricted to the interior of the building and the building secured is required for each school year at a school that operates any of grades kindergarten to 12. At least 1 of these drills shall be conducted by December 1 of the school year, and at least 1 shall be conducted after January 1 of the school year, with a reasonable spacing interval between each drill. A drill conducted under this subsection shall include security measures that are appropriate to an emergency such as the release of a hazardous material or the presence of a potentially dangerous individual on or near the premises. The governing body of a school shall seek input from the administration of the school and local public safety officials on the nature of the drills to be conducted under this subsection.

(6) A school that operates any of grades kindergarten to 12 shall conduct at least 1 of the drills required by this section during a lunch or recess period, or at another time when a significant number of the students are gathered but not in the classroom.

(7) For a school that operates any of grades kindergarten to 12, the governing body of the school shall ensure that documentation of a completed school safety drill is posted on its website within 30 school days after the drill is completed and is maintained on the website for at least 3 years. For a school operated by a school district or intermediate school district, the documentation may be posted on the district website. The documentation posted on the website shall include at least all of the following:

- (a) The name of the school.
- (b) The school year of the drill.
- (c) The date and time of the drill.
- (d) The type of drill completed.
- (e) The number of completed drills for that school year for each type of drill required under subsections (3) to (5).
- (f) The signature of the school principal or his or her designee acknowledging the completion of the drill.
- (g) The name of the individual in charge of conducting the drill, if other than the school principal.

(8) Not later than September 15 of each school year, the chief administrator of a school that operates any of grades kindergarten to 12, or his or her designee, shall provide a list of the scheduled drill days for the school buildings operated by the school, school district, intermediate school district, or public school academy to the county emergency management coordinator appointed under section 9 of the emergency management act, 1976 PA 390, MCL 30.409. A scheduled drill that is not conducted on a scheduled drill day due to conditions not within the control of school authorities, such as severe storms, fires, epidemics, utility power unavailability, water or sewer failure, or health conditions as defined by the city, county, or state health authorities, will not result in a violation of this section as long as the school conducts the minimum number of drills required under subsections (3), (4), and (5), the school reschedules the drill to occur within 10 school days after the scheduled date of the canceled drill, and the chief administrator notifies the county emergency management coordinator of the rescheduled date for the drill. The county emergency management coordinator shall provide this information to the appropriate local emergency management coordinator appointed under that section, if any, and, consistent with applicable federal, state, and local emergency operations plans, to the department of state police district coordinator and the county sheriff for the county or the chief of police or fire chief for the municipality where the school is located, or the designee of the sheriff, chief of police, or fire chief. The information provided under this subsection is exempt from disclosure under the freedom of information act, 1976 PA 442, MCL 15.231 to 15.246.

(9) A public school that operates any of grades kindergarten to 12 shall not conduct a drill required under this section at a time that would interfere with the conduct of a state-mandated assessment.

(10) The state fire marshal, a fire chief, or a firefighter in uniform acting under orders and directions of the fire chief may cause fire drills to be held in school houses, school dormitories, and other public buildings as the state fire marshal considers advisable. The state fire marshal may order the installation of other protective apparatus or equipment that conforms to recognized and approved modern practices.

(11) The department of state police emergency management and homeland security division shall develop a model to be used by a school in conducting a drill under subsection (5).

(12) The governing body of a school that operates any of grades kindergarten to 12 shall adopt and implement a cardiac emergency response plan for the school. The cardiac emergency response plan shall address and provide for at least all of the following:

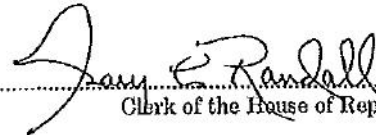
- (a) Use and regular maintenance of automated external defibrillators, if available.
- (b) Activation of a cardiac emergency response team during an identified cardiac emergency.
- (c) A plan for effective and efficient communication throughout the school campus.
- (d) If the school includes grades 9 to 12, a training plan for the use of an automated external defibrillator and in cardiopulmonary resuscitation techniques.

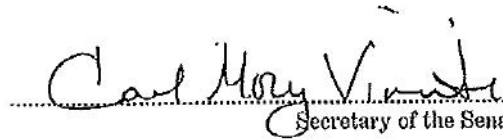
(e) Incorporation and integration of the local emergency response system and emergency response agencies with the school's plan.

(f) An annual review and evaluation of the cardiac emergency response plan.

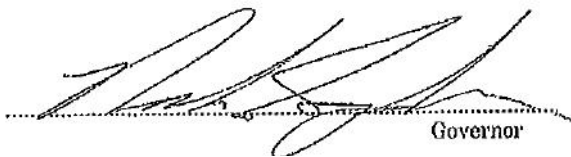
Enacting section 1. This amendatory act takes effect July 1, 2014.

This act is ordered to take immediate effect.

  
Clerk of the House of Representatives

  
Secretary of the Senate

Approved 2/25/14 3:36 PM

  
Governor

## Incident Reporting

Pursuant to Public Act 102 of 1999, MCL 380.1310a requires the following:

1. At least annually, each school board shall prepare and submit to the superintendent of public instruction, in the form and manner prescribed by the superintendent of public instruction, a report stating the number of students expelled from the school district during the immediately preceding school year, with a brief description of the incident that caused each expulsion.
2. In order to obtain an accurate local and statewide picture of school crime and to develop the partnerships necessary to plan and implement school safety programs, at least annually, each school board shall report to the superintendent of public instruction, in the form and manner prescribed by the superintendent of public instruction, incidents of crime occurring at school within the school district. In determining the form and manner of this report, the superintendent of public instruction shall consult with local and intermediate school districts and law enforcement officials. The reporting shall include at least crimes involving physical violence, gang-related activity, illegal possession of a controlled substance or controlled substance analogue, or other intoxicant, trespassing, and property crimes including, but not limited to, theft and vandalism. For a property crime, the report shall include an estimate of the cost to the school district resulting from the property crime. The school crime reporting requirements of this subsection are intended to do all of the following:
  - Help policymakers and program designers at the local and state levels develop appropriate prevention and intervention programs.
  - Provide the continuous assessment tools needed for revising and refining school safety programs.
  - Assist schools and school districts to identify the most pressing safety issues confronting their school communities, to direct resources appropriately, and to enhance campus safety through prevention and intervention strategies.
  - Foster the creation of partnerships among schools, school districts, state agencies, communities, law enforcement, and the media to prevent further crime and violence and to assure a safe learning environment for every pupil.
3. Each school building shall collect and keep current on a weekly basis the information required for the report under Subsection (2) and must provide that information, within seven days, upon request. At least annually, each school board shall make a copy

disaggregated by school building, of the most recent report for the school district under Subsection (2) available to the parent or legal guardian of each pupil enrolled in the school district.

4. As used in this section, “school board” means a school board, intermediate school board, or the board of directors of a public school academy, and “school district” means a school district, a local act school district, an intermediate school district, or a public school academy.
5. Reports of crimes involving physical violence, gang-related activity, illegal possession of a controlled substance or controlled substance analogue, or other intoxicant, trespassing, and property crimes, include, but are not limited to the following incidents:

Armed Student or Hostage	Robbery or Extortion
Suspected Armed Student	Unauthorized Removal of Students
Weapons on School Property	Threat of Suicide
Death or Homicide	Suicide Attempt
Drive-By Shooting	Larceny
Physical Assault (Fights)	Intruders
Bomb Threat	Illegal Drug Use/Overdose
Explosion	Illegal Drug Possession/Sale
Arson	Vandalism/Destruction of Property
Sexual Assault (CSC)	Minor in Possession of Alcohol/Tobacco Products
Bus Incident/Accident	

Incidents of crime must be reported, regardless of whether prosecution occurs. The following critical factors will aid in determining whether a reportable incident has occurred:

- Emergency 9-1-1 or the local police were called.
- A police report was filed.

It is recommended that districts begin compiling the information on these incidents as they occur, in accordance with the stated legislation requirements and the district guidelines.

## Key Terms and Acronyms

The following are key terms and acronyms found throughout this document and/or applicable to emergency preparedness. They may also provide a future benefit to schools in supporting the development of emergency response plans.

### A

**Active Violence Incident (AVI).** An incident involving armed perpetrators where violence is on-going and a delayed police response could result in death or great bodily harm to victims.

**AED.** Automated External Defibrillator.

**ARC.** American Red Cross.

**Assessment.** The evaluation and interpretation of measurements and other information to provide a basis for decision-making.

### B

**Bollard.** A vehicle barrier consisting of a cylinder, usually made of steel and sometimes filled with concrete, placed on end in the ground and spaced about three feet apart to prevent vehicles from passing, but allowing entrance of pedestrians and bicycles.

### C

**CBRNE.** Chemical, Biological, Radiological, Nuclear, Explosive.

**CCTV.** Closed Circuit Television.

**CERT.** Community Emergency Response Team.

**Continuity of services and operations.** Controls to ensure that, when unexpected events occur, departmental/agency minimum essential infrastructure services and operations,

including computer operations, continue without interruption or promptly resumed, and that critical and sensitive data are protected through adequate contingency and business recovery plans and exercises.

**COOP.** Continuity of Operations Plan (*see also **Continuity of services and operations***).

**CPR.** Cardiopulmonary Resuscitation.

**CSC.** Criminal Sexual Conduct (Sexual Assault).

## D

**DHS.** U.S. Department of Homeland Security.

**Disaster.** A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:

- Involves a large area, sizable population, and/or important facilities.
- May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
- Requires community-wide warning and public instructions.
- Requires a response by all local response agencies.
- Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.
- The Emergency Response/Operations Plan will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

**DOE.** U.S. Department of Education

**Drill.** A coordinated, supervised activity usually employed to validate a specific function or capability in a single agency or organization. Drills are commonly used to provide training on new equipment, validate procedures, or practice and maintain current skills.

## E

**EMI.** Emergency Management Institute.

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

- Involves a limited or large area, limited or large population, or important facilities.
- Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.
- Warning and public instructions are provided in the immediate area, not community-wide.
- One or more local response agencies or departments normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- May require external assistance from other local response agencies or contractors.
- May require community-wide warning and public instructions.
- The Emergency Operations Plan may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

**Emergency Operations Plan (EOP).** A document that describes how people and property will be protected in emergency situations; details who is responsible for carrying out specific actions; identifies the personnel, equipment, facilities, supplies, and other resources available for use in the emergency; and, outlines how all actions will be coordinated.

**EMS.** Emergency Medical Services.

**Evacuation.** Organized, phased, and supervised dispersal of people from dangerous or potentially dangerous areas.

## F

**FEMA.** Federal Emergency Management Agency.

**First responder.** Local police, fire, and emergency medical personnel who first arrive on the scene of an incident and take action to save lives, protect property, and meet basic human needs.

**FOIA.** Freedom of Information Act.

**Full-scale exercise (FSE).** Typically the most complex and resource-intensive type of exercise. They involve multiple agencies, organizations, and jurisdictions and validate many facets of preparedness. FSEs often include many players operating under cooperative systems such as the Incident Command System or Unified Command.

## G

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## H

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

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

**HazMat.** Hazardous Material.

**HSEEP.** Homeland Security Exercise and Evaluation Program.

**HSPD.** Homeland Security Presidential Directive.

**HVAC.** Heating, Ventilation, and Air-Conditioning.

## I

**ICP.** Incident Command Post.

**Incident Command System (ICS).** A standardized, on-scene, all-hazards incident management approach that:

- Allows for the integration of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure.
- Enables a coordinated response among various jurisdictions and functional agencies, both public and private.
- Establishes common processes for planning and managing resources.

**IP Camera.** Internet Protocol Camera.



**IS.** Independent Study.

**IT.** Information Technology.

## J

**Job Action Sheet (JAS).** A checklist for defining and performing a specific emergency response functional role.

## K

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## L

**LED.** Light-Emitting Diode.

**LEP.** Limited English Proficiency.

## M

**Magnetometers.** Metal Detectors.

**MDCH.** Michigan Department of Community Health

**MDE.** Michigan Department of Education.

**Minimum measures.** Protective measures that can be applied to all buildings regardless of the identified threat. These measures offer defense or detection opportunities for minimal cost, facilitate future upgrades, and may deter acts of aggression.

**Mitigation.** Those actions taken to reduce the exposure to and impact of an attack or disaster.

**MSP.** Michigan State Police.

## N

**N/A.** Not Applicable.

**NIMS.** National Incident Management System.

**NOAA.** National Oceanic and Atmospheric Administration.

**NRF.** National Response Framework.

O

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P

**PPE.** Personal Protective Equipment.

**Preparedness.** Establishing the plans, training, exercises, and resources necessary to enhance mitigation in order to achieve readiness for response to, and recovery from all hazards, disasters, and emergencies, including weapons of mass destruction incidents.

**Protective measures.** Elements of a protective system that protect an asset against a threat. Protective measures are divided into defensive and detection measures.

Q

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R

**Response.** Executing the plan and resources identified to perform those duties and serves to preserve and protect life and property as well as provide services to the surviving population.

**Risk.** The potential for loss of, or damage to, an asset. It is measured based upon the value of the asset in relation to the threats and vulnerabilities associated with it.

S

**SAMHSA.** Substance Abuse and Mental Health Services Association.

**SVA.** Security and Vulnerability Assessment.

## T

**Tabletop Exercise.** An exercise intended to generate discussion of various issues regarding a hypothetical, simulated emergency.

**Threat.** Any indication, circumstance, or event with the potential to cause loss of, or damage to an asset.

**TTX.** Tabletop Exercise.

## U

**UC.** Unified Command.

## V

**VA.** Vulnerability Assessment.

**Vulnerability.** Any weakness that can be exploited by an aggressor, or make an asset susceptible to hazard damage.

## W

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## X

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## Y

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## Z

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## Sources

The following are key references used during the development of this guidance. They may also provide a future benefit to schools and districts in supporting the development of local emergency response plans.

### Michigan Department of Community Health (MDCH)

- MI HEARTSafe School: [www.mi.grc.org/miheartsafe](http://www.mi.grc.org/miheartsafe)

### Michigan Department of Education (MDE)

- MI Ready Schools Emergency Planning Toolkit

### U.S. Department of Education (DOE)

- A Guide to School Vulnerability Assessments: Key Principles for Safe Schools, 2008
- Emergency Response and Crisis Management (ERCM) Technical Assistance Center, ERCMExpress, Volume 2, Issue 1, 2006, Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning

### U.S. Department of Homeland Security (DHS)

- K-12 School Security Checklist, April 2013
- National Preparedness Goal, September 2011
- Homeland Security Exercise and Evaluation Program (HSEEP)
- [www.dhs.gov](http://www.dhs.gov)

### Federal Emergency Management Agency (FEMA)

- Guide for Developing High-Quality School Emergency Operations Plans, 2013
- Post-Disaster Reunification of Children: A Nationwide Approach, November 2013
- Risk Management Series, Reference Manual to Mitigate Potential Terrorist Attacks Against Buildings (FEMA 426), December 2003.
- Independent Study (IS)-100.b: Introduction to the Incident Command System
- IS-100.sca: Introduction to the Incident Command System for Schools

- IS-120.a: An Introduction to Exercises
- IS-130: Exercise Evaluation and Improvement Planning
- IS-139: Exercise Design
- IS-200.b: ICS for Single Resources and Initial Action Incidents
- ICS-300: Intermediate Incident Command System
- IS-362.a: Multi-Hazard Emergency Planning for Schools
- IS-366: Planning for the Needs of Children in Disasters
- IS-393.a: Introduction to Hazard Mitigation
- ICS-400: Advanced Incident Command System
- IS-547.a: Introduction to Continuity of Operations
- IS-700.a: National Incident Management System (NIMS), an Introduction
- IS-701.a: NIMS Multiagency Coordination System (MACS) Course
- IS-702.a: National Incident Management System (NIMS) Public Information Systems
- IS-703.a: NIMS Resource Management
- IS-704: NIMS Communications and Information Management
- IS-706: NIMS Intrastate Mutual Aid - An Introduction
- IS-800.b: National Response Framework (NRF), an Introduction
- IS-907: Active Shooter: What You Can Do
- IS-914: Surveillance Awareness: What You Can Do
- [www.fema.gov](http://www.fema.gov)
- <http://training.fema.gov/is/>

## State of New York

- New York State School Safety Guide, Revised 2013

# Executive Summary

**Each school day**, our nation's schools are entrusted to provide a safe and healthy learning environment for approximately 55 million elementary and secondary school students<sup>2</sup>. Lessons learned from school emergencies highlight the importance of preparing school officials and first responders to implement emergency operations plans. By having plans in place to keep students/staff safe, schools play a key role in taking preventative and protective measures to stop an emergency from occurring or reducing the impact of an incident. Although schools are not traditional response organizations, when a school-based emergency occurs, school personnel respond immediately. They administer first aid, notify response partners, and provide instructions before first responders arrive. They also work with their community partners (e.g., governmental organizations that have a responsibility in the school emergency operations plan to provide a cohesive, coordinated response). Community partners include first responders (e.g., law enforcement officers, fire officials, and emergency medical services (EMS) personnel), as well as social service and mental health agencies. Families and communities expect schools to keep their students safe from threats (e.g., human-caused emergencies such as crime and violence) and hazards (e.g., natural disasters, disease outbreaks, and accidents). In collaboration with their local government and community partners, schools can take steps to plan for these potential emergencies through the creation of a school Emergency Operations Plan (EOP).

This guidance highlights a school's planned response to extraordinary emergency/disaster situations associated with natural disasters, human-caused events, technological incidents, and national security emergencies. It does not address normal day-to-day operations or the well-established and routine procedures used in coping with such emergencies. Instead, the operational concepts reflected in this guidance focus on potential large-scale disasters that can generate unique situations requiring responses when day-to-day recourses are overwhelmed.

An EOP is a preparedness document intended to be read, understood, and exercised prior to an emergency/disaster. It is designed to include local first responders and public safety personnel and to act as a guideline only for local plans already in place with specific actions unique to specific circumstances. This document is flexible enough to use as a guide in developing a school EOP for all emergencies in order to facilitate response and short-term recovery activities.

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<sup>2</sup> U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2011*. Washington, DC: Author, 2012. Available at <http://nces.ed.gov/programs/digest/d11/index.asp>

Various information within this document is referenced from the *Guide for Developing High-Quality School Emergency Operations Plans*, a public domain report published by the U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Justice, Federal Bureau of Investigation, and the Federal Emergency Management Agency.

# Planning

## Section 1



**Lessons learned from school emergencies** highlight the importance of preparing school officials and first responders to implement emergency operations plans. By having plans in place to keep students and staff safe, schools play a key role in taking preventative and protective measures to stop an emergency from occurring or reduce the impact of an incident. Although schools are not traditional response organizations, when a school-based emergency occurs, school personnel respond immediately. They administer first aid, notify response partners, and provide instructions before first responders arrive. They also work with their community partners (e.g., governmental organizations) that have a responsibility in the school emergency operations plan to provide a cohesive, coordinated response. In collaboration with their local government and community partners, schools can take steps to plan for potential emergencies through the creation of a school EOP.

It is important to note that in creating effective EOPs, administrators should be cognizant of and plan to the appropriate grade and age levels of their students.

## General Planning Concepts

National preparedness efforts, including planning, are now defined by *Presidential Policy Directive (PPD) 8*, which was signed by the President of the United States in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, severe weather events, school incidents, and other experiences.

*PPD-8* defines preparedness around specific areas:

- **Mitigation** means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. In this document, “mitigation” also means reducing the likelihood that threats and hazards will happen.
- **Prevention (Preparedness)**, for the purposes of this guidance, means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.
- **Protection (Preparedness)** means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.

- **Response** means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and, facilitate the transition to recovery.
- **Recovery** means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

Emergency management officials and emergency responders engaging with schools are familiar with this terminology. These mission areas generally align with the three timeframes associated with an incident: before, during, and after.

The majority of prevention, protection, and mitigation activities generally occur before an incident, although can have ongoing activities throughout an incident. While response activities occur during an incident, recovery activities can begin during and after an incident.

As schools plan for and execute response and recovery activities through the EOP, they should use the concepts and principles of the Incident Command System (ICS). ICS provides a standardized approach for incident management, *regardless* of cause, size, location, or complexity. By using ICS during an incident, schools will be able to more effectively work with the responders in their communities. *Section 4: Incident Management* provides more information on the ICS.

While some of the vocabulary, processes, and approaches discussed in this guidance may be new to the education community, they are critical. They are critical to the creation of emergency management practices and plans that are integrated with the efforts of first responders and other key stakeholders and incorporate everything possible to keep children safe. If a school system has an existing plan, revising and adapting that plan using the principles and process described in this document will help ensure alignment with the terminology and approaches used across the nation.

The guidance provided in this document are examples of common practices and matters to consider for planning and implementation purposes. The guidance does not create any requirements beyond those included in applicable law and regulations, or create any additional rights for any person, entity, or organization. The inclusion of certain references does not imply endorsement of any documents, products, or approaches. There may be other resources that may be equally helpful.

### PLANS MUST COMPLY WITH THE AMERICANS WITH DISABILITIES ACT

Plans must comply with the Americans with Disabilities Act of 1990 (ADA), Public Law 101-336, 108th Congress, 2nd session (July 26, 1990), among other prohibitions on disability discrimination, across the spectrum of emergency management services, programs, and activities, including preparation, testing, notification and alerts, evacuation, transportation, sheltering, emergency medical care and services, transitioning back, recovery, and repairing and rebuilding. Plans should include students, staff, and parents with disabilities. Among other things, school emergency plans must address the provision of appropriate auxiliary aids and services to ensure effective communication with individuals with disabilities (e.g., interpreters, captioning, and accessible information technology); ensure individuals with disabilities are not separated from service animals and assistive devices, and can receive disability-related assistance throughout emergencies (e.g., assistance with activities of daily living, administration of medications); and, comply with the law's architectural and other requirements. (Information and technical assistance about the ADA is available at <http://www.ada.gov>).

### PLANS MUST ADDRESS LANGUAGE ACCESS

Effective communication with individuals with limited English proficiency (LEP), including students and parents, is an essential component of emergency planning and response. Plans must comply with applicable legal requirements on language access, including *Title VI* of the *Civil Rights Act of 1964* (available at <http://www.justice.gov/crt/about/cor/coord/titlevi.php>) and the *Title VI* regulation of the *Civil Rights Act of 1964* (available at <http://www.justice.gov/crt/about/cor/fedagencies.php>).

## Planning Principles

The following principles are key to developing a comprehensive school EOP that addresses a range of threats and hazards:

- **Planning must be supported by leadership.** At the district and school levels, senior-level officials can help the planning process by demonstrating strong support for the planning team.
- **Planning uses assessment to customize plans to the building level.** Effective planning is built around comprehensive, ongoing assessment of the school community. Information gathered through assessment is used to customize plans to the building level, taking into consideration the school's unique circumstances and resources.
- **Planning considers all threats and hazards.** The planning process must take into account a wide range of possible threats and hazards that may impact the school. Comprehensive school emergency management planning considers all threats and

hazards throughout the planning process and addresses safety needs before, during, and after an incident.

- **Planning provides for the access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff, of the “whole school community.”** The “whole school community” includes children, individuals with disabilities and others with access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff, those from religiously, racially, and ethnically diverse backgrounds, and people with LEP.
- **Planning considers all settings and all times.** School EOPs must account for incidents that may occur before, during, and after the actual school day hours, as well as on and off campus (e.g., sporting events, field trips).

Creating and revising a model EOP is done by following a collaborative process. This guidance provides a process, plan format, and content guidance that are flexible enough for use by all school emergency planning teams.

## Planning Assumptions and Limitations

Stating the planning assumptions allows schools to deviate from the plan if certain assumptions prove not to be true during operations. The EOP assumes:

1. The district community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
2. A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
3. A single site incident (e.g., act of violence, fire) could occur at any time without warning and the employees of the affected school cannot, and should not wait for direction from local response agencies. Action is required immediately to save lives and protect district/school property.
4. Following a major or catastrophic incident, the school may have to rely upon its own resources to be self-sustaining for up to 72 hours.
5. There may be a number of injuries of varying degrees of seriousness to students/staff. Rapid and appropriate response will reduce the number and severity of injuries.
6. Outside assistance from local fire, law enforcement, emergency medical services (EMS), and emergency managers will be available in most serious incidents. Because it takes time

to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.

7. Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire and safety inspections, drills, and exercises will prevent or reduce incident-related losses.
8. Maintaining the school EOP and providing frequent opportunities for stakeholders (e.g., students/staff, parents/guardians, etc., EMS, etc.) to exercise the plan will improve the school's readiness to respond to emergency situations.
9. A spirit of volunteerism among district employees, students, and families will result in their providing assistance and support to incident management efforts.

### Limitations

Schools should state in their EOP that emergency response plans imply no guarantee of a perfect incident management system. As personnel and resources may be overwhelmed, staff members can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

## The Planning Process for Implementation

There are many ways to develop a school EOP. The planning process discussed in this section is flexible and should be adapted to accommodate a school's unique characteristics and situation.

Effective school emergency management planning and development of a school EOP are not done in isolation. It is critical that schools work with their district staff and community partners--local EMS, first responders, public officials and mental health service officials--during the planning process, as an effective school EOP is supported at the district level and integrated with district, community, regional, and state plans. This collaboration makes more resources available and helps to ensure the seamless integration of all responders.

Schools can use the process outlined below to develop a plan, do a comprehensive review of their entire plan, or conduct periodic and incremental reviews of the plan's components.

## Forming a Collaborative Planning Team

Lessons learned from experience indicate that operational planning is best performed by a team. Case studies reinforce this concept by pointing out that the common thread found in successful operations is that participating organizations have understood and accepted their

roles. Close collaboration between schools and community partners ensures the coordination of efforts and the integration of emergency management plans.

### **Identify Core Planning Team**

The core planning team should include representatives from a wide range of school personnel, including, but not limited to, administrators, educators, school psychologists, nurses, facilities managers, transportation managers, food personnel, and social services representatives. It should also include student and parents/guardians, etc. representatives, and individuals and organizations that serve and represent the interests of students/staff, and parents/guardians, etc. and others with access and functional needs, deaf, deaf/blind and hard-of-hearing students/staff, as well as racial minorities and religious organizations, so that specific concerns are included in the early stages of planning. In addition, the core planning team should include community partners such as first responders, local EMS, and others who have roles and responsibilities in school emergency management before, during, and after an incident. This includes local law enforcement officers, EMS personnel, school resource officers, fire officials, public and mental health practitioners, and local emergency managers. Their expertise will support the development, implementation, and refinement of the school EOP. The planning team should be small enough to permit close collaboration with first responders and other community partners, yet large enough to be representative of the school, its families, and its community. It should also be large enough as to not place an undue burden on any single person.

### **Adopt a Common Framework**

All team members need to take time to learn each other's vocabulary, command structure, and culture in order to facilitate effective planning, as well as develop common response strategies.

### **Define and Assign Roles and Responsibilities**

Each person involved in the development and refinement of the plan should know his/her roles and responsibilities in the planning process.

### **Determine a Regular Schedule of Meetings**

School emergency management planning is an ongoing effort that is reinforced through regularly scheduled planning meetings. Establishing a flexible but regular schedule of meeting times will facilitate greater collaboration, coordination, and communication among team members and will help solidify crucial relationships.

# Mitigation and Prevention

## Section 2

**Mitigation and Prevention** is the phase of emergency management that includes any activities that prevent an emergency, reduce the chance of an emergency happening, or reduce the damaging effects of unavoidable emergencies.

## Understanding the Situation

In the *Mitigation and Prevention* phase, the planning team identifies possible threats and hazards, and assesses the risk and vulnerabilities posed by those threats and hazards. Effective school planning depends on a consistent analysis and comparison of the threats and hazards a particular school faces. This is typically performed through a threat and hazard identification and risk assessment process that assigns values to risk for the purposes of deciding which threats or hazards the plan should prioritize and subsequently address.

### Identify Threats and Hazards

The planning team first needs to understand the threats and hazards faced by the school and the surrounding community. The planning team can draw upon a wealth of existing information to identify the range of threats and hazards that may be faced by the school. First, the planning team members should share their own knowledge of threats and hazards the school and surrounding community have faced in the past or may face in the future. The planning team should then reach out to local, state, and federal agencies for data about historical threats and hazards faced by the surrounding community.

Examples of agencies that can provide helpful information include: emergency management offices, law enforcement, fire, community groups (e.g., local chapter of the American Red Cross (ARC), Community Emergency Response Team (CERT)), utilities, and other businesses.

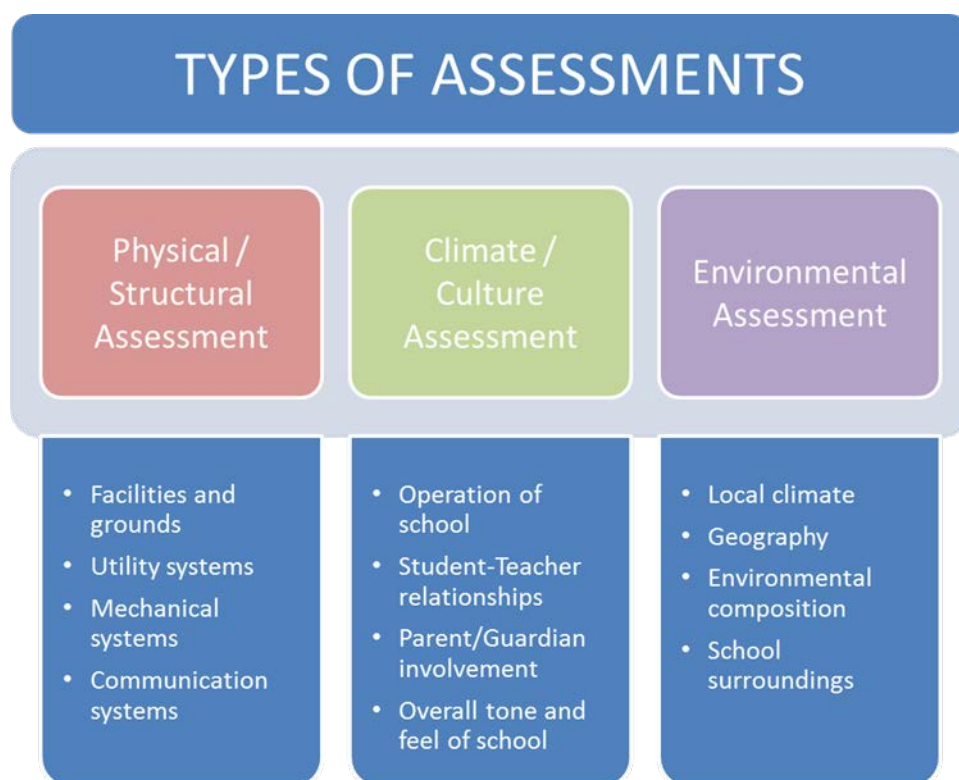
### Assess the Risk

Once an initial set of threats and hazards has been identified through the process described in the previous section, the planning team should select suitable assessment tools to evaluate the risk posed by the identified threats and hazards. Evaluating risk entails understanding the probability that the specific threat or hazard will occur; the effects it will likely have, including the severity of the impact; the time the school will have to warn students/staff about the threat or hazard; and, how long it may last. The local and/or county emergency management staff should be able to provide information on some of the risks posed by threats and hazards common to the school and surrounding community. This enables the planning team to focus its assessment efforts on threats and hazards unique to the school community, as well as on the particular vulnerabilities of the building and its occupants.



“Vulnerabilities” refers to the characteristics of the school (e.g., structure, equipment, information technology (IT) or electrical systems, grounds, surrounding area) that could make it more susceptible to the identified threats and hazards. Assessing risk and vulnerability enables the planning team to focus its efforts on prioritized threats and hazards.

There are numerous assessments that the planning team may use, including physical/structural assessments, climate and culture assessments, and environmental assessments. These assessments will help the planning team not only assess risk but also identify resources and issues that the plan may need to address. Through the assessment process, the planning team may also identify additional threats and hazards.



Above figure adapted from the *MI Ready Schools Emergency Planning Toolkit*

The most successful assessments are conducted by a broad array of individuals, including support staff and first responders. Students and parents/guardians, etc., and others with access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff, should be included to the maximum extent appropriate. The assessment also has to be strategic: If the school is in an isolated region of a county and the response times for law enforcement officers, fire officials and/or EMS practitioners are lengthy, that may alter the calculus of the assessment. If response time is lengthy, other measures may need to be enacted to compensate for this.

Assessments will be used not only to develop the initial plan but also to inform updates and revisions to the plan on an ongoing basis. The following table provides more information about some of the most essential assessments the planning team should undertake.

**Assessment Resources (adapted from the *MI Ready Schools Emergency Planning Toolkit*):**

Assessment Tools	Assessment Type	Cost	Sample Content Areas	Links
<b>Educational Facilities Assessment Checklist</b> , National Clearinghouse for Educational Facilities	Physical/Structural Environmental	Free	Access/exits to buildings Visibility/Surveillance Structural Integrity Accessibility for disabled	<a href="http://www.ncef.org/chec_klist/index.cfm">http://www.ncef.org/chec_klist/index.cfm</a>
<b>MiPHY</b> , MI Department of Education	Climate/Culture	Free	Risk and Protective Factors Violence Alcohol and Other Drugs Suicide (not on MiPHY basic)	<a href="http://www.michigan.gov/miphy">www.michigan.gov/miphy</a>
<b>Bully-Free Schools Survey</b> , MI Department of Education	Climate/Culture	Free	Perceptions of: Prevention Measures Extent of Bullying/Aggression Reactions Participants Suggestions	<a href="http://www.michigan.gov/cshsp">www.michigan.gov/cshsp</a>
<b>School Climate Survey</b> , MI Department of Education	Climate/Culture Physical/Structural	Free	Perceptions of: Safety and School Structure Positive Relationships Self-Worth, Ability to Contribute	<a href="http://www.michigan.gov/cshsp">www.michigan.gov/cshsp</a>
<b>Community Hazard Vulnerability Risk Assessment</b>	Environmental	Free	Weather patterns Pollution Local Business Hazards Transportation Hazards	Local Emergency Manager and/or Local Public Health Department
<b>Michigan Hazard Mitigation Plan</b>	Environmental	Free	Top Michigan Hazards by County	<a href="http://www.michigan.gov/documents/msp/MHMP_2011_UPDATE_COMPLETE_928_pages_358532_7.pdf">http://www.michigan.gov/documents/msp/MHMP_2011_UPDATE_COMPLETE_928_pages_358532_7.pdf</a>

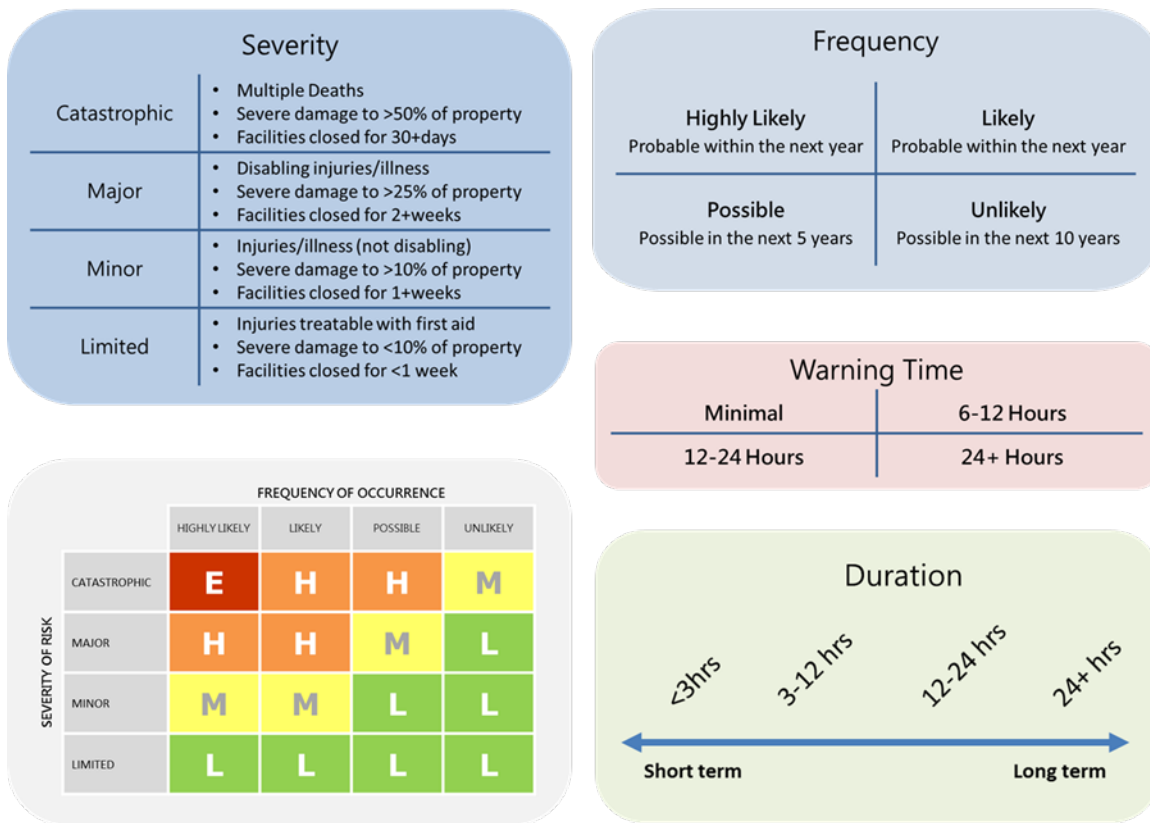
**Prioritize Threats and Hazards**

After conducting these assessments, the planning team should consolidate all of the information it has obtained into a format that is usable for comparing the risks posed by the

identified threats and hazards. This information will then be used to assess and compare the threats and hazards and their likely consequences. This is referred to as a “risk and vulnerability assessment.” One effective method for organizing information is to create a table with a range of information about each possible threat and hazard, including any new threats or hazards identified through the assessment process.

The table should include:

- Severity (e.g., the extent of expected damage).
- Frequency of occurrence (e.g., how often a threat or hazard may occur).
- Warning time available to students/staff and visitors.
- Risk priority (e.g., low, medium, high, and extreme).
- Duration (e.g., for how long the hazard or threat will be occurring).



Above figures adapted from the *MI Ready Schools Emergency Planning Toolkit*

While some of the information collected will directly feed into this table, other information (e.g., details on school climate challenges), will have to be organized differently. The most important outcome is that information is clearly presented so that it can be easily used to enhance the plan’s development.

Next, the planning team should use the information it has organized to compare and prioritize risks posed by threats and hazards. This will allow the team to decide which threats

or hazards it will directly address in the plan. The team must consider multiple factors when developing an indicator of risk to the institution. One option is a mathematical approach, which assigns index numbers (e.g., 1-to-4 scale) for different categories of information used in the ranking scheme. Using this approach, the planning team will categorize threats and hazards as posing a extreme, high, medium, or low risk.

Hazard Type	FREQUENCY	SEVERITY	WARNING TIME	DURATION	RISK PRIORITY
Fire	4 Highly likely	4 Catastrophic	4 Minimal	4 24+hrs	High Medium Low
	3 Likely	3 Major	3 6-12 hours	3 12-24hrs	
	2 Possible	2 Minor	2 12-24 hours	2 3-12hrs	
	1 Unlikely	1 Limited	1 24+ hours	1 <3hrs	

Sample Risk Assessment Worksheet

The above chart is an example risk assessment for a potential fire within a school. Overall risk (in this case *Medium*) is determined by comparing the severity of an event against the probability of its occurrence. Moreover, identifying other factors, such as the magnitude of an event and potential warning time for preparation will provide additional considerations for determining priority. It is important to understand that the determination of overall risk is *subjective* and should be based upon local considerations only.

After completing this step, the planning team has a prioritized (e.g., high, medium, or low risk) list of threats and hazards based on the results of the risk assessment. The planning team then decides which of the threats and hazards to address in the school EOP. The planning team may decide to address only those threats and hazards that rank “high” in risk priority; however, it is recommended that the team address all identified threats and hazards as planning permits.

# Preparedness

## Section 3

**Preparedness** is the phase of emergency management that includes plans or preparations made to save lives, help response operations, and that take place before an emergency occurs. EOPs and “Go-Kits” are both examples of preparedness.

## Identifying Courses of Action

Courses of action address the “what, who, when, where, why, and how” for each threat, hazard, and function. The planning team should examine each course of action to determine whether it is feasible and whether the stakeholders necessary to implement it find it acceptable. Courses of action include criteria for determining how and when each response will be implemented under a variety of circumstances. Subsequently, the planning team develops response protocols and procedures to support these efforts.

Possible courses of action are typically developed using the following steps:

1. **Depict the scenario.** Create a potential scenario based on the threats and hazards identified and prioritized.
2. **Determine the amount of time available to respond.** This will vary based on the type of threat or hazard and the particular scenario (e.g. in the case of hazardous weather conditions, the school might have days or hours to respond before the storm’s arrival, while the school may have to respond in minutes to an active threat).
3. **Identify decision points.** Decision points indicate the place in time, as threats or hazards unfold, when leaders anticipate making decisions about a course of action. Walking through each scenario in detail will help identify the relevant decision points for each one, such as whether or not to evacuate, shelter-in-place, or lockdown.
4. **Develop courses of action.** Planners develop courses of action to achieve their goals and objectives by answering the following questions:
  - What is the action?
  - Who is responsible for the action?
  - When does the action take place?
  - How long does the action take and how much time is actually available?
  - What has to happen before?
  - What happens after?
  - What resources are needed to perform the action?
  - How will this action affect specific populations, such as individuals with disabilities and others with access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff who may require medication, way finding, evacuation assistance, personal assistance services, or who may experience severe anxiety during traumatic events?

### Select Courses of Action

After developing courses of action, planners compare the costs and benefits of each proposed course of action against the goals and objectives. Based on this comparison, planners select the preferred course or courses of action to move forward in the planning process. Plans often include multiple courses of action for a given scenario to reflect the different ways it could unfold.

After selecting courses of action, the planning team identifies resources necessary to accomplish each course of action without regard to resource availability. Once the planning team identifies all of the requirements, it begins matching available resources to requirements. This step provides planners an opportunity to identify resource gaps or shortfalls that must be taken into account.

After completing Step 4, the planning team will have identified goals, objectives, and courses of action for before, during, and after threats and hazards, as well as functions.

Goals, objectives, and courses of action for functions will be contained in the “Specific Response Action Templates-Appendix A” Section of the school EOP.

Goals, objectives, and courses of action for threats and hazards will go into the “Hazard-Specific Procedures-Appendix B” Section of the school EOP.

### Plan Preparation, Review, and Approval

In this step, the planning team develops a draft of the school EOP using the courses of action developed in Step 4. In addition, the team reviews the plan, obtains official approval, and shares the plan with community partners such as first responders, local emergency management officials, staff, and stakeholders.

### Format the Plan

An effective school EOP is presented in a way that makes it easy for users to find the information they need and that is compatible with local and state plans. This may include using plain language and providing pictures and/or visual cues for key action steps. This guidance presents a traditional format that should be tailored to meet individual school needs. This format has three major sections: the Basic Plan, Functional Appendices, and Threat- and Hazard-Specific Appendices.

The Basic Plan section of the school EOP provides an overview of the school’s approach to emergency operations. Although the Basic Plan section guides the development of the more operationally-oriented annexes, its primary audiences consist of the school, local emergency

officials, and the community (as appropriate). The elements listed in this Section should meet the needs of these audiences while providing a solid foundation for the development of supporting appendices.

*Specific Response Action Templates-Appendix A:* Details the goals, objectives, and courses of action of functions (e.g., lockdown, evacuation) that apply across multiple threats or hazards. These procedures set forth how the school manages a function before, during, and after an emergency.

*Hazard-Specific Procedures-Appendix B:* Specifies the goals, objectives, and courses of action that a school will follow to address a particular type of threat or hazard (e.g., severe weather, active threat).

### Write the Plan

As the planning team works through the draft, the members add necessary tables, charts, and other supporting graphics. The planning team circulates a draft to obtain the comments of stakeholders that have responsibilities for implementing the plan. Successful plans are written according to the following simple rules:

1. Summarize important information with checklists and visual aids, such as maps and flowcharts.
2. Write clearly, using plain language, avoiding jargon, minimizing the use of abbreviations, using short sentences and the active voice. Qualifiers and vague wording only add to confusion.
3. Use a logical, consistent structure that makes it easy for readers to grasp the rationale for the sequence of the information and to scan for the information they need.
4. Provide enough detail to convey an easily understood plan that is actionable (e.g., classroom teachers may have a one-page document that covers what they will need to know and do during an emergency, or create flip-charts, posters, or signs giving simple directions). Organize contents in a way that helps users quickly identify solutions and options. Plans should provide guidance for carrying out common courses of action, through the Functional and Threat- and Hazard-Specific Appendices, while limiting the details only to immediate and necessary requirements.
5. Develop accessible tools and documents. Use appropriate auxiliary aids and services necessary for effective communication, such as accessible Web sites, digital text that can be converted to audio or Braille, text equivalents for images, and captioning of any audio and audio description of any video content.



## Review the Plan

Planners should check the written plan for compliance with applicable laws and for its usefulness in practice. Commonly used criteria can help determine the effectiveness and efficiency of the plan.

The following measures can help determine if a plan is of high quality:

- A plan is feasible if:
  - The plan identifies and addresses critical courses of action effectively.
  - The plan can accomplish the assigned function.
  - The plan's assumptions are valid and reasonable.
  - The school can accomplish the assigned function and critical tasks by using available resources within the time contemplated by the plan.
- A plan is acceptable if:
  - It meets the requirements driven by a threat or hazard.
  - Meets cost and time limitations.
  - Is consistent with the law.
- A plan is complete if it:
  - Incorporates all courses of action to be accomplished for all selected threats and hazards and identified functions.
  - Integrates the needs of the whole school community.
  - Provides a complete picture of what should happen, when it should happen, and at whose direction.
  - Estimates time for achieving objectives, with safety remaining as the utmost priority.
  - Identifies success criteria and a desired end state.
  - Conforms to the planning principles outlined in this guidance.
- The plan must comply with applicable state and local requirements because these provide a baseline that facilitates both planning and execution.

Additionally, when reviewing the plan, the planning team does not have to provide all of the resources needed to execute a course of action or meet a requirement established during the planning effort. However, the plan should explain where or how the district and school will obtain the resources to support those requirements.

## Approve and Share the Plan

After finalizing the plan, the planning team should present it to the appropriate leadership and obtain official approval of the plan. The team should then share the plan and its response

procedures with its community partners who have a responsibility in the plan (e.g., first responders, local emergency management staff) and additional stakeholders that have a role in the plan, including relevant district, local, regional, and/or state agencies with which the plan will be coordinated.

Schools should be careful to protect the plan from those who are not authorized to have it and should consider how they will secure documents shared electronically. Schools must comply with state and local open records laws in storing and protecting the plan.

The team should maintain a record of the people and organizations that receive a copy of the plan.

After completing Step 5, the planning team will have a final school EOP.

## Implement the Plan

Going beyond the minimum requirements of the standard lockdown, evacuation, and shelter-in-place drills is imperative in improving overall preparedness as everyone involved in the plan needs to know his/her roles and responsibilities before, during, and after an emergency. The following can be additional training components to ensure the optimization of response capabilities:

**Staff meetings.** At least once a year, hold a staff meeting to educate all parties regarding the plan. Go through the plan to familiarize these stakeholders with it.

**Visit evacuation/relocation sites.** Show involved parties not only where evacuation sites are located but also where specific areas, such as reunification areas, media areas, and triage areas will be located.

**Give involved parties appropriate and relevant literature regarding the plan, policies, and procedures.** It may also be helpful to provide all parties with quick reference guides that remind them of key courses of action.

**Post key information throughout the building.** It is important that students/staff are familiar with and have easy access to information such as evacuation routes and shelter-in-place procedures and locations. Ensure that information concerning evacuation routes and shelter-in-place procedures and locations are effectively communicated to students/staff, and parents/guardians, etc., and others with functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff, such as by distributing the materials via e-mail in an accessible format.

**Familiarize students/staff and community partners with the plan.** Bringing community partners (e.g., law enforcement officers, fire officials, and EMS personnel) into the school to talk about the plan will make students/staff feel more comfortable working with these partners.

**Train staff regarding the skills necessary to fulfill their roles.** Staff will be assigned specific roles in the plan and positions supporting the ICS that will require special skills, such as first aid, threat assessment, and provision of personal assistance services for students with disabilities, and others with access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff. Also, substitute teachers must be trained on the plan and their roles in the plan.

## Review, Revise, and Maintain the Plan

Remember, planning is a continuous process—even after the plan is published. Plans should evolve as the school and planning team learn lessons, obtain new information, insights, and update priorities.

Reviews should be a recurring activity. Planning teams should establish a process for reviewing and revising the plan. Many schools review their plans on an annual basis. In no case should any part of a plan go for more than two years without being reviewed and revised.

Some schools have found it useful to review and revise portions instead of reviewing the entire plan at once. Schools may consider reviewing a portion each month or at natural breaks in the academic calendar. Certain events will also provide new information that will be

used to inform the plan. Schools should consider reviewing and updating their plans or sections of their plans after:

- Actual emergencies.
- Changes have been made in policy, personnel, organizational structures, processes, facilities, or equipment.
- Formal updates of planning guidance or standards have been finalized.
- Formal exercises have taken place.
- Changes in the school and surrounding community have occurred.
- Threats or hazards change or new ones emerge.
- Ongoing assessments generate new information.

The planning team should ensure that all community partners (e.g., first responders, local emergency management staff) have the most current version of the school EOP.

## Exercise and Test the Plan

The more a plan is practiced and stakeholders are trained on the plan, the more effectively they will be able to act before, during, and after an emergency to lessen the impact on the school community. Exercises provide opportunities to practice with local partners, as well as to identify gaps and weaknesses in the plan. While the exercises below require increasing amounts of planning, time, and resources, they create a building block approach to improving capabilities:

### Tabletop Exercises

- Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources, and facilitates an understanding of emergency management and planning concepts.

### Functional Exercises

- Functional exercises are similar to drills but involve multiple partners; some may be conducted district-wide. Participants react to realistic simulated events (e.g., a bomb threat, or an intruder with a gun in a classroom) and implement the plan and procedures using the ICS.

### Full-scale Exercises

- These exercises are the most time-consuming activity in the exercise continuum and are multiagency, multijurisdictional efforts in which all resources are deployed in real time. This type of exercise tests collaboration among the agencies, participants, public information systems, communications systems, and equipment.

Before deciding on the quantity and which types of exercises to implement, a school should consider the costs and benefits of each, as well as any state or local requirements (e.g., while a tabletop exercise may be less costly and less time-consuming to run, a full-scale exercise provides a more realistic context for the simulated response to an emergency, thus providing more constructive feedback to improve plans and capabilities). If students are involved, the school should also consider the age of the student population when selecting the appropriate exercise. Schools should also consider whether to include parents/guardians, etc., and should take into account the cultural diversity of their populations when designing exercises and training. It is up to the planning team to decide how often exercises should be conducted. While frequent exercising is important, it is imperative that exercises are of high quality.

Effectively conducting an exercise includes:

- Participation from local partners such as first responders (e.g., law enforcement, EMS, and fire department personnel) and emergency management staff.
- Communicating information in advance to avoid confusion and concerns.
- Exercising under different and non-ideal conditions (e.g., times of day, weather conditions, points in the academic calendar, absence of key personnel, and various school events).
- Consistency in using common emergency management terminology.
- Debriefing and developing an after-action report that evaluates results, identifies gaps or shortfalls, and documents lessons learned.
- Discussing the modification of emergency plans and procedures, if needed, and specifying responsibility for any modifications.

For additional information regarding conducting exercises, please contact your local office of emergency management.

## “Go-Kits” and Emergency Supplies

In preparation for an incident that requires students/staff to either evacuate the school or shelter-in-place/lockdown for an extended period of time, every school and administration building should store emergency supplies. Selected supplies should address the needs of the school, its population, climate, and resources. Because emergency supplies are so important, the school emergency plan should reference both the supplies to stockpile and the staff members responsible for the inventory, stocking, and replenishing of emergency supplies.

## Emergency “Go-Kits”

In the event of an emergency evacuation, it is critical that every classroom and office area maintain a self-contained and portable stockpile of emergency supplies known as a “Go-Kit”. The school emergency plan should reference the Go-Kits and note the personnel responsible for the inventory, stocking, and replenishing of them. Go-Kit contents should reflect consideration of the school’s circumstances and resources. While there is no standard regarding the type of container used as a Go-Kit (e.g., backpack), they should be consistent (e.g., in size and color) throughout the school and easily recognizable. Main office areas would benefit from using rolling storage boxes as they have greater supply requirements than individual classrooms.

Sample Go-Kit checklists can be found in the EOP template. While facilities should determine their Go-Kit contents based upon particular needs, it is recommended that contents remain consistent from classroom to classroom.

## Additional Emergency Supplies

Every school should store emergency supplies in case its students/staff are required to shelter-in-place for an extended period of time. The general recommendation is to have enough supplies on-hand to sustain a 72-hour period. All supplies should be securely stored in an accessible, central location. They should be labeled, protected, and maintained. Supplies that have expiration dates (e.g., batteries, food, water, and medications) will require inspection and replacement over time.

Facilities should consider additional supplies in light of their particular needs. Some items are easily stored while others are not (e.g., extra clothing for young students is commonly stored in the classroom; older students could store extra clothes in their lockers).

Facilities may also wish to coordinate plans for emergency clothing and sleeping supplies with the ARC or another agency responsible for mass care in a crisis situation. In some situations, the ARC may have already designated the school as an emergency shelter with plans in place for storage of cots, blankets, supplies, etc.

Stockpiling personal prescription medication is complicated by many factors, including expiration dates, insurance, expense of extra doses, and temporary versus long-term needs. Facilities may be able to arrange to have on hand more “routine” medications like insulin or epinephrine that could be stored in a first aid kit. Some medications may already be

maintained in the school for the chronic use of individuals. This is an issue that must, at least, be discussed with the parents/guardians, etc., school nurse, and principal/administrator.

Sample emergency supply checklists can be found in *Appendix F: Go-Kit and Emergency Supplies Checklists*.

## Emergency Planning for Persons with Functional Needs, as Well as Deaf, Deaf/Blind and Hard-of-Hearing Persons

Emergency planning for schools includes planning for all persons, including those with functional needs, as well as deaf, deaf/blind and hard-of-hearing persons. Principals/administrators should take the following into account when developing emergency plans to ensure the appropriate action is taken to address specific needs during emergency actions:

- Ensure planning encompasses all phases of preparedness to ensure consideration of students/staff with functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff, and the implications during an emergency response.
- The school planning team should include a specialist who can provide the proper guidance on and effectively address, meeting the functional needs of deaf, deaf/blind and hard-of-hearing students/staff (e.g., speech pathologists, physical therapists, occupational therapists, and other school-based professionals).
- The school planning team should identify and maintain a confidential roster of persons with functional needs, as well as deaf, deaf/blind and hard-of-hearing persons. This roster could include the specific needs, teachers, classrooms, schedules, and any specific requirements needed during a response. Access to this roster should be limited only to authorized persons and used only during an emergency.
- The school planning team should consider working with students/staff with functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff, to ensure they are familiar with the EOP and its procedures, as well as providing this information to first responders. Inviting first responders and allowing persons with functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff, to participate in all drills and exercises will assist in identifying any specific requirements or actions needed during an actual emergency.

## Additional Resources

***Disaster Preparedness for People with Disabilities***  
(ARC)

<http://www.redcross.org/services/disaster/beprepared/disability.html>

***Resources for Emergency Management Professionals***  
(National Organization on Disability)

<http://www.nod.org/index.cfm?fuseaction=page.viewPage&pageID=1430&nodeID=1&FeatureID=1144&redirected=1&CFID=2877094&CFTOKEN=95137531>

***Emergency Preparedness and People with Disabilities***  
(American Association on Health and Disability)

<http://www.aahd.us/research/BestPractices/emergencyPrep.htm>

***Saving Lives: Including People with Disabilities in Emergency Planning***  
(National Council on Disability)

[http://www.ncd.gov/newsroom/publications/2005/saving\\_lives.htm](http://www.ncd.gov/newsroom/publications/2005/saving_lives.htm)

## After-Hours Emergency Planning

Planning for after-hours events occurring on school property (e.g., athletic events, community use of school, etc.) should reflect current school/district emergency procedures and protocols. District personnel in charge of the school (after hours) should know the groups that are using it and the activities that are taking place, as well as their locations within the school. Additionally, personnel should be well-versed in current school/district emergency procedures and should receive training in first aid, cardiopulmonary resuscitation, automated external defibrillator (AED), Epi-pen, and ICS concepts.

Administrators should take the following steps in creating an emergency plan for after-hours events:

- Develop a safety/security packet for group leaders. The procedures provided should reflect “reasonable precautions” and be kept simple. The packet should contain:
  - Contact information:
    - Key leaders/district personnel within the building.
    - Other school/district personnel.
    - Utility emergency numbers.



- Poison control.
- Others, as needed.
- Basic emergency procedures:
  - Fire/evacuation (include route maps).
  - Lockdown.
  - Medical emergencies.
  - Severe weather.
  - Natural disasters (non-weather).
  - Accountability procedures.
- Locations of phones, radios, first aid kits, AEDs, Epi-pens, emergency supplies, etc.
- A consideration should be made for voluntary Community Emergency Response Team training for staff and Teen CERT for high school students.

## Continuity of Operations Plan (COOP)

### Purpose

The purpose of a COOP is to ensure that the school has procedures in place to maintain and/or rapidly resume essential operations after an incident has disrupted normal school operations, activities, or services. COOP is critical to safety planning and a good business practice. The plan should anticipate a full range of potential incidents that could cause a temporary interruption of school operations to a complete shut-down of the school, requiring suspension of non-essential functions and/or relocation of essential functions to an alternative site for some period of time. A goal is to provide full operational capacity for essential functions within 12 hours after activation of COOP and sustain these functions for up to 30 days.

### Responsibilities

Delegation of authority and management responsibilities should be determined by school officials prior to an incident. COOP procedures should address responsibilities before, during, and after an incident. Safety of students/staff is the first consideration. Strong internal and external communications systems and partnerships with appropriate organizations, contractors, and providers of services should be developed so that resources are readily available, if needed. Legal counsel should review delegations of authority to identify and address any possible legal restrictions.

Designated school personnel, in conjunction with the principal/school decision-maker, may perform the essential functions listed below:

**Sample essential functions performed by school staff members:**

<b>Superintendent</b>	<ul style="list-style-type: none"> <li>○ Determine when to close schools, and/or send students/staff to alternate locations.</li> <li>○ Disseminate information internally to students/staff.</li> <li>○ Communicate with parents/guardians, etc., media, and the larger school community.</li> <li>○ Identify a line of succession, including who is responsible for restoring business functions for school.</li> </ul>
<b>Principal</b>	<ul style="list-style-type: none"> <li>○ Ensure systems are in place for rapid contract execution after an incident.</li> <li>○ Identify relocation areas for classrooms and administrative operations.</li> <li>○ Create a system for registering students (out of district or into alternative schools).</li> <li>○ Brief and train staff regarding their additional responsibilities.</li> <li>○ Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.</li> <li>○ Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).</li> <li>○ Re-evaluate the curriculum.</li> </ul>
<b>Custodians/Maintenance Personnel</b>	<ul style="list-style-type: none"> <li>○ Work with local government officials to determine when it is safe for students/staff to return to the school buildings and grounds.</li> <li>○ Manage the restoration of school buildings and grounds (debris removal, repairing, repainting, and/or re-landscaping).</li> </ul>
<b>Office Staff</b>	<ul style="list-style-type: none"> <li>○ Maintain inventory.</li> <li>○ Maintain essential records (and copies of records) including school's insurance policy.</li> <li>○ Ensure redundancy of records (records are kept at a different physical location).</li> <li>○ Restore administrative and record-keeping functions such as payroll, accounting, and personnel records.</li> <li>○ Retrieve, collect, and maintain personnel data.</li> <li>○ Provide accounts payable and cash management services.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>○ Secure classroom equipment, books, and materials.</li> </ul>
<b>Counselors, Social Workers, and School Nurses/Health Assistants</b>	<ul style="list-style-type: none"> <li>○ Establish academic and support services for students/staff and faculty.</li> <li>○ Implement additional response and recovery activities according to established protocols.</li> </ul>

- Determine how transportation and food services will resume.

**Activation:** The principal/administrator will determine when to activate and implement COOP procedures and/or to relocate operations to an alternate site. Authority for activation may be delegated. The principal/administrator will activate COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The district office will be notified and provided information and details regarding a relocation of operations.

**Alert, Notification, and Implementation Process:** The principal/administrator will activate the school EOP communication plan (e.g., telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students/staff of COOP activation and provide situation information, as available. Parents/guardians, etc., will also be alerted and notified of COOP activation and important information as it becomes available.

**Relocation:** The principal/administrator will identify relocation sites to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessible by walking, if appropriate, and another site(s) by transportation services. Sites must have reliable logistical support, services, and infrastructure systems that can sustain operations for up to 30 days. Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a predetermined alternative school or facility.

**Vital Records and Retention File:** Vital records are archived and/or retained on backup data systems. Vital records are electronic and hard copy documents that are needed to support the essential functions and operations of a school, including legal and financial records such as student/staff records, payroll records, insurance records, and contract documents.

**Human Capital Management:** School personnel responsible for essential functions should be cross-trained to ensure effective implementation of COOP procedures:

- All COOP designated personnel, as well as senior staff will undergo annual training on executing COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures. It is essential that all employees have a clear understanding of what they

are supposed to do. Training should include specific protocols for identifying and assisting employees with disabilities.

- Designated COOP personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the IT systems and backup data including testing of offsite backup system data and IT operating systems.
- All school personnel need to be informed of when they are expected to be ready to go back to work and/or if they are being recalled to support school COOP efforts.

**Reconstitution:** In most instances of COOP implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

An easy to follow COOP template can be found in Appendix E.

# Response

Section 4

**It is not uncommon** for people confronted with a threat to first deny the possible danger rather than respond. An investigation by the National Institute of Standards and Technology (2005) into the collapse of the World Trade Center towers on September 2011 found that people close to the floors impacted waited longer to start evacuating than those on unaffected floors. Similarly, during the Virginia Tech shooting, individuals on campus responded to the shooting with varying degrees of urgency. These studies highlight this delayed response or denial.

Response is the phase of emergency management that includes actions taken to save lives and prevent further property damage in an emergency situation. Essentially, *Response* is putting your preparedness plans into action.

Staff should be trained to overcome denial and to respond immediately, including fulfilling their responsibilities for individuals in their charge (e.g., staff should be trained to recognize the sounds of danger, act, and forcefully communicate the danger and necessary action (**“Lockdown!”**) to those in their charge). In addition, those closest to the public address system (or other communications system), or otherwise able to alert others, should communicate the danger and necessary action. Repetition in training and preparedness shortens the time it takes to orient, observe, and act.

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 9-1-1 with as clear and accurate information as possible.

Regardless of the type of emergency present, the principal/administrator will more than likely respond with at least one of, or possibly a combination of, the following actions:

LOCKDOWN

EVACUATION

ACCOUNTABILITY

SHELTER-IN-PLACE

RELOCATION

REUNIFICATION

## Lockdown

When a person or situation presents an immediate threat to students/staff in, or in close proximity to, the school building, the primary objective of a lockdown is to quickly ensure all students/staff, and visitors are secured in the rooms away from immediate danger.

Planners should consider the following when developing its goals, objectives, and courses of action for a lockdown:

- How to lock all exterior doors, and when it may or may not be safe to do so.
- How particular classroom and building characteristics (e.g., windows, doors, interconnecting rooms, etc.) impact possible lockdown courses of action.
- Procedures to implement when a threat materializes inside the school.
- When to use the different variations of a lockdown (e.g., when outside activities are curtailed, doors are locked, and visitors are closely monitored, but all other school activities continue as normal).

## Window Coverings

Closing shades/shutters/blinds on doors and windows during a lockdown is a common practice and consistent with most law enforcement models within the state of Michigan; however, planners should consult with local law enforcement agencies for guidance and the assurance of a unified approach to the response.

## Door Numbering

To assist emergency responders, it is recommended that all schools number external doors as well as the interior of those same doors. In your building, you should be aware of these numbers. Planners should consider the following:

- Both sides of doors leading to the outside of the building should be numbered beginning at the main entrance and moving in a clockwise direction around the building.
- These numbers should be located on or near the top of the door and visible to emergency responders.
- Numbers should be a minimum of 8 inches in height, and should contrast in color from the background of the door (reflective is preferred). These numbers ensure that communication between the different responders as well as school staff and administrators is consistent

## Cellular Phones

During a lockdown, teacher cell phones are placed on **vibrate** to assure silence, but still allowing the teacher to communicate with responding law enforcement personnel or the school principal/administrator to help pinpoint the threat or receive further instructions.

Students should turn **off** cell phones for the following reasons:

- It is critical that the room remains silent.
- Ringing cell phones or students making/receiving calls and talking may alert armed suspects of persons present in the room.
- Students calling/texting parents/guardians, etc., who then come directly to the school may:
  - Cause additional confusion to responding law enforcement personnel during critical efforts to save lives.
  - Interfere with or delay law enforcement efforts to stop the threat.
  - Place responding parents/guardians, etc., at risk of becoming a victim.
  - Interfere with an orderly relocation/reunification process.

## Signal Cards

The use of signal cards (e.g., red/green cards) during a lockdown is a common practice and consistent with most law enforcement models within the state of Michigan; however, planners should consult with local law enforcement agencies for guidance and the assurance of a unified approach to the response. Below shows examples of using the red/green signal cards:

**GREEN cards under doors and in outside windows indicate that the room is occupied with no life-threatening medical emergencies**

**RED cards under doors and in outside windows indicate that the room is occupied with *life-threatening* medical emergencies**

8½" x 11"

8½" x 11"



## Evacuation

When a situation presents conditions that are safer outside than inside a building, all students/staff and visitors will leave the building immediately.

Planners should consider the following when developing their goals, objectives, and courses of action for an evacuation:

- How to safely move students/staff and visitors to designated assembly areas from office areas, classrooms, outside areas, cafeterias, and other school locations.
- How to evacuate when the primary evacuation route is unusable.
- Is the assembly area outside safe and secure of any additional hazards or secondary devices?
- How to evacuate students who are not with a teacher or staff member.
- How to evacuate individuals with access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff (along with service animals and assistive devices (e.g., wheelchairs)), including language, transportation, and medical needs.
- If the school is currently in lockdown, evacuation should begin after:

- Law enforcement has secured the building.
- Teachers have verified attendance.
- Buses are en-route to pre-designated pick-up points (if relocation will occur).

### Evacuation Guidelines for Persons with Functional Needs, as Well as Deaf, Deaf/Blind and Hard-of-Hearing Persons

Check on people with functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff, during an evacuation. A “buddy system,” to assist persons with functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff, is recommended.

**Only** attempt an emergency evacuation if you have had emergency assistance training **or** the person is in immediate danger and cannot wait for emergency services personnel.

If possible, ask someone with a disability (or their parent or aide) how you can help before attempting any emergency evacuation assistance. Ask how he or she can best be assisted or moved and whether there are any special considerations or items that need to come with the person.

The following guidelines are general and may not apply in every circumstance:

- Staff members should be invited to volunteer ahead of time to assist persons with functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff, in an emergency. If a volunteer is not available, designate someone to assist who is willing to accept the responsibility.
- Two or more trained volunteers, if available, should conduct the evacuation.
- Try to avoid evacuating people who use wheelchairs while they are still in their wheelchairs. This is standard practice to ensure the safety of people with functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff, and volunteers. Wheelchairs will be evacuated later, if possible.
- Proper lifting techniques (e.g., bending the knees, keeping the back straight, holding the person close before lifting, and using leg muscles to lift) should be used to avoid injury to the rescuer's back.

**Tips to remember when interacting with persons with specific functional needs, as well as deaf, deaf/blind and hard-of-hearing persons:**

**Blindness or Visual Impairment:**

- Provide verbal instructions to advise of the safest route or direction using simple directions (if possible include landmarks), estimated distances, and directional terms.
- **DO NOT** grasp a visually impaired person's arm. Ask if he or she would like to hold onto your arm as you exit, especially if there is debris or a crowd.
- Give other verbal instructions or information (e.g., elevators cannot be used).

**Deafness or Hearing Impairment:**

- Get the attention of a person with a hearing impairment by establishing eye contact. If the person's back is toward you, tap him/her on the shoulder to get his/her attention. Clearly state the problem. Gestures and pointing are helpful, but be prepared to write a brief statement if the person does not seem to understand.
- Offer visual instructions to advise of safest route or direction by pointing toward exits or evacuation maps.

**Mobility Impairment:**

- It may be necessary to help clear the exit route of debris, if possible.
- If people with mobility impairments cannot exit, they should be moved to a safe area.
- Alert 9-1-1 or first responders immediately regarding anyone remaining in the building and inform them of their location.
- First responders will decide whether persons are safe where they are located and will evacuate them, as necessary.

- If persons are in immediate danger and cannot be moved to a safe area to wait for assistance, it may be necessary to evacuate them using an evacuation chair or a carry technique.

**Prepare persons in your school ahead of time for emergency evacuations.** Know your school occupants. Train staff to be aware of the needs of people with functional needs, as well as deaf, deaf/blind and hard-of-hearing people, and to know how to offer assistance. Hold evacuation drills in which occupants participate and evaluate drills to identify areas that need improvement. People with functional needs, as well as deaf, deaf/blind and hard-of-hearing people, should consider what they would do and whether they need to take additional steps to prepare.

## Accountability

It is extremely important during any emergency response to develop effective courses of action for accounting for the whereabouts and well-being of students/staff, and visitors, as well as identifying those who may be missing.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- How staff members will determine who is in attendance at the assembly area.
- What to do when a student/staff member or guest cannot be located.
- How staff will report accountability information:

A proven technique to quickly report accountability status to key leaders is to use signal cards. Holding up a **RED** status card indicates a teacher or group leader has missing, injured, or extra students. Holding up a **GREEN** status card indicates a teacher or group leader has full accountability and no issues.

- How and when students will be dismissed or released.

As with all drills, the school staff should regularly practice accountability procedures to maintain proficiency.

## Shelter-in-Place

When conditions are safer inside the building than outside, occupants will shelter-in-place within the school. For severe weather sheltering, students/staff remain in safe areas, interior rooms, or basements--away from windows. For hazardous material release outdoors with toxic vapors, students/staff are to remain in their classrooms with windows and doors sealed and all ventilation systems shut off. Limited movement may be allowed, based upon the

current situation. Taking shelter inside a sealed building and moving students to a predetermined area of the building that can be easily secured is highly effective in keeping students/staff safe.

Depending on the threat or hazard, students/staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Planners should consider the following when developing goals, objectives, and courses of action for a shelter-in-place:

- What supplies will be needed to seal the room and to provide for the needs of students/staff (e.g., water).
- How a shelter-in-place can affect individuals with access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students, such as students who require the regular administration of medication, durable medical equipment, and personal assistant services.
- How to move students when the primary route is unusable.
- How to locate and move students who are not with a teacher or staff member.

Additionally, consider the need for and integration of “safe rooms” for protection against extreme wind hazards (e.g., tornado) in order to provide immediate life-safety protection when evacuating is not an option.

## Relocation and Reunification

When a situation presents conditions that render the primary building or surrounding area unsafe, all students/staff, and visitors will relocate to an alternate school or facility.

Planners should consider the following when developing their goals, objectives, and courses of action for relocation:

- How to safely move students/staff, and visitors to the alternate school or facility.
- How to relocate students who are not with a teacher or staff member.
- How to relocate individuals with access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff (along with service animals and assistive devices (e.g., wheelchairs)), including language, transportation, and medical needs.

Other planning considerations for relocation:

- Students/staff should remain in lockdown until released by law enforcement or school administrators.
- Barring unique circumstances, students should not be moved until they can be loaded and transported to the relocation site.

- Evacuation for relocation should be practiced as a part of lockdown drills.
- When practicing “lockdown to load up” drills, part or all of the student body should be moved from lockdown to one of the designated relocation sites.
- Planning may include written agreements with public or private buildings to ensure availability of relocation sites.
- Relocation sites must have:
  - Space to handle the numbers of arriving students.
  - Adequate parking for first responders and parents/guardians, etc.
  - Access for school buses.
- It is important to practice all school safety plans including evacuation and “lockdown to load up” drills.

In the event that students/staff members require relocation to another site, the planning team should consider the following when developing its goals, objectives, and courses of action:

- How to inform families and guardians about the reunification process in advance and how to clearly describe their roles and responsibilities in reunification.
- How to verify that an adult is authorized to take custody of a student.
- How to facilitate communication between the parent check-in and the student assembly and reunion areas.
- How to ensure students do not leave on their own.
- How to protect the privacy of students and parents/guardians, etc., from the media.
- How to reduce confusion during the reunification process.
- How frequently the staff will update families.
- How to account for technology barriers faced by students/staff, parents/guardians, etc.
- How to effectively address language access barriers faced by students/staff, parents/guardians, etc.

Other planning considerations for reunification:

- Alerted guardians should be advised not to come to the school but receive information where they may reunify with their students.
- Plans should describe policy as to whom students can be released (e.g., parents/guardians, etc.).
- Plans should include a method of identifying and documenting those persons when they come to pick up the student.
- It is recommended that the location for confirming identification of parents/guardians, etc., be separate from the location to pick up students. Specially trained school staff should be present at each location.

- Reunification plans should notify parents/guardians, etc., picking up evacuated students to go to a location separate from the student location.
- Upon arrival, identification will be checked and the parents/guardians, etc., should be issued authorization/documentation to pick-up student.
- The parents/guardians, etc., proceed to the student location where the authorization documentation is reviewed and matched with the student.

The two location system:

- Makes for a more organized and quicker process.
- Eliminates confusion between the identification process and reunification.

For specific response procedures for the actions addressed in this section, see *Appendix A: Specific Response Action Templates*.

## Calling 9-1-1

In an emergency situation, it is very easy to become confused and forget important information. Placing quick-reference sheets near all landline telephones in the school building will provide callers with immediate and accurate information required to pass on to first responders and save valuable time. The figure below shows example information. Templates of this form can be found in *Appendix H: Emergency 9-1-1 Information Sheets*.

<b>Emergency 9-1-1 Information Sheet</b>	
<b>Place in the immediate proximity of all landline telephones</b>	
<b>To call 9-1-1 from this phone:</b>	<b>Direct dial</b>
<b>School name:</b>	<b>Woodward Elementary School</b>
<b>Room number:</b>	<b>207</b>
<b>Room location:</b>	<b>2<sup>nd</sup> floor, northeast side</b>
<b>Students in room:</b>	<b>17</b>
<b>Grade level:</b>	<b>First</b>
<b>Staff in room:</b>	<b>1</b>

*Example Emergency 9-1-1 Information Sheet*

## Assignment of Responsibilities

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

This section describes the operational organization that schools may rely upon to manage the incident.

For most emergency functions, successful operations require a coordinated effort from a number of personnel. The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students/staff during a crisis or critical incident. It is difficult to form a team while a crisis or critical incident is unfolding; therefore, roles will be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his/her role and responsibilities before an incident occur.

Staff members may be required to remain at school to assist in an incident. In the event that the EOP is activated, staff will be assigned to serve within the Incident Command System (ICS), or other capacity, based on their expertise, training, and the needs of the incident.

Below are examples of potential staff responsibilities during an emergency incident:

### Principal

The principal may serve as the Site Incident Commander or delegate that authority to a qualified individual. At all times, the principal still retains responsibility for the overall safety of students/staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents/guardians, etc. The principal shall be the liaison between the superintendent's office and the Site Incident Commander.

Responsibilities may include:

- ➔ Overall decision-making authority, in the event of an emergency at his/her school building until emergency first responders arrive.
- ➔ With the assistance of and under the direction of the superintendent, keep the public informed during emergency situations.
- ➔ Executing assignments as directed by the Site Incident Commander or ICS supervisor.

- Ensuring that the plan is coordinated with the district's plans and policies.
- Assigning selected staff members to the school crisis response team who will assist with and implement the school's crisis plan.
- Assuring that staff members serving on the school crisis response team are available and providing a replacement for any serving teacher.
- Ensuring that school personnel and students participate in required drills.
- Assigning school emergency responsibilities to staff, as required. Such responsibilities include, but are not limited to:
  - Providing instruction on any special communications equipment used to notify first responders.
  - Appointing personnel to assist in proper evacuation.
  - Ensuring that exits are operable at all times while the building is occupied.
  - Ensuring that a pre-planned and designated area for students and other persons with disabilities is established within the building and readily accessible to rescuers.

### Office Staff

Responsibilities may include:

- Answering phones and assisting in receiving and providing consistent information to callers.
- Providing for the safety of essential school records and documents.
- Executing assignments, as directed by the Site Incident Commander or ICS supervisor.
- Providing assistance to the principal.
- Monitoring emergency radio broadcasts.
- Assisting with health incidents, as needed (e.g., acting as messengers, etc.).

### Crisis Response Team

Responsibilities may include:

- In conjunction with the district and local emergency services creating and maintaining the EOP.
- Organizing team response activities.
- Recommending training for crisis response team members.
- Executing assignments, as directed by the Site Incident Commander or ICS supervisor.
- Providing information to staff, students, and the community regarding emergency procedures.
- Providing assistance during an emergency, in accordance with designated roles.



- Conducting debriefings at the conclusion of each emergency to critique the effectiveness of the crisis response plan.
- Assisting the superintendent and principal during an emergency by providing support and care for school employees, students, and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable.
- Providing the following functions when necessary, and when performing these functions will not put team members in harm's way:
  - Building evacuation.
  - First aid.
  - Student/parent reunification.
  - Student supervision - The team will be responsible for supervising the students while emergency response activities are occurring.
  - Support and security - The team can assist in securing the school grounds and make preparations for caring for students until it is safe to release them.

### Teachers/Instructional Assistants

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. Responsibilities may include:

- Supervising students under their care.
- Taking steps to ensure the safety of students/staff, and other individuals in the implementation of incident management protocols.
- Directing students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders, according to established incident management procedures.
- Giving appropriate action command during an incident.
- Taking attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Reporting missing students to the Site Incident Commander or designee.
- Executing assignments, as directed by the Site Incident Commander or ICS supervisor.
- Obtaining first aid services for injured students from the school nurse or person trained in first aid. Arranging for first aid for those unable to be moved.
- Rendering first aid, if necessary. School staff will be trained and certified in first aid and CPR.

### **Counselors, Social Workers, and Psychologists**

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Taking steps to ensure the safety of students/staff, and other individuals in the implementation of incident management protocols.
- Directing students in their charge, according to established incident management protocols.
- Rendering first aid, if necessary.
- Assisting in the transfer of students/staff and other individuals when their safety is threatened by a disaster.
- Executing assignments, as directed by the Site Incident Commander or ICS supervisor.
- Assisting with grief counseling.

### **School Nurses/Health Assistants**

Responsibilities may include:

- Administering first aid or emergency treatment, as needed.
- Supervising administration of first aid by those trained to provide it.
- Organizing first aid and medical supplies.
- Executing assignments, as directed by the Site Incident Commander or ICS supervisor.

### **Custodians/Maintenance Personnel**

Responsibilities may include:

- Surveying and reporting building damage to the Site Incident Commander or Operations Section Chief.
- Controlling main shutoff valves for gas, water, and electricity and ensuring that no hazard results from broken or downed lines.
- Providing damage control, as needed.
- Assisting in the conservation, use, and disbursement of supplies and equipment.
- Keeping Site Incident Commander or designee informed of condition of school.
- Maintaining up-to-date floor/school layouts.

### Food Service/Cafeteria Workers

Responsibilities may include:

- Using, preparing, and serving food and water on a rationed basis whenever the feeding of students/staff becomes necessary.
- Executing assignments, as directed by the Site Incident Commander or ICS supervisor.

### Bus Drivers

Responsibilities may include:

- Supervising the care of students if a disaster occurs while students are on the bus.
- Transferring students to a new location, when directed.
- Executing assignments, as directed by the Site Incident Commander or ICS supervisor.

### Other Staff (e.g., Substitute Teachers)

Responsibilities may include:

- Supervising students under their charge.
- Taking steps to ensure the safety of students/staff, and other individuals in the implementation of incident management protocols.
- Directing students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders, according to established incident management procedures.
- Giving appropriate action command during an incident.
- Taking attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Reporting missing students to the Site Incident Commander or designee.
- Executing assignments, as directed by the Site Incident Commander or ICS supervisor.
- Obtaining first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Rendering first aid, if necessary. School staff will be trained and certified in first aid and CPR.

### Students

Responsibilities may include:

- Cooperating during emergency drills, exercises, and an incident.
- Learning to be responsible for themselves and others in an incident.

- Understanding the importance of not being a bystander and reporting situations of concern.
- Developing an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
- Taking an active part in school incident response/recovery activities, as age appropriate.

### Parents/Guardians, Etc.

Responsibilities may include:

- Encouraging and supporting school safety, violence prevention, and incident preparedness programs within the school.
- Participating in volunteer service projects for promoting school incident preparedness.
- Providing the school with requested information regarding the incident, early/late dismissals, and other related release information.
- Practicing incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.
- Following school instructions.

### School Incident Command System (ICS)

In a major emergency or disaster, schools may be damaged, need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The ICS will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery.]

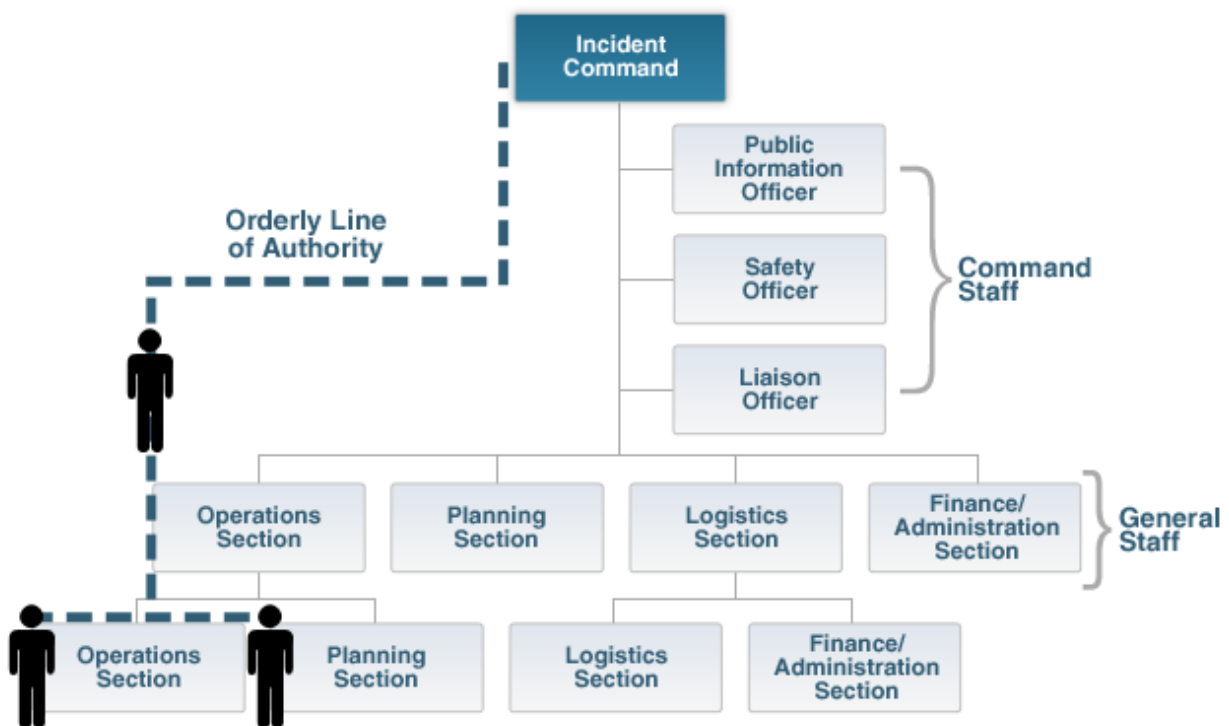
The Site Incident Commander at a school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Site Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify necessary incident management resources, and direct the on-scene incident management activities from the ICP. If no Site Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Site Incident Commander.

## Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry, where appropriate.

The principal or his/her designee is responsible for activating the school EOP, including common and specialized procedures, as well as hazard-specific incident plans. The principal/administrator will assign a Site Incident Commander based upon who is most qualified for that type of incident.

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incident, the school's EOP will be activated, including the implementation of the ICS. The Site Incident Commander is delegated the authority to direct the on-scene response until a coordinated incident management framework can be established with local authorities. The policy group is responsible for providing the Site Incident Commander with strategic guidance, information analysis, and needed resources.



*FEMA School Incident Management Team Organizational Chart*

The ICS generally organizes into the following functional areas; however, not all of the sections may be established on site at the incident. Rather, school district management may assume responsibility for some of these functions.

**Incident Command:** Directs the incident management activities using strategic guidance provided by the policy group.

School-related responsibilities and duties may include:

- Establishing and managing the command post, establish the incident organization, identify/prioritize objectives, determine strategies to implement protocols, and adapt, as needed.
- Monitoring incident safety conditions and developing measures for ensuring the safety of building occupants (e.g., students, staff, volunteers, and first responders).
- Coordinating media relations and information dissemination with the principal.
- Developing working knowledge of local/regional agencies. Serve as the primary on-scene contact for outside agencies assigned to an incident and assist in accessing services, when the need arises.
- Providing factual information, both internally and externally, through the joint information center.
- Document all activities.

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

Additional duties may include:

- Analyzing school staffing to develop a parent/student reunification plan.
- Implementing an incident action plan.
- Monitoring site utilities (e.g., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or if directed by the Site Incident Commander.
- Assist in securing the school building.
- Establishing medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section (see below).
- Providing and accessing psychological first aid services for those in need, and accessing local/regional providers for ongoing crisis counseling for students/staff, and parents/guardians, etc.

- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

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

Additional duties may include:

- Assisting Site Incident Commander in the collection and evaluation of information regarding an incident as it develops (including site map and area map of related events).
- Assisting with ongoing planning efforts, and maintaining incident time log.
- Developing contingency plans for such instances as a student death or relocation activities.
- Document all activities.

**Logistics Section:** Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution, and facilitates communication among incident responders. These functions may involve a major role in an extended incident.

Additional duties may include:

- Establishing and overseeing communications center and activities during an incident (e.g., two-way radio, battery-powered radio, written updates, etc.) and developing a telephone tree for after-hours communication.
- Establishing and maintaining school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident.
- Monitoring inventory of supplies and equipment.
- Document all activities.

**Finance/Administration Section:** Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- ➔ Assuming responsibility for documentation and recordkeeping activities. When possible, photograph or videotape damage to property.
- ➔ Developing a system to monitor and track expenses/financial losses and secure all records.

This section may not be established onsite at the incident. Rather, the school and school district management offices may assume responsibility for these functions.

### **Coordination with the Policy/Coordination Group**

In complex incidents, a policy/coordination group may convene at the school district operations center.

The role of the policy/coordination group is to:

- Support the on-scene Site Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.

### **ICS Training**

The following courses provide the basic insights into incident command system and national incident management system concepts. They are available free online through the FEMA Emergency Management Institute: <http://training.fema.gov/is/>

- IS-100.sca: Introduction to the Incident Command System for Schools
- IS-200.b: Incident Command System for Single Resources and Initial Action Incidents
- IS-700.a: National Incident Management System (NIMS), an Introduction
- IS-701.a: NIMS Multiagency Coordination System (MACS) Course
- IS-702.a: NIMS Public Information Systems
- IS-703.a: NIMS Resource Management
- IS-704: NIMS Communications and Information Management
- IS-706: NIMS Intrastate Mutual Aid - An Introduction
- IS-800.b: National Response Framework (NRF), an Introduction



# Recovery

## Section 5

**Recovery** is the phase of emergency management that includes actions taken to return to a normal or an even safer situation following an emergency. This can range from resuming normal classroom activities to addressing the emotional strains that result from a traumatic experience.

A majority of this section is adapted from the *New York State School Safety Guide, Revised 2013*.

## Recovery Roles Following an Emergency

### School Principal/Administrators

- Provide assistance to first response agencies in the ICS.
- Be visible, available, and supportive.
- Provide the facts to dispel rumors.
- Contact families of victims.
- Provide updated information to all.
- Provide staff with next steps and guide them in what to tell students.
- Develop written statements that the teachers can read to the classes and can be sent home for parents/guardians, etc.
- Assist students/staff in dealing with their own reactions.
- Communicate with the District Office and the school board.
- Implement plans for providing counselors, additional health services, and resources:
  - Both short- and long-term.
  - Multilingual, access, and functional needs, as well as deaf, deaf/blind and hard-of-hearing individuals.
- Develop and maintain an information line for victims and their families.
- Keep in close contact with injured victims and their families.
- Keep parents/guardians, etc., informed of the support services being made available to their children.
- Provide resources to parents/guardians, etc., to help them deal with their children's reactions.

### Managing the School Environment

- Maintain close cooperation with investigating authorities to facilitate completing investigations and minimizing complications.

- Deal with the issues surrounding any deceased student's/staff's empty chairs, locker, or desks.
- Evaluate how the affected areas of the school where the incident took place will be handled when students/staff return to school--this should be done in collaboration with families of the victims and the school community.

### Telling Family Members That Their Loved One Is Missing, Injured, or Killed

When reunification is not possible because a child is missing, injured, or killed, how and when this information is provided to families is critical. Before an emergency, the planning team must determine how, when, and by whom loved ones will be informed if their loved one is missing or has been injured or killed. Law enforcement typically takes the lead on death notifications, but all parties must understand their roles and responsibilities. This will ensure that parents/guardians, etc., and loved ones receive accurate and timely information in a compassionate manner.

While law enforcement and medical examiner procedures must be followed, families should receive accurate information, as soon as possible. Having trained personnel on hand or immediately available to talk to loved ones about death and injury can ensure the notification is provided to family members with clarity and compassion. Counselors should be on hand to immediately assist family members.

The school EOP should include pre-identified points of contact (e.g., counselors, police officers) to work with and support family members. These points of contact should be connected to families as early in the process as possible, including while children are still missing, but also before any victims have been positively identified. After an incident, it is critical to confirm that each family is getting the support it needs, including over the long-term.

The school EOP should consider resources to help families recognize and seek help in regard to a variety of reactions that they or their loved ones can experience during and after an emergency. Often, a family that has lost a child may have other children or another child in the school. It is critical that these families and loved ones are supported as they both grieve their loss and support their surviving child/children.

The school EOP also should explicitly address how impacted families and children will be supported if they prefer not to engage with the media. This includes strategies for keeping the media separate from families and students while the emergency is ongoing, and support for families that may experience unwanted media attention at their homes.

### **Memorials, Funerals, and Anniversaries**

- Allow excused absences and time off for all students/staff who wish to attend funerals and memorials.
- Cooperate with families who are planning memorials and activities to honor victims.
- Where possible, avoid conducting funerals at the school.
- Assess the appropriateness of creating memorials to victims on school premises, particularly in the case of religious memorials:
  - Consider living memorials, such as trees, as an option where on-site memorials are not appropriate.
  - Include students/staff, families of victims, and community members in planning for memorials.
- Determine whether families want recognition of victims at graduation ceremonies, assemblies, in yearbooks, or on anniversary dates.
- Plan ahead for emotional needs of the school community and media attention the school may receive on the one-year anniversary of the incident.
- Consider the special needs of families of offenders.
- Ensure that someone is at the home of the deceased victims and offender(s) during funerals and memorials to prevent burglary and vandalism.

### **Closure of the Mourning Period and Moving Forward**

- Consult with counselors and students/staff regarding when an appropriate time would be to signal the closure of the mourning period.
- Conduct a public ceremony to symbolize closure of the mourning period and control media access to it.
- Hold a parent's/guardian's, etc., night to bring closure to a crisis.
- Strive to return to learning as quickly as possible--begin school and move forward.

### **Capture Lessons Learned**

- Conduct meetings with building and district personnel to review lessons learned from the experience.
- Hold debriefings to determine the adequacy of the safety plans based on the lessons learned.
- Make necessary modifications to the plans.
- Write "thank you" notes to community resource people who provided support during the incident.

## Teachers and Staff

- Cooperate with law enforcement to maximize investigative effectiveness.
- Assist victims and other students with reentry into the school environment.
- Provide accurate information to students and dispel rumors.
- Provide stress and trauma-reducing activities, such as artwork, music, and writing.
- Model appropriate responses to the crisis and allow for a range of emotions for the students to express.
- Alter curricula and postpone local testing, as needed.
- Ensure librarians have books available that deal with managing grief and other reactions to crisis situations.
- Train teachers and staff to be aware of warning signs of grief and depression.
- Train teachers and staff to implement techniques to deal with the range of students' emotions related to crisis situations.
- Hold classroom discussions about the incident and how to cope with the aftermath.
- Be aware and careful of the use of television broadcasts in the classroom--it can re-traumatize.
- Lower flags to half-staff.
- Seek assistance for dealing with your personal feelings regarding the incident.

## Counselors, Psychologists, and Social Workers

- Make yourself available by clearing your schedule and providing counseling space.
- Visit the classrooms of any seriously injured or deceased student(s) and follow their schedule.
- Organize and provide individual and group counseling, as needed to students/staff.
- Offer counseling support and referrals to parents/guardians, etc., of affected students.
- Locate and coordinate counseling assistance throughout the community, including counselors from nearby schools.
- Make referral forms available and establish self-referral procedures.
- Provide counseling for the crisis team and emergency response personnel.
- Keep records of affected students and provide follow-up services.

## Parents

- Learn, recognize, and assist children with their reactions--some common reactions are: unrealistic fears of the future, insomnia, physical illness, and becoming easily distracted.
- Encourage children to receive counseling or to speak to a trusted adult regarding their feelings surrounding the incident.
- Consider attending school, as needed, with children who are very fearful of returning to their classes.
- Seek counseling, as needed, in order to be able to remain physically and emotionally healthy and available for your children.

## The Community

- Volunteer time and resources to victims.
- Provide services to meet the needs of victims.
- Provide a central location where other members of the community can go to receive information about the types of assistance available and/or needed.

## Law Enforcement

- Conduct a thorough investigation, including debriefing of all persons present at the time of the incident.
- Encourage the development and use of regional Critical Incident Stress Debriefing Teams for involved emergency personnel.
- Encourage schools to support their employees and students in the prosecution of people who commit acts of violent crimes.
- Work with schools to coordinate news releases.
- Provide schools with a central point of contact within the police department who will answer questions and address concerns.
- Facilitate meetings with teachers, students/staff, and parents/guardians, etc., to debrief regarding how the incident was handled.
- Coordinate a meeting to critique the department's response after a serious incident of school violence. Identify and address areas that are in need of improvement.

## How Children Respond to a Crisis

Their responses fall into four main categories:

1. Fear of the future.
2. Behavioral regression.
3. Academic regression.
4. Nightmares and/or night terrors.

### **When student emotions go unchecked and unresolved:**

- Younger children may become withdrawn--images of the bad events or ideas of revenge may consume their thoughts.
- Adolescents may feel frustrated, irritable, helpless, or unsafe:
  - They may imagine themselves as invulnerable and, as a way to cope with this loss of control, increase high-risk activities, such as reckless driving, alcohol/other drug use, and sexual experimentation.
  - They may become critical and judgmental of the adults around them and may also become aggressive.

### **How Can We Help Them?**

- Adults can help children feel safe by establishing a sense of normalcy, security, and talking with them about their fear.
- Reassure them that they are safe and that schools are very safe.
- Let them talk about their feelings and validate them--explain that their feelings are okay.
- Make the time to talk to them. They may not readily ask to talk, but watch for cues that they are ready.
- Some children may need concrete activities to help them identify and express their feelings--writing, playing music, and doing art projects may provide an outlet for older children. For younger children, drawing, looking at picture books, or imaginative play may assist them in identifying their feelings.
- Keep your explanations developmentally appropriate.
- Identify and review the safety procedures and safeguards in place at home and at school.
- Help children identify at least one adult at school and in the community to whom they can go if they feel threatened or at risk.

- Observe children’s emotional state--some children don’t verbalize their concerns and show changes in other behaviors, such as appetite and sleep patterns.
- Seek professional help if you are concerned about the severity of their reaction.
- Limit the viewing of these events on the television--check for developmentally inappropriate information for the stage of trauma or the age of the child.
- Be mindful of the content of your conversations with each other in front of or within earshot of children.
- Keep a normal routine--encourage regular sleep, meals, exercise, schoolwork, and extracurricular activities, but don’t push them if they seem overwhelmed.
- Invite students to experience a sense of control by helping prepare themselves, their schools, and their communities to respond to crisis.
- Monitor students previously identified as high-risk or those who have been subjected to prior trauma.



# Mental and Behavioral Health

## Section 6

**Crisis situations and emergencies** can occur in schools when the mental health needs of individuals are not addressed. Planning teams need to “work together to identify and utilize available resources to identify mental health and substance use issues early and help young people get the services they need before crisis situations develop.”<sup>1</sup>

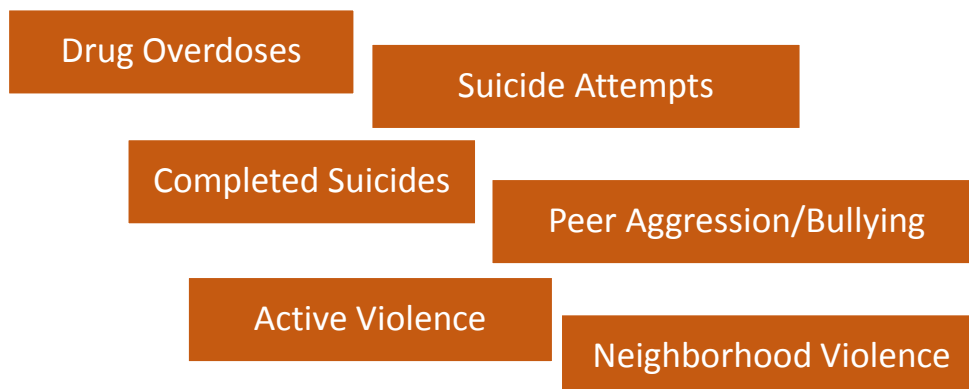
*Planning team members should share their knowledge of threats and hazards that the school and surrounding community have faced in the past or may possibly face in the*

In order to develop a comprehensive school EOP, that includes protecting students/staff from violence, it is important to consider school climate culture and

environment, in addition to the physical and security hazard/risk assessments addressed in *Section 1: Introduction*. This type of assessment should involve the whole community including, but not limited to: school personnel, law enforcement, the mental health system, community-based organizations, families, and students. The ultimate comprehensive plan will address five key elements, as outlined by the U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Association (SAMHSA):

- Safe school environments and violence prevention activities.
- Substance use prevention activities.
- Student behavioral, social, and emotional supports.
- Mental health services.
- Early childhood social and emotional learning programs.

Some of the mental health associated emergencies to consider in the school climate and environment hazard assessment include:



## Psychological First Aid for Schools (PFA-S)

PFA-S is an evidence-informed intervention model to assist students/staff and families in the immediate aftermath of an emergency and can be used by any trained staff member or community partner.

Whether an emergency occurs on school grounds or in the community at large, schools serve as a central location for professionals to assist children, families, school personnel, and school partners.

Trauma-related distress can have a long-term impact. PFA-S uses brief interventions to produce positive results that last. PFA-S is designed to reduce the initial distress caused by emergencies, allows for the expression of difficult feelings and assists students in developing coping strategies and constructive actions to deal with fear and anxiety. A growing body of research shows that there are brief, effective interventions that have a long-lasting positive influence on trauma-related distress.

PFA-S is most effective immediately following or even during an incident. In some circumstances, assuming the safety of students/staff has been ensured, PFA-S can be initiated while an incident is still occurring, such as in shelter-in-place or lockdown situations.

Students/staff may experience a broad range of reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) to an emergency. Some of these reactions can cause distress that interferes with adaptive coping. Support from informed, compassionate, and caring professionals can help students/staff members recover from these reactions. PFA-S has the potential to decrease the likelihood of mental health problems or long-term difficulties by identifying individuals who may need additional services and linking them to such services as needed.<sup>2</sup>

PFA-S assists students/staff and families by:

- Establishing a positive connection in a non-intrusive, compassionate manner.
- Enhancing immediate and ongoing safety and providing physical and emotional comfort.
- Calming and orienting those who are emotionally overwhelmed or distraught.
- Helping to identify their immediate needs and concerns and offering practical assistance and information to help address these needs and concerns.
- Empowering individuals to take an active role in their recovery, by acknowledging their coping efforts, strengths, and supporting adaptive coping.

- When appropriate, linking those in need to other relevant school or community resources such as school counseling services, peer support programs, afterschool activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

### Training School Staff

Because PFA-S is not psychotherapy, an extended “treatment,” or a stand-alone mental health intervention, any trained staff member (regardless of whether he/she has had formal mental health training) can deliver aspects of PFA-S and can contribute to the school recovery by functioning within the PFA-S framework. Schools can find training resources, including the PFA-S Field Operations Guide located at: <http://www.nctsn.org/content/psychological-first-aid-schoolspfa>. Similarly, trained members of community emergency response agencies and mental health professionals may provide PFA-S. During and after an emergency, teachers and other staff are a critical link in promoting resilience, in recognizing the signs of traumatic stress, and in helping students and their families regain a sense of normalcy.

### School Climate and Emergencies

“School climate” describes a range of campus conditions, including safety, relationships/engagement, and the environment, that may influence student learning and well-being. Positive school climates that promote student learning and well-being often feature:

- Safe environments free of violence, bullying, harassment, and substance use.
- Appropriate facilities and physical surroundings.
- Supportive academic settings.
- Clear and fair disciplinary policies.
- Respectful, trusting, and caring relationships throughout the school community.
- Available social, emotional, and behavioral supports.

Positive school climates are inclusive of and responsive to students of all backgrounds, regardless of race, color, national origin, language, access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students, religion, sex, sexual orientation, or gender identity.

Research shows that creating positive school climates can help districts, schools, and teachers meet key goals, including: boosting student achievement and closing achievement gaps; increasing high school graduation rates; decreasing teacher turnover and increasing teacher

satisfaction; and, turning around low-performing schools. Positive school climates also enhance safety in the school and community by increasing communication between students, families, and faculty. At the same time, schools reduce various forms of harm to students that can stem from negative school climates, including violence, bullying, and even suicide.

A positive school climate that provides students with ready access to emotional and behavioral supports can affect the capacity of students/staff to prevent, respond to, and recover from emergencies.

## Prevention

A positive school climate can help to prevent emergencies because it can reduce the incidence of behaviors that can contribute to crisis (e.g., violence, bullying, harassment, substance abuse). Further, schools with positive school climates engage students in developing strong relationships with staff and peers, increasing the likelihood that students will quickly report potential threats to trusted adults within the school.

## Response

Schools with positive school climates teach students the social and emotional competencies that enable them to develop persistence, tolerance of frustration, and ability to manage their emotions during an emergency. The teachers, counselors, school resources officers, and other staff who create positive school climates train regularly on child and adolescent development, and on how to respond appropriately to a variety of student behaviors so they are able to de-escalate aggressive behavior before it becomes a threat to school safety.

## Recovery

A positive school climate can help in the recovery from an emergency because it represents a commitment, even prior to an emergency, to providing emotional and mental health services and supports to all members of the community. Schools with such a climate create an environment that recognizes the importance of social and emotional health, supports the recovery of all members of the school community, and promotes an understanding that individual needs will vary in a post-emergency situation.

The steps outlined within Section 6, when implemented as part of a single, comprehensive, and integrated strategy for improving student health and safety, will help schools promote a positive school climate.

## Comprehensive Needs Assessment

School communities are complex systems that include multiple stakeholders and interconnecting environmental factors that influence student health and safety. As such, comprehensive needs assessments of school climate including school engagement, school safety, and the school environment as elements to be evaluated can provide schools with the data needed to pursue comprehensive approaches to improving school climate. A comprehensive picture of school health and safety can be created by utilizing needs assessments that include student perceptions and, where appropriate, parent/guardian, etc., and staff perceptions, to help schools identify key issues in need of attention. By monitoring indicators such as the frequency and severity of student risk behaviors, and perceptions of their safety, schools may identify threats to school safety and then use this information to implement the appropriate intervention or program to improve school safety. These data can be most effective when they are used regularly for decision-making, and are disaggregated by different groups, to determine how they experience the school environment. If a student survey is used to assess culture and climate, student privacy must be protected, in accordance with the Protection of Pupil Rights Amendment, 20 U.S.C. 1232, if applicable.

A number of these surveys are in the compendium of school climate measures on the National Center on Safe Supportive Learning Environments' Web site at:

<http://safesupportiveschools.ed.gov/index.php?id=133>

The center also houses archived webinars that provide information on how to use these surveys and the data that they collect, which are located at:

<http://safesupportiveschools.ed.gov/index.php?id=65>

## Multi-Tiered Interventions and Supports

School climate can be enhanced by a data-driven, multi-tiered framework that provides a continuum of behavioral supports and interventions to improve student behavior and achievement. A three-tiered framework would comprise the following:

- School-wide or universal interventions and supports focus both on developing expected behaviors and social-emotional competence, and on preventing problem behavior.
- A second tier of interventions targets groups of students who are at elevated levels of risk or exhibiting problem behavior (e.g., bullying). These groups of students can be identified more easily and their needs or behavior can be addressed more effectively when a school-wide foundation is in place.

- A third tier of interventions targets individual students, including traumatized youths, who are at even more elevated levels of academic and social-emotional behavioral need and risk.
- While interventions for students who are at elevated levels of risk address their needs and problem behaviors, they should also build the skills that support thriving in life and resiliency in crisis. Using an evidence-based, multi-tiered behavioral framework has been found to improve school climate by reducing problem behaviors like bullying, drug abuse, and poor attendance, while making students feel safer and improving academic performance. Implementation of a school-wide framework provides a structure for schools in which to customize and organize the varied practices and programs they need to provide to their students. Further, such a framework may help schools to better identify students struggling with trauma post-event, and select appropriate interventions to help them to recover. For more information about a multi-tiered behavioral framework, visit the Technical Assistance Center on Positive Behavioral Interventions and Supports available at: <http://www.pbis.org>.

## Promoting Social and Emotional Competencies

Social and emotional learning is important to enable individuals to learn to understand and manage their emotions and relationships, and to make good decisions. Social-emotional learning can help individuals stop and think before they react, control their response to stress, develop supportive and caring relationships, persist through challenge, seek help, and pay attention to theirs and others' needs and feelings. These and other social and emotional competencies can help individuals prepare for and respond to emergencies. Students are more likely to develop such competencies when they have good relationships with adults, and when the adults model these competencies.

For more information about teaching social and emotional competencies, visit: <http://safesupportivelearning.ed.gov>. For additional information on how social and emotional learning may be integrated into a multi-tiered framework, visit: <http://www.pbis.org>.

## Training and Resources

Mental Health First Aid is an in-person training that teaches how to recognize people who need mental health assistance and ensure that they are referred to appropriate mental health services. Information on Mental Health First Aid courses in Michigan can be found at:

<http://www.mentalhealthfirstaid.org/cs/take-a-course/find-a-course/>

Other resources that can assist school planning teams with developing a culture of safety:

#### State Resources

<http://www.michigan.gov/safeschools>

#### Integrating Mental Health in Schools Toolkit

[http://www.michigan.gov/mde/0,1607,7-140-43092\\_53593---,00.html](http://www.michigan.gov/mde/0,1607,7-140-43092_53593---,00.html)

#### Coordinated School Health

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

#### Positive Behavioral Interventions and Supports

<http://www.pbis.org/default.aspx>

#### National Child Traumatic Stress Network training and Education Information

<http://www.nctsnet.org/resources>

#### SAMHSA

(Many different programs and toolkits.)

<http://www.samhsa.gov/prevention/>

#### SAMHSA Youth information

<http://findyouthinfo.gov/>

#### Screening and Assessment for Suicide Prevention: Tools and Procedures for Risk Identification among Juvenile Justice Youth (not just for juvenile justice youth)

[http://www.nysap.us/JJ-6\\_Screening\\_Assess\\_508.pdf](http://www.nysap.us/JJ-6_Screening_Assess_508.pdf)



# Specific Response Action Templates

Appendix A

**The procedures provided** in this section contain basic procedural information for specific response actions that may take place as the result of an emergency incident. The procedures may be modified to fit the needs/requirements of individual schools. Administrators should consider consulting with local first response agencies and emergency management for further guidance.

## Response Actions Addressed

- Lockdown
- Evacuation
- Shelter-in-Place
- Relocation
- Reunification

# LOCKDOWN

**Purpose:** This protocol is used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (e.g., intruder, active threat, hostage incident, gang violence, etc.).

## General Staff Procedures

- Initiate LOCKDOWN procedures by making the following announcement:

**“LOCKDOWN, LOCKDOWN, LOCKDOWN!  
IMMEDIATELY FOLLOW EMERGENCY PROCEDURES AND AWAIT FURTHER INSTRUCTIONS.  
LOCKDOWN, LOCKDOWN, LOCKDOWN!”**

- Any staff member should call 9-1-1 and identify the name and address of the school, describe the emergency, indicate that the school is going into lockdown, provide a description of suspect(s) and weapon(s) if known, and identify the location of the primary school staff, or command post.

### **If safe to do so:**

- The staff member should remain on the phone to provide updates and additional information to the emergency dispatcher.
- Notify staff and classes outside to immediately move to the off-campus assembly area(s), account for the students and be prepared to evacuate off-campus to a relocation site.
- Notify transportation department to stop all in-bound buses and redirect them to designated sites.
- Notify the District Office.
- Stay by the phones to wait for additional procedures from the District Office.
- Remotely check status of classrooms via a public address system, telephone, e-mail, or other methods.
- Find and secure yourselves and any students in a safe location.
- Assist in establishing the school command post.
- Follow emergency lockdown procedures and await further instructions.

## LOCKDOWN (CONT'D.)

### Custodial/Maintenance Staff

- Close and lock all delivery doors.
- Direct any students/staff members, contractors, delivery drivers, or repairmen located inside the building into a safe area and lock the door.
- If possible, find and secure yourselves and any additional students or bystanders in a safe location.

### Teachers

- Quickly check the hall for students.
- Lock door(s) and close shades/shutters on doors.
- Lock windows and close shades/shutters on windows.
- Turn off lights and computer monitors.
- Move to least visible area of room.
- Remain silent.
- Turn all student cell phones **off**--teacher cell phones to **"vibrate."**
- Verify attendance.
- Put signal cards in place.
- Await further instructions.

# EVACUATION

**Purpose:** This protocol is used whenever it is determined that it is safer outside than inside the building (e.g., fire, explosion, hazardous material spill inside, structural failure, etc.).

## Principal or Designee

- CALL 9-1-1**, identify the name of the school, describe the emergency, indicate the school is evacuating, and identify the location of the primary school staff, and/or command post.
- If necessary, activate the fire alarm or designated audible warning device.
- If a non-alarm incident occurs, make the following announcement using the public address system, two way radio, telephone, or megaphone (as applicable):

**“YOUR ATTENTION, PLEASE. WE ARE EVACUATING THE BUILDING DUE TO <DESCRIBE EMERGENCY>. TEACHERS ARE TO MOVE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS, TAKE YOUR GO-KITS, CLASS ROSTERS, AND OBTAIN ACCOUNTABILITY AT THE ASSEMBLY AREA.”**

- Notify the District Office of the school evacuation.
- If necessary, designate a staff member to contact the transportation department or bus service to take students to the alternate off-campus relocation site.

## Office/Administrative Staff

- Take visitor log, student sign-out sheet, and Go-Kit to the designated assembly area.
- If feasible and safe to do so, check the restrooms, hallways, and common areas for visitors, staff, and students while exiting.
- Obtain accountability information from teachers and inform the principal of any missing students/staff.

## Teachers

- Instruct students to evacuate the building, using the safest route, and report to the assigned assembly area. If possible, designate a student leader to help move your class to the assembly area.
- Close your door and turn off the lights.
- If the exit route is blocked, follow an alternate exit route.
- Bring your class rosters, phone lists, student medications, and Go-Kit, if available.

## EVACUATION (CONT'D.)

- If feasible and safe to do so, check the restrooms, hallways, and common areas for visitors, staff and students while exiting.
- Take attendance, specially noting any students in other activities or services such as band, choir, speech, etc., that are missing.
- Remain in the assembly area until provided with further instructions.

### Support Staff

- Return all of your students to their classroom's designated assembly areas or a buddy teacher, avoiding area(s) of hazard.
- Report to the designated assembly area for possible assignment in another capacity as the incident unfolds.

# SHELTER-IN-PLACE

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

## Principal or Designee

- Make the following announcement (or equivalent) using the building public address system, two-way radio, telephone, or megaphone:

**“YOUR ATTENTION, PLEASE. WE ARE IMMEDIATELY IMPLEMENTING SHELTER-IN-PLACE PROCEDURES DUE TO <DESCRIBE EMERGENCY>. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THEIR DESIGNATED SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM.”**

- Order students/staff outside to move inside the building. Use the building public address system, megaphone, two-way radio, telephones, or runners to gather staff and students inside. Note: Ensure persons entering the building from a potentially contaminated environment **DO NOT** integrate with those already inside to avoid cross-contamination concerns.
- Direct staff to close all windows and doors.
- Monitor building entry to be at only controlled points.
- If warranted, order the shut-off of heating, ventilation and air conditioning systems to stop the inflow of outside air into the building.
- Notify district office that the school is **“SHELTERING-IN-PLACE.”**
- If a severe weather event, monitor the National Oceanic and Atmospheric Administration (NOAA) radio.
- Monitors all student movement including class exchanges.
- Be prepared to announce change in status.

## Custodial/Maintenance Staff

### If necessary:

- Turn off heating, ventilation, and air conditioning systems.
- Post shelter-in-place cards at the primary entrances to the building(s).

## SHELTER-IN-PLACE (CONT'D.)

- ❑ Insure all exterior entrances are secured.

### Teachers

#### If necessary:

- ❑ Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets, and hallway without large windows or doors.
- ❑ Close classroom doors and windows, if leaving.
- ❑ Have everyone kneel down and be ready to cover their heads to protect from debris.
- ❑ If outside, direct students into the nearest school building interior safe area or other appropriate shelter.
  - For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low, in the nearest ravine, open ditch, or low spot away from trees and power poles.
  - If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- ❑ Move students from portable classrooms to an interior safe area in a permanent structure.
- ❑ If remaining in the classroom, lock/secure the room and continue activities within building if safe to do so.



# RELOCATION

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

## Principal or Designee

- Advise the host school or facility of the decision to implement the protocol, and begin setting up the bus evacuation staging area.
- Notify the District Office of the relocation.
- Determine the appropriate pre-designated relocation site and evacuation route. Decide if it is safe for the students/staff to walk to the relocation or if buses are required. If needed, request buses or alternate means of transportation.
- Request law enforcement to provide security at the evacuation staging area and along the evacuation route, and to provide for traffic control/security at the relocation site.
- If necessary, make the following announcement (or equivalent) using the building public address system, two-way radio, telephone, or megaphone:

**“YOUR ATTENTION PLEASE. FOR SAFETY REASONS, WE ARE RELOCATING ALL STUDENTS AND STAFF TO \_\_\_\_\_ . WE WILL CONDUCT REUNIFICATION FROM THAT LOCATION.”**

- Direct staff to move students to the evacuation staging area for loading onto buses; however, due to the potential for a lockdown being in progress, first responders will more than likely escort students directly from their classrooms to the buses once the school is secure.
- Request the District Office to activate appropriate teams from each school and send them to the relocation site to assist with reunification.
- Provide the school media/public information representative with detailed instructions and a prepared information release to read to the public in order to direct concerned relatives to the reunification site.
- Designate a staff member to serve as the reunification site leader.

## RELOCATION (CONT'D.)

### Office/Administrative Staff

- Take visitor log, student sign-out sheet, and Go-Kit to the designated assembly area.
- Obtain accountability information from teachers and inform the principal/administrator of any missing student/staff.

### Teachers

- Take class roster, phone lists, and emergency Go-Kit as you exit to the designated assembly area.
- After evacuating, take attendance and account for all students. Report any missing students to school administration. Hold up a **RED** status card to indicate you have missing, injured, or extra students. Use a **GREEN** status card if everything is ok.
- Maintain control of your class. After receiving the alert for relocation, if necessary, guide students to the designated evacuation staging area for movement to the relocation site.
- Provide assistance to access and functional needs students/staff, as well as deaf, deaf/blind and hard-of-hearing students/staff. Request help, if needed.
- While en-route to the relocation site, the teachers will prepare list of all students on the bus, which will be delivered to the reunification Site Incident Commander, upon arrival.
- Follow the instructions of the reunification site staff when you arrive. You may be asked to assist in staffing the site.

# REUNIFICATION

**Purpose:** This protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians, etc., with their children whenever the school building or grounds is rendered unsafe and a remote site is needed.

## Principal or Designee

- After consulting with the incident commander, determine the appropriate pre-designated relocation site and safe evacuation route.
- Notify the contact person at the relocation site to prepare for arrival of students.
- Designate a staff member to be at the reunification site.
- Send additional personnel to staff the reunification site, if necessary.

## Reunification Site Staff

- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving students/staff away from waiting family members.
- Establish an adult reporting area for parents/guardians, etc., to sign-in and have identification checked.
- Establish a student release area where students will be escorted to meet their parent/guardian, etc., and sign out.
- Establish a mental health area and direct staff to escort parents/guardians, etc., of any injured, missing or deceased student to the area for staff to provide notification in private.
- Ensure counseling services are available at the reunification site.
- Keep students on buses or in a holding area separate from waiting parents/guardians, etc., until they can be signed out.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Once they have signed out their student, instruct parents/guardians, etc., to quickly depart the site in order to make room for others.

## REUNIFICATION (CONT'D.)

### Teachers

- Provide a list of students to the reunification site staff, upon arrival.
- Provide proper assistance to access and functional needs students/staff, as well as deaf, deaf/blind and hard-of-hearing students/staff. Request help, if needed.
- Follow the instructions of the reunification site staff when you arrive. You may be asked to provide staffing assistance.

# Hazard-Specific Procedures

## Appendix B

The procedures provided in this section contain basic response information for specific incidents/events and may require a LOCKDOWN/EVACUATION/SHELTER-IN-PLACE/RELOCATION as part of the response. The procedures should be modified to fit the needs/requirements of individual schools. Administrators should consider consulting with local first response agencies and emergency management for further guidance.

### Hazards Addressed

#### **Violence/Threat Incidents:**

- Active Violence Incident
- Intruder/Trespassing
- Verbal/Written Threat
- Bomb Threat

#### **Other Emergency Incidents:**

- Medical Emergency
- Severe Weather
- Fire/Explosion
- Flooding
- Utility Failure
- Chemical Incident
- Biological Incident
- Radiological/Nuclear Incident

# ACTIVE VIOLENCE INCIDENT

**Purpose:** This protocol is used when there is an armed person or trespassing-related incident that could jeopardize the safety of students/staff.

## Notification Procedures

In the event that an active threat of violence (“active threat”) becomes apparent in any school location (internal or external) the threat should be reported immediately (as soon as it is safe to do so).

- Call 9-1-1**
- Initiate LOCKDOWN procedures, or if safe to evacuate, allow for this.

## School Notification Procedures

The school may use the following systems to notify school faculty, students/staff, and parents/guardians, etc., of an existing “active threat” to the school:

- Phone tree
- SMS text message
- Message boards
- School Web site
- E-mail

In addition to the above means of communication, the school should also use public mass media (e.g., radio and television) for appropriate announcements to keep the school and community informed. Individuals are encouraged to minimize the use of personal cell phones unless it is to report the incident or to assure their personal safety or the safety of others. Mass use of cell phones typically results in system overloads and the general failure of the system until traffic diminishes.

## Individual /Group Safety

- Stay calm and assess the situation; determine the location of the threat if possible.
- Call 9-1-1**, as soon as it is safe to do so.
- Evacuate the area by a safe route if possible, if not, seek an area of safe refuge.
- If persons must seek a safe refuge, secure all doors and windows as quickly as possible and barricade as many items between persons and the threat as possible (e.g., arm chairs, tables, cabinets, etc.).

## ACTIVE VIOLENCE INCIDENT (CONT'D.)

- ❑ Render first aid to injured persons that may be in or near the area. Do this so long as it is safe to do so. Simple first aid includes applying direct pressure to the wound and elevating, if possible.
- ❑ **DO NOT** attempt to make contact (verbal or physical) with the individual responsible for the threat, unless no other option is available.
- ❑ If persons must have contact with the individual posing the threat, attempt to find some cover (e.g., solid objects) to place between them and the individual.
- ❑ Be prepared to combat the subject individually to neutralize the threat, if lives are in imminent danger. Active resistance may increase the chance of survival, but this is strictly a personal decision.
- ❑ If persons barricade themselves in a room, identify objects that could be used as weapons to deter the threat from pursuing them at that location.  

Examples may be student desks, keys, shoes, belts, books, cell phones, iPods, book bags, laptops, pens, pencils, scissors, etc., or any item capable of being launched or used against an attacker. Articles of clothing can be used for protection against a knife-wielding attacker.
- ❑ If persons are fortunate to be in a group, develop a plan for how they will combat the attacker posing the threat should he/she gain access to the area of refuge. Frequently it is possible to overwhelm an attacker if multiple people resist or attack from different directions at the same time. While this reduces the risk of numerous serious or fatal injuries to the group as a whole, the chances of someone being injured is still present.
- ❑ **DO NOT** leave a secure location during an active threat, even if the fire alarm activates.
- ❑ **DO NOT** open the door for anyone but law enforcement. This includes others seeking refuge, as this may be a ploy by the attacker to gain access.
- ❑ **DO NOT** approach law enforcement officers as they attempt to locate and neutralize the threat. During this time, the officers are trained to seek out and respond to the threat, which could include the use of deadly force. They are not able to assist with the evacuation or provide medical assistance to injured parties. Once the threat has been neutralized, the officers will return immediately to organizing the evacuation of the school and obtaining or providing emergency medical response.



# INTRUDER/TRESPASSING

**Purpose:** This protocol is used when there is an intruder or trespassing-related incident that could jeopardize the safety of students/staff.

## All Staff

- Identify the problem and the location.
- Approach the subject and determine the nature of their business within the building.
- Ask the suspect for their identification. Take note of their identification information if further follow-up is required by public safety personnel.
- Request that the suspect accompany a staff member to the office. If the suspect is looking for a specific student, check their file for court orders (e.g., personal protection orders, custody orders).
- If there is no acceptable reason for the suspect to be in the building, ask the suspect to leave the building site.
- If the suspect refuses to leave:
  - Call 9-1-1.**
  - Call the District Office to report the incident. Provide the suspect's description and information gathered.
  - Await a police response.
  - If appropriate, initiate emergency **LOCKDOWN** procedures.

# VERBAL/WRITTEN THREAT

**Purpose:** This protocol is used when it is necessary to respond to verbal or written threats of students toward self, other students/staff, or the school. Often, students make threats of harm in moments of anger, frustration, or when challenged. Administrators, with the help of student support services personnel--particularly school psychologists--must assess threats, which are classified low, medium, or high level. Each level has specific indicators and responses. Safety of students/staff is always paramount.

## **IMMEDIATE RESPONSE**

Administrator learns of verbal or written threat of harm to self, others, or property made by student.

- Call security.
- Administrator immediately determines level of threat with input from the school counselor, psychologist, social worker, and school resource officer, where appropriate. The principal/administrator will consult with school counselors, as needed.

### **Low Level threat determination--Threat:**

- Is stated in vague or general manner.
- Reflects anger, frustration, lack of hope, or distrust.
- Does not include a specific target other than self.
- Does not specify concrete steps in which it will be carried out.
- Is developmentally inappropriate or unrealistic.

Administrator consults with school counselor, school psychologist, and/or school social worker regarding:

- Needs of the student.
- Involvement of the student's parents.
- Identification of appropriate referral resources.
- Consultation is provided to school staff regarding strategies for managing low-level threats
- Refer student to the Crisis Team, as needed.

## VERBAL/WRITTEN THREAT (CONT'D.)

### Medium Level threat determination--Threat:

- Is clearly stated, often a function of anger or frustration.
- Is uncertain about specific targets of threat.
- Is lacking in capacity or resources to act on threat.
- Is lacking in concrete steps taken to carry out threat.
- Is suggestive of attention-seeking behavior.
- Could continue or escalate, if not addressed.

### Administrator contacts school counselor, school psychologist, and/or school social worker to meet immediately with the student. Based on the student meeting:

- Principal/administrator identifies employee to contact student's parents/guardians, etc.
- Identify and offer appropriate referral resources to parents/guardians, etc.
- Notify parents/guardians, etc., of intended victims, as appropriate.
- Disciplinary actions are determined by the principal/administrator.
- Student is referred to the Crisis Team, as needed.
- Principal/administrator may **call 9-1-1**. Law Enforcement may investigate and provide further referrals.

### High Level threat determination--Threat:

- Is clearly stated.
- Targeted to specific individuals or property.
- Identifies behaviors that can realistically be carried out.
- Implies that concrete steps have been taken to carry out threat.

### Principal/Administrator initiates the following:

- Call 9-1-1.**
- Student remains under administrative supervision.
- Notify parents/guardians, etc., of student making threat and request their immediate response to the school.

## VERBAL/WRITTEN THREAT (CONT'D.)

- Notify parents/guardians, etc., of the threatened student.
- Principal/administrator contacts school counselor, school psychologist, and/or school social worker to conduct emergency assessment of threat of harm to self, others, or property.
- School counselor, school psychologist, and/or school social worker reviews record, conducts necessary assessment, and consults with administrator regarding the threat of harm to self, others, or property.
- Offer appropriate referral resources to parents/guardians, etc.
- Offer follow-up support to intended victim(s).
- Determines disciplinary actions.
- Refer student to the Crisis Team, as appropriate.

# BOMB THREAT

**Purpose:** This protocol is used when there is a bomb threat-related incident that could jeopardize the safety of students/staff.

## All Staff Members

- Any employee of the school who learns of a bomb threat shall immediately inform the principal/administrator.
- Call 9-1-1.**
- Complete the Bomb Threat Response Report.

## Principal/Administrator

- Immediately **call 9-1-1**, if not already done.
- Mobilize the School Crisis Response Team.
- Communicate with personnel/superintendent regarding bomb threat condition.
- Limit access to building.
- Assemble and deploy search teams.
- Search the entire building and grounds.
- DO NOT** use any type of radio or cellular communication unless the area has been cleared.

## Teachers

- Take attendance.
- Make a quick and complete visual scan of the classroom and any other common areas they have been assigned.
- As staff members scan their classroom, they should:
  - Divide the room into various search levels. The first sweep covers all objects resting on the floor or built into the walls, up to your waist.
  - Scan the room from waist to chin height.
  - Cover the room from the top of the head to the ceiling, including air ducts, window tops, and light fixtures.
  - Look among the books and on the desks for anything unusual.
- If anything unusual is noticed, move people away from the hazard. **DO NOT attempt to touch it or tamper with it in any way.** Immediately report the location of the object to the principal/administrator.

## BOMB THREAT (CONT'D.)

- DO NOT** use any type of radio or cellular communication unless the area has been cleared.
- Hang indicator tags and record search results.

### Custodians and Other Staff Members

- Search and secure public areas --make a visual inspection of the boiler room, cafeteria, hallways, and lavatories. If anything unusual is noticed, **DO NOT attempt to touch it or tamper with it in any way**. Immediately leave the area and report it.
- Search and secure the perimeter of the building--make a visual inspection around the outside of the building. If anything unusual is noticed, **DO NOT attempt to touch it or tamper with it in any way**. Immediately leave the area and report it.
- General search guidelines include:
  - Start on the outside of the school and work inward.
  - When inside, start at the bottom and work up.
  - Search personnel should always work towards each other.
  - Listen for background noises.
- DO NOT** use any type of radio or cellular communication unless the area has been cleared.
- Hang indicator tags and record search results.

### Bomb Threat Assessment

These responses are designed to ensure the school responds to a serious bomb threat in a systematic and orderly manner so panic and miscommunication among police, the school, and parents/guardians, etc., does not occur.

**High Risk (Specific and Realistic):** A threat that appears to pose an immediate and serious danger to the safety of others.

- Threat is direct, specific, and realistic. May provide names of possible victims.
- The caller (e.g., perpetrator) identifies themselves.
- Threat suggests concrete steps have been taken towards carrying out the threat.
- Perpetrator makes statements indicating they have practiced with a weapon or have had the intended victim under surveillance.

## BOMB THREAT (CONT'D.)

**Medium Risk (Increased Level of Realism):** A threat that could be carried out, although it may not appear entirely realistic.

- Threat is more direct and more feasible.
- Wording in the threat suggests the perpetrator has given some thought on how the act will be carried out.
- There may be general indications of a possible place and time.
- There is no strong indication the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility.
- Indication the perpetrator has details regarding the availability of components needed to construct a bomb.
- Increased specificity to the threat: "I'm serious!" or "I really mean this!"

**Low Risk (Lacks Realism):** A threat that poses a minimum risk to the victim and public safety.

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible, or lacks detail.
- The caller is definitely known and has called numerous times.
- The threat was discovered on the wall and/or the note with the threat was discovered.
- The threat is made by a young child and there is laughter in the background.

### Phoned Threat

- Start recording device, if available.
- Signal another staff member to listen in, if possible.
- Transcribe the threat.
- Fill out as much of the Bomb Threat Response Report as possible, including detailed questions.
- Notify the principal/administrator of the threat.
- Complete any unanswered questions on the Bomb Threat Response Report.

## BOMB THREAT (CONT'D.)

- Be available after the call for the school's School Crisis Response Team and law enforcement to interview you.

### Written Threat

- Handle the document as little as possible.
- On a separate piece of paper, re-write the threat exactly as it reads. On this copy, also record:
  - Where the document was found.
  - The date and time the item was found.
  - Any situations or conditions surrounding the discovery.
  - Any other person you are aware of who saw the threat.
- Secure the original document. If small, place in a bag or envelope. **DO NOT** fold, crumple, tear, or mark the item in any way. If on a large object, secure the location.
- Notify the principal/administrator of the threat.

### E-mail Threat

- Leave the message open on the computer monitor.
- Notify the principal/administrator and the information technology department of the threat.
- Print, photograph, or copy down the message. Include the header of the e-mail.
- Save the e-mail.

### Verbal Threat

- Detain the person making the threat, if possible and practical.
- If the person who made the threat leaves, note which direction they are going. If possible and safe, follow them at a discreet distance. Have another staff member notify Principal/Administrator.
- Note the description of the person who made the threat:
  - Name, if known.
  - Race.
  - Sex.
  - Type and color of clothing.
  - Body size.
  - Hair color.
  - Distinguishing features.



## BOMB THREAT (CONT'D.)

- Write down the threat exactly as it was communicated to you:
  - Exact wording.
  - Who made the threat.
  - The date and time of the threat.
- Where the person who made the threat is now.
- Notify the principal/administrator, if someone else has not already done so.

### Rumor of a Threat

- If you overhear a rumor about a bomb or explosive device threat or incident, write down exactly what you heard, from whom you heard it, and then report the rumor to the principal/administrator.
- Record, document, and preserve threat information.
- Report threat to school security, police, and the District Office. Notify staff as appropriate.
- Assemble School Crisis Response Team.
- Assess the threat and determine response.

### Search

- Assemble and deploy search teams.
- Teams search assigned areas; teachers and staff search own areas.
- Hang indicator tags and record search results. If suspicious item is found, under no circumstances should it be touched, tampered with, or moved. Staff will immediately leave the area, shut the door, and report the object to the building administrator. Law enforcement will need to know where the bomb is located, who discovered it, why it is suspected of being a bomb, and if it has been disturbed or moved.

### If a Suspicious Item is Found

- DO NOT TOUCH THE ITEM.**
- Person(s) who found the item reports it to the principal/administrator.
- Notify police, fire, EMS, and bomb squad.
- Notify others and terminate search.

## BOMB THREAT (CONT'D.)

- Secure area where item is located, but **DO NOT** guard it (stay away from the item).
- Hang indicator tag.
- Notify staff of the situation and direct them to prepare for evacuation.
- Select evacuation routes and assembly areas that are away from the suspicious item.
- Redeploy search teams to clear evacuation routes and assembly areas.
- Meet arriving emergency responders and brief them on the situation, let them speak with the person who found the item, and inform them where the item is located.
- When evacuation routes and assembly areas are cleared, conduct evacuation.
- Law enforcement will assume command of the scene. The School Crisis Response Team should remain at the scene to inform and manage evacuees, media, parents/guardians, etc., and others as appropriate.
- Continue with reoccupy or dismiss action, as appropriate.

# Bomb Threat Response Report

## Bomb Threat Questions to Ask

1. When is the bomb going to explode? \_\_\_\_\_
2. Where is it right now? \_\_\_\_\_
3. What does it look like? \_\_\_\_\_
4. What kind of bomb is it? \_\_\_\_\_
5. What will cause it to explode? \_\_\_\_\_
6. Did you place the bomb? \_\_\_\_\_
7. Why? \_\_\_\_\_
8. What is your address? \_\_\_\_\_
9. What is your name? \_\_\_\_\_
10. What time was call received? \_\_\_\_\_

Exact Wording of the Threat: \_\_\_\_\_

### Describe the Caller

- Male
- Female
- Unsure
- Approximate Age

### Emotions of Threat

- Agitated
- Angry
- Boastful
- Crazy
- Distant
- Excited
- Happy
- Matter-of-Fact
- Sad
- Sincere

### Threat of Language

- Foul
- Incoherent
- Irrational
- Reading
- Taped
- Well-spoken
- Other:

### Caller's Voice

- Accent (Describe): \_\_\_\_\_
- Clearing Throat
- Cracking Voice
- Crying
- Deep
- Deep Breathing
- Disguised
- Distinct
- Excited
- Familiar (Who?): \_\_\_\_\_
- Laughing
- Lisp
- Loud
- Nasal
- Normal
- Ragged
- Rapid
- Raspy
- Soft
- Slow
- Slurred
- Stutter
- Other:

### Background Sounds

- Animal Noises
- Children
- Clear
- Factory/Machinery
- House Noises
- Motor
- Office
- PA System
- Street Noises
- Voices
- Other:

### Type of Phone

- Cellular
- Landline
- Phone Booth

## Bomb Threat Response Report (Cont'd):

### Verbal Threat

Describe the threat: \_\_\_\_\_

Where was it found? \_\_\_\_\_

### Verbal Threat

Who made the threat? \_\_\_\_\_

Exact words: \_\_\_\_\_

To whom was the threat directed? \_\_\_\_\_

### Suspicious Package

Describe package location: \_\_\_\_\_

Description of package: \_\_\_\_\_

Has package been moved/disturbed? \_\_\_\_\_

Person who received threat: \_\_\_\_\_

Time/Date: \_\_\_\_\_

# MEDICAL EMERGENCY

**Purpose:** This protocol is used when there is a medical emergency-related incident that could jeopardize the safety of students/staff.

## Administrator Responsibilities

- Call 9-1-1.
- Notify District Office.
- Report to the scene. Secure and isolate the area.
- Have staff trained in first aid/CPR respond to the area to assist.
- Assign an individual to meet and escort the emergency medical responders to the scene.
- Notify the parents/guardians, etc.
- Provide the police/EMS emergency information.
- Accompany the students/staff to the hospital if the parents/guardians, etc., cannot be there.

## Staff Responsibilities

- Evaluate the accident scene. Isolate and secure the area.
- Notify the administrator-in-charge as soon as possible. Advise them of the number of injured and of the situation and give the location.
- If the scene is safe, proceed to the victim and assess the severity of the injury.
- Stabilize the victim and administer first aid.
- Assist the emergency medical responders
- If the scene is not safe, wait for EMS to respond.

## Allergic Reaction

- Notify District Office and the principal/administrator immediately.
- Call 9-1-1.
- Administer counteractive agent (e.g., EpiPen), if necessary.
- Contact parents/guardians, etc.

# CARDIAC EMERGENCY

**Purpose:** Used when a suspected sudden cardiac arrest incident.

## Administrator Responsibilities

- Call 9-1-1.
- Notify District Office.
- Report to the scene. Secure and isolate the area.
- Have staff trained in first aid/CPR respond to the area to assist.
- Assign an individual to meet and escort the emergency medical responders to the scene.
- Notify the parents/guardians, etc.
- Provide the police/EMS emergency information
- Accompany the students/staff to the hospital if the parents/guardians, etc., cannot be there.

## Staff Responsibilities

- Evaluate the accident scene. Isolate and secure the area.
- Notify the principal/administrator as soon as possible and give the location.
- Assess patient (e.g., airway, breathing, and circulation).
- If AED available, have trained staff member operate AED.
- If no AED or trained staff member, have a staff member trained in First Aid/CPR respond to the area to assist.
- EMS will take charge of the situation upon arrival.

# SEVERE WEATHER

**Purpose:** This protocol is used when there is a severe weather-related incident that could jeopardize the safety of students/staff.

**Watch:** A precautionary alert issued when conditions are favorable for the development of severe weather in a specific area.

**Warning:** Issued when severe weather has actually been sighted or indicated by radar in a specific area.

**Note:** At the first sign of severe weather, all students/staff outside should return to the building.

## Administrator's Responsibilities

- Office staff to monitor the early warning (NOAA) weather radio.
- Upon activation, office staff shall notify the District Office.
- Principal/administrator should monitor developing weather conditions.
- If necessary, initiate shelter-in-place procedures.
- If conditions warrant protective measures to be taken, order students/staff to proceed to the shelter area.
- If there is a medical emergency, **call 9-1-1**.
- Principal/administrator announces when students/staff are to return to their rooms.
- If damage has occurred to the building, the principal/administrator is to evacuate the affected areas/campus.
- Discourage the release of students/staff until the severe weather passes.

## Staff Responsibilities

- Upon the order to shelter-in-place the students, proceed to the shelter area.
- If possible, take the record/attendance book.
- Account for all students. Report missing students to the office.
- If there is a medical emergency, **call 9-1-1**.
- Notify the principal/administrator, as soon as possible.
- Keep students quiet and calm.

## SEVERE WEATHER (CONT'D.)

### Custodial Staff Responsibilities

- Monitor developing weather conditions.
- Contact the principal/administrator for direction.
- If conditions warrant protective measures to be taken, assist students/staff to proceed to the shelter area.
- If there is a medical emergency, **call 9-1-1**.
- If damage has occurred to the building, evacuate the affected areas/campus.



# FIRE/EXPLOSION

**Purpose:** This protocol is used when there is a fire-related incident that could jeopardize the safety of students/staff.

Evacuate the building by using the fire alarm while simultaneously shouting **"FIRE, FIRE, FIRE!"**.

Anyone witnessing the fire **WILL CALL 9-1-1**, identify the name and address of the school, describe the emergency, and indicate that the school is being evacuated. Direct staff is to remain on the phone to provide updates, location within the building of the fire, and additional information.

## Principal

- Notify students/staff outside to immediately move to the off-campus assembly area(s), account for the students, and be prepared to evacuate off-campus to a relocation site.
- Assist in evacuating the building.
- Notify the transportation department to stop all in-bound buses; redirect them to designated sites.
- Notify the District Office.
- Assist the fire department with locating the utilities.
- Ensure the building is evacuated, if applicable.
- If students/staff need to evacuate campus, request transportation to the designated site. Also take the Go-Kit.
- Signal an **"All Clear"** when appropriate.
- Notify the custodial staff to recharge/replace the fire extinguishers where and when appropriate.

## FIRE/EXPLOSION (CONT'D.)

### Teachers and Office Staff

- Activate the fire alarm.
- Notify students in classroom to line up accordingly and proceed to the nearest safe area.
- In the event of an evacuation, follow the evacuation procedures:
  - Take record/attendance books, if possible, and close the classroom door.
  - Reassemble students at the designated area.
  - Take attendance.
  - Report missing student(s) as soon as possible to the principal/administrator.
  - Await further instructions from the principal/administrator.
  - Re-occupy the building when an "**All Clear**" is announced.

### Custodial and Maintenance Staff

- Assist the fire department in locating the utilities.
- Ensure the building is evacuated, if applicable.
- If outside, move students to a safe off-campus assembly area and wait for further instructions.

# FLOODING

**Purpose:** This protocol is used when there is a flood-related incident that could jeopardize the safety of students/staff.

**Flood Watch:** Flooding is possible.

**Flash Flood Watch:** Flash flooding is possible.

**Flood Warning:** Flooding is occurring or will occur soon

**Flash Flood Warning:** A flash flood is occurring; seek higher ground on foot immediately.

## Before a Flood

- Make sure that if the school or office is in a flood plain, it is elevated and/or reinforced.
- Make sure that the furnace, water heater, and electric panel is elevated, if susceptible to flooding.
- Are check valves installed in sewer traps to prevent flood water from backing up into the drains of the building?
- Have barriers (e.g., levees, beams, floodwalls) been constructed to stop flood water from entering the building?
- Have walls in basements been sealed with waterproofing compounds to avoid seepage?

## During a Flood

**If a flood is likely in the area, persons should:**

- Listen to the radio or television for information.
- Be aware that flash flooding can occur. If there is any possibility of a flash flood, move immediately to higher ground. **DO NOT** wait for instructions to move.
- Be aware of streams, drainage channels, canyons, and other areas known to flood suddenly.
- Make sure the staff member who is in charge of the NOAA radio shares information, so personnel are prepared.

**If persons must prepare to evacuate, they should do the following:**

- Secure the classroom or office. If time permits, bring in outdoor furniture or equipment. Move essential items to an upper floor.
- Turn off utilities at the main switches or valves, if instructed to do so.
- Disconnect electrical appliances. **DO NOT** touch electrical equipment if wet or standing in water.

## FLOODING (CONT'D.)

**If persons have to leave classrooms or offices, remember these evacuation tips:**

- DO NOT** walk through moving water. Six inches of moving water can make someone fall. If persons have to walk in water, walk where the water is not moving, and check the firmness of the ground in front.

**Driving Flood Facts:**

- Six inches of water will reach the bottom of most passenger cars, causing loss of control and possible stalling.
- One foot of water will float many vehicles.
- Two feet of rushing water can carry away most vehicles, including sport utility vehicles and pick-ups.

### After a Flood

**The following are guidelines for the period following a flood:**

- Listen for news reports to learn whether the community's water supply is safe to drink.
- Avoid floodwaters; water may be contaminated by oil, gasoline, or raw sewage.
- Water may also be electrically charged from underground or downed power lines.
- Stay away from downed power lines and report them to the power company.
- Avoid moving water.
- Be aware of areas where floodwaters have receded. Roads may have weakened and could collapse under the weight of a car.
- Return to classrooms and offices only when authorities indicate it is safe.
- Stay out of any building if it is surrounded by floodwaters.
- Use extreme caution when entering buildings; there may be hidden damage, particularly to foundations.
- Stay in contact with the principal/supervisor.

### Administrator's Responsibilities

- Office staff to monitor the NOAA radio.
- Upon activation, office staff shall notify the administrator-in-charge and the District Office.

## FLOODING (CONT'D.)

- Administrator should monitor developing weather conditions.
- If conditions warrant protective measures to be taken, order students/staff to proceed to the shelter area.
- If there is a medical emergency, **call 9-1-1**.
- Administrator announces when students/staff are to return to their classrooms.
- If damage has occurred to the building, the principal/administrator is to evacuate the affected areas/campus.
- Discourage the release of students until the severe weather passes.

### Staff's Responsibilities

- Upon the order to shelter-in-place the students, proceed to the shelter area.
- If possible, take the record/attendance book.
- Account for all students. Report missing students to the office.
- If there is a medical emergency, **call 9-1-1**.
- Notify the principal/administrator, as soon as possible.
- Keep students quiet and calm.

### Custodial Staff Responsibilities

- Monitor developing weather conditions.
- Contact the principal/administrator for direction.
- If conditions warrant protective measures to be taken, assist students/staff to proceed to the shelter area.
- If there is a medical emergency, **call 9-1-1**.
- If damage has occurred to the building, evacuate the affected areas/campus.

# UTILITY FAILURE

**Purpose:** This protocol is used when there is a utility failure on school property.

## Administrator

- Contact the custodian regarding the outage.
- Contact the maintenance department to address the problem.
- Call the District Office.
- Ensure that the local utility company has been contacted.

## Teachers and Office Staff

- Remain in the classroom. Continue to teach and keep students calm.
- If school is dismissed early, refer to individual student emergency forms to confirm student destinations.
- Make phone calls, as necessary, for alternate plans and document the change on the student emergency form.

## Custodial and Maintenance Staff

- Determine the full extent of the utility failure for the principal/administrator.
- Keep the principal/administrator advised of the situation.

# CHEMICAL INCIDENT

**Purpose:** This protocol is used when there is a chemical-related incident that could jeopardize the safety of students/staff.

## If a Chemical Incident is Suspected

- Identify the threat based on foreign or out-of-place substances present, within, or near the surroundings of the building.
- Identify and react to the threat when emergency warning and/or alert system notifications are made.
- Identify the threat based on unusual or sizable amounts of sickness-related symptoms being experienced by students and faculty.
- If possible, determine if the source of the chemical threat originates within or outside of the building.
- If a threat is determined inside the building, conduct evacuation procedures to an upwind assembly area outside.
- If a threat is determined outside the building, shelter-in-place as far from the source of the contamination as possible, while providing the best means of protection for students/staff and limiting exposure time. Close all doors and windows and cover any gaps between doorways with a wet towel or similar means of obstruction. If evacuation is necessary, ensure it is done with controlled routes, guiding students and faculty as far from the contaminated area as possible, accounting for wind direction and distance. Additional measures should be made for transportation of students and faculty once accountability has been completed.
- Ensure the segregation of potentially contaminated persons or those showing symptoms, to avoid cross contamination.
- Symptoms may not be present immediately and are dependent on exposure time and toxicity. Chemical agents **DO NOT** produce a visible cloud. Symptoms may include:
  - Fever, headache, chills, sweating, weakness, and fatigue.
  - Blisters or rashes.
  - Unexplained coughing, fatigue, tearing in eyes, and dizziness.
  - Unusual liquid droplets or oily film.
  - Unexplained animal sickness or death.
  - Unexplained odors.
  - Respiratory distress, difficulty talking, or eating.
  - Nausea.

## CHEMICAL INCIDENT (CONT'D.)

### Principal:

- Call 9-1-1 and notify administration.
- Determine best evacuation route and location, if applicable.
- Notify students/staff to immediately move to the designated assembly area(s), account for the students/staff and be prepared to evacuate off-campus to a relocation site.
- Maintain a closed campus until evacuation or decontamination procedures are implemented by incident commander.
- Assist and ensure evacuation is completed.
- Notify transportation department to stop all in-bound buses and redirect them to designated sites.
- Notify the District Office.
- Conduct attendance audit of students/staff and visitors.
- Monitor public announcement through local emergency manager or broadcast media.

### Teachers and Office Staff

- If a chemical attack or release is suspected, notify the District Office and principal/administrator immediately.
- Advise of injuries and/or anyone in immediate danger.
- If evident, notify principal's office of adverse physical symptoms present.
- Notify students in classroom to line up accordingly and proceed to the nearest hazard free exit in an orderly fashion, if applicable.
- Close windows and doors.
- Have students cover nose and mouth with any fabric material.
- Ensure that students **DO NOT** chew gum, eat, drink, or place objects in their mouth.
- In the event of an evacuation, follow the evacuation procedures:
  - Take record/attendance books, if possible, and close the classroom door.
  - Re-assemble students at the designated area.
  - Take attendance.
  - Report missing student(s) as soon as possible to the principal/administrator.
  - Await further instructions from the principal/administrator.
  - Re-occupy the building when an "All Clear" is announced.



## CHEMICAL INCIDENT (CONT'D.)

### Custodial and Maintenance Staff

- Ensure the building is evacuated, if applicable.
- Turn off HVAC system, if applicable.
- If outside, move students/staff to the designated off-campus assembly area and wait for further instructions.

# BIOLOGICAL INCIDENT

**Purpose:** This protocol is used when there is a biological-related incident that could jeopardize the safety of students/staff.

## If a Biological Incident is Suspected

- Identify the threat based on foreign or out-of-place substances present within or near the surroundings of the school building.
- Identify the threat based on unusual or sizable amounts of sickness-related symptoms being experienced by students/staff.
- If possible, determine if the source of the biological threat originates within or outside of the building.
- If a threat is determined inside the building, conduct evacuation procedures to an upwind assembly area outside.
- If a threat is determined outside the building, shelter-in-place as far from the source of the contamination as possible, closing all doors and windows and covering any gaps between doorways with a wet towel or similar means of obstruction. If evacuation is necessary, ensure it is done with controlled routes, guiding students/staff as far from the contaminated area as possible, accounting for wind direction and distance. Additional measures should be made for transportation of students/staff, once accountability has been completed.
- Symptoms may not present themselves for 1-20 days, depending on the biological agent, and may include:
  - Fever, headache, chills, sweating, weakness, and fatigue.
  - Joint and muscle pain.
  - Respiratory distress, difficulty talking, or eating.
  - Nausea.

## Principal

- Call 9-1-1** and notify administration.
- Determine the best evacuation route and location.
- Notify students/staff to immediately move to the designated assembly area(s), account for the students/staff and be prepared to evacuate off-campus to a relocation site.
- Assist and ensure evacuation is completed.
- Notify the transportation department to stop all in-bound buses and redirect them to designated sites.

## BIOLOGICAL INCIDENT (CONT'D.)

- Notify the District Office.
- Ensure local health department is contacted.
- Conduct attendance audit of students/staff and visitors.

### Teachers and Office Staff

- Notify District Office and principal/administrator.
- Notify students in classroom to line up accordingly and proceed to the nearest hazard-free exit in an orderly fashion.
- Follow the evacuation procedures:
  - Take record/attendance books, if possible, and close the classroom door.
  - Reassemble students at the designated area.
  - Take attendance.
  - Report missing student(s) ASAP to the principal/administrator.
  - Await further instructions from the principal/administrator.
  - Re-occupy the building when an "**All Clear**" is announced.

### Custodial/Maintenance Staff

- Ensure the building is evacuated, if applicable.
- If outside, move students to the designated off-campus assembly area and wait for further instructions.

# RADIOLOGICAL/NUCLEAR INCIDENT

**Purpose:** This protocol is used when there is a radiological or nuclear-related incident that could jeopardize the safety of students/staff.

## If a Radiological or Nuclear Incident is Suspected

- Identify the threat based on foreign or out-of-place substances present within or near the surroundings of the school building.
- Identify and react to the threat based when emergency warning and/or alert system notifications are made.
- Identify the threat based on unusual or sizable amounts of sickness-related symptoms being experienced with students/staff.
- Hastily determine if the source of the radiological threat originates within or outside of the building.
- If a threat is determined inside the building, conduct evacuation procedures to an upwind assembly area outside.
- If a threat is determined outside the building, shelter-in-place as far from the source of the contamination as possible, while providing the best means of protection for students/staff while limiting exposure time. Close all doors and windows and cover any gaps between doorways with a wet towel or similar means of obstruction. If evacuation is necessary, ensure it is done with controlled routes, guiding students/staff as far from the contaminated area as possible, accounting for wind direction and distance. Additional measures should be made for transportation of students/staff once accountability has been completed.
- Symptoms may not present themselves for 2-6 hours, even with high doses, dependent on exposure time, distance, and rate. Symptoms may include:
  - Fever, headache, chills, sweating, weakness, and fatigue.
  - Joint and muscle pain.
  - Respiratory distress, difficulty talking, or eating.
  - Nausea.

## Principal

- Call 9-1-1** and notify administration.
- Determine best evacuation route and location, if applicable.
- Notify students/staff to immediately move to the designated assembly area(s), account for the students/staff and be prepared to evacuate off-campus to a relocation site.

## RADIOLOGICAL/NUCLEAR INCIDENT (CONT'D.)

- Maintain a closed campus until evacuation or decontamination procedures are implemented by incident commander.
- Assist and ensure evacuation is completed.
- Notify the transportation department to stop all in-bound buses and redirect them to designated sites.
- Notify the District Office.
- Ensure the local health department is contacted.
- Conduct attendance audit of visitors and students/staff.

### Note:

- Keep exposure time to a minimum.
- Establish a location for evacuation and decontamination at the direction/approval of the Site Incident Commander.
- Contact your local emergency manager for recommendations.
- For those buildings within the Ten Mile Emergency Planning Zone of a nuclear power plant, please refer to required response plans or protocols.
- Establish information sharing system with public health officials to report excessive/unusual student absenteeism.

### Teachers and Office Staff

- Notify District Office and principal/administrator.
- Notify students in classroom to line up accordingly and proceed to the nearest hazard-free exit in an orderly fashion, if applicable.
- Close windows and doors.
- Have students cover nose and mouth with any fabric material.
- Ensure that students **DO NOT** chew gum, eat, drink, or place objects in their mouth.
- Follow the evacuation procedures:
  - Take record/attendance books, if possible, and close the classroom door.
  - Reassemble students at the designated area.
  - Take attendance.
  - Report missing student(s) as soon as possible to the principal/administrator.
  - Await further instructions from the principal/administrator.
  - Re-occupy the building when an "All Clear" is announced.

## RADIOLOGICAL/NUCLEAR INCIDENT (CONT'D.)

### Custodians/Maintenance Staff

- Ensure the building is evacuated, if applicable.
- Turn off HVAC system, if applicable.
- If outside, move students to the designated off-campus assembly area and wait for further instructions.

# Incident Command System Job Action Sheets

Appendix C

**Job Action Sheets (JAS)** provide school personnel with the basic information needed when assigned a position within the ICS. The sheets provided in this section contain basic information and may be modified to fit the needs/requirements of individual schools. Additional JASs for a variety of ICS positions are available through simple internet searches (e.g., “ICS Job Action Sheets”).

### Job Action Sheets included in this section:

- Site Incident Commander
- Safety Officer
- Public Information Officer
- Operations Section Chief
- Planning Section Chief
- Logistics Section Chief
- Finance/Administration Section Chief



# Site Incident Commander

**Location/Site:** \_\_\_\_\_

**Assigned to:** \_\_\_\_\_

**You Report to:** \_\_\_\_\_

**Mission:** Will serve as the emergency lead person. Will be responsible for making all operational decisions in consultation with the Operations Section Chief, overseeing staff, and ensuring the workflow is running efficiently.

## Qualifications:

- Good organizational skills and management experience.
- Required ICS training.

## Equipment:

- Cell phone and contact roster.
- Radio.
- Vest/Identification Badge.
- Whistle.
- Loud Speaker (if available).
- Staff Roster.

## Immediate Duties:

- Read this entire Job Action Sheet.
- Put on vest and other identification.
- Meet with the EMS for initial incident briefing.
- Meet with the Operations Section Chief for initial briefing.
- Establish the chain of command and performance expectations.
- Assign specific duties.

## Ongoing Duties:

- Maintain contact with EMS to provide updates on response progress.
- Monitor other sections and identify/eliminate problem areas.
- Receive update briefings from all section chiefs.

# Site Incident Commander

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**Extended Duties:**

- Review demobilization plan as issued by the Planning Section.
  - Brief Section Chiefs on the demobilization plan.
  - Complete the After Action Report and participate in section debriefing.
-

# Safety Officer

**Location/Site:** \_\_\_\_\_

**Assigned to:** \_\_\_\_\_

**You Report to:** \_\_\_\_\_

**Mission:** Ensure safety of all students/staff. Assess the operation for safety issues, instruct staff on safety procedures and implement safety measures, as needed. Has the authority to cease operations at any time due to safety issues.

## Qualifications:

- Familiarity with response operations and safety procedures.
- Training in safety and security.
- Required ICS training.

## Equipment:

- Cell phone and contact roster.
- Vest/Identification Badge.
- Radio.

## Immediate Duties:

- Read this entire Job Action Sheet.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space.
- Acquire necessary work materials.
- Make recommendations on personal protection equipment, if necessary.
- Meet with security personnel.
- Provide orientation to the Site Incident Commander regarding all safety issues and concerns.

# Safety Officer

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## Ongoing Duties:

- Document all actions and decisions in an activity log.
  - Ensure all Section Chiefs have your contact information.
  - Ensure that all staff follow health and safety practices.
  - Monitor use of all personal protection equipment.
  - Provide ongoing reports to the Command Staff on safety.
  - Ensure incident/injury reports are correctly written and documented.
  - Refer distressed, upset, and anxious persons to mental health.
- 

## Extended Duties:

- Turn all documents in to the Documentation Unit Leader.
  - Confirm status of the school upon closure; note damage or safety issues.
  - Complete an After Action Report and participate in the debriefing.
-

# Public Information Officer

**Location/Site:** \_\_\_\_\_

**Assigned to:** \_\_\_\_\_

**You Report to:** \_\_\_\_\_

**Mission:** Provide information to the public through the news media and other mechanisms.

## Qualifications:

- Familiar with local media resources.
- Communications and public speaking skills.
- Required ICS training.

## Equipment:

- Cell phone and contact roster.
- Vest/Identification Badge.
- Computer with printer.
- Access to a fax machine.
- Media packets.

## Immediate Duties:

- Read this entire Job Action Sheet.
- Put on vest and identification.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space away from response operations.
- Acquire necessary work materials.
- Inform the media of the response operations and media protocols.
- Prepare media packets.

# Public Information Officer

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## Ongoing Duties:

- Document all actions and decisions in an Activity Log.
  - Ensure all Section Chiefs have your contact information and media protocol.
  - Conduct press briefings.
  - Maintain contact with EMS and the Site Incident Commander.
  - Notify media of important information.
  - Expose and correct rumors and incorrect information.
  - Monitor media outlets for accuracy of information being reported.
- 

## Extended Duties:

- Conduct follow-up press briefings and releases.
  - Turn all documents in to the Documentation Unit.
  - Complete an After Action Report and participate in the debriefing.
-

# Operations Section Chief

**Location/Site:** \_\_\_\_\_

**Assigned to:** \_\_\_\_\_

**You Report to:** \_\_\_\_\_

**Mission:** Organize and direct aspects relating to the Operations Section. Carry out directives of the Site Incident Commander. Coordinate and supervise all units of the Operations Section.

## Qualifications:

- Familiarity with response operations.
- Good communications skills.
- Good organizational skills and management experience.
- Required ICS training.

## Equipment:

- Cell phone and contact roster.
- Radio.
- Vest/Identification badge.
- Staff and student rosters.
- Loud speaker/bullhorn.
- Clipboard.

## Immediate Duties:

- Read this entire Job Action Sheet.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space.
- Acquire necessary work materials.
- Brief all Section Chiefs.

# Operations Section Chief

---

## Ongoing Duties:

- Obtain needed supplies with assistance of the Logistics Section.
  - Track and maintain awareness of incident expansions/contractions due to changes in conditions.
  - Determine additional resources needed.
  - Document all actions and decisions in a Section Activity Log.
  - Anticipate staff needs and request more staff, if needed for each section.
  - Provide updates on response operations to the Planning Section Chief and Site Incident Commander.
- 

## Extended Duties:

- Ensure all records and reports are turned in to the correct Section Chief.
  - Consult with Liaison Officer, Demobilization Unit Leader, and Planning Section Chief for release priorities.
  - Complete an After Action Report and participate in the debriefing.
-



# Planning Section Chief

**Location/Site:** \_\_\_\_\_

**Assigned to:** \_\_\_\_\_

**You Report to:** \_\_\_\_\_

**Mission:** Organize and direct all aspects of Planning Section operations. Ensure the distribution of critical information/data. Compile scenario/resource projections from all section chiefs and effect long range planning. Document and distribute school Action Plan.

## Qualifications:

- Familiar with the County EOP and school EOP.
- Ability to write Incident Action Plans.
- Good organizational skills and management experience.
- Required ICS training.

## Equipment:

- Cell phone and contact roster.
- Radio.
- Vest/Identification badge.
- Computer with printer.
- Access to a fax machine.

## Immediate Duties:

- Read this entire Job Action Sheet.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space.
- Acquire necessary work materials.
- Brief section and hand out job action sheets.
- Develop the length of operational periods and start times for operational periods.
- Develop a Section Action Plan.

# Planning Section Chief

---

## Ongoing Duties:

- Look at resources, location, and status (on-scene and ordered in). Consider need for additional resources.
  - Receive activity reports from Section Chiefs during each operation period.
  - Provide status reports to the Site Incident Commander.
  - Develop Incident Action Plans for each operational period.
  - Provide the Incident Action Plans to the Site Incident Commander.
  - Document all actions and decisions in a Section Activity Log.
- 

## Extended Duties:

- Be alert for excess resources for reassignment or demobilization. Present list of resources proposed for demobilization to the Site Incident Commander.
  - Demobilize resources as approved by the Site Incident Commander.
  - Provide input to the Demobilization Unit Leader who develops the Demobilization Plan as needed.
  - Complete an After Action Report and participate in the debriefing.
-

# Logistics Section Chief

**Location/Site:** \_\_\_\_\_

**Assigned to:** \_\_\_\_\_

**You Report to:** \_\_\_\_\_

**Mission:** Organize and direct those operations associated with maintenance of the physical environment, and adequate levels of food, shelter, and supplies to support the organization's objectives.

## Qualifications:

- Familiar with logistic and supply operations.
- Communications skills.
- Good organizational skills and management experience.
- Required ICS training.

## Equipment:

- Cell phone and contact roster.
- Radio.
- Vest/Identification badge.
- Computer with printer.
- Access to a fax machine.

## Immediate Duties:

- Read this entire Job Action Sheet.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space.
- Acquire necessary work materials.
- Brief section and hand out job action sheets.
- Establish incident ordering process and ensure all Sections are aware of the process.
- Develop a Section Action Plan.

# Logistics Section Chief

---

## Ongoing Duties:

- Obtain needed supplies with assistance of the Finance/Administration Section Chief.
  - Track and maintain awareness of incident expansions/contractions due to changes in conditions.
  - Determine additional resources needed.
  - Anticipate staff needs and request more staff, if needed for each Section.
  - Document all actions and decisions in a Section Activity Log.
- 

## Extended Duties:

- Supervise the break down and repackaging of equipment and supplies.
  - Arrange to have all equipment and supplies returned to place of origin and state of readiness.
  - Ensure Operations Center is cleaned and returned to former operating condition.
  - Provide a final list of material used to the Site Incident Commander.
  - Complete an After Action Report and participate in the debriefing.
-

# Finance/Administration Section Chief

**Location/Site:** \_\_\_\_\_

**Assigned to:** \_\_\_\_\_

**You report to:** \_\_\_\_\_

**Mission:** Monitor the utilization of financial assets. Oversee the acquisition of supplies and services necessary to carry out the organization's overall mission. Supervise the documentation of expenditures relevant to the emergency incident.

## Qualifications:

- Strong finance background.
- Familiar with state and federal reimbursement procedures.
- Good organizational skills and management experience.
- Required ICS training.

## Equipment:

- Cell phone and contact roster.
- Radio.
- Vest/Identification Badge.
- Computer.
- Access to a fax machine.
- Required forms.

## Immediate Duties:

- Read this entire Job Action Sheet.
- Put on vest and identification.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible, has adequate space, is close to Logistics, and has communications capability.
- Acquire necessary work materials.
- Brief Section and hand out job action sheets.
- Develop a Section Action Plan.

# Finance/Administration Section Chief

---

## Ongoing Duties:

- Determine funding sources for the incident.
  - Identify avenues for claim processing.
  - Track and stay aware of incident expansion/contraction due to changes in conditions.
  - Collect needed data from other Sections.
  - Develop cost summary report for the Site Incident Commander.
  - Provide Logistics Section with a list of supplies to be replenished.
  - Ensure all personnel and equipment time records are accurately completed and transmitted.
  - Document all actions and decisions in a Section Activity Log.
- 

## Extended Duties:

- Provide final financial report to the Site Incident Commander.
  - Turn all documents into the Documentation Unit.
  - Complete an After Action Report and participate in the debriefing.
-

# Vulnerability Assessment Template

Appendix D

This template follows the U.S. Department of Homeland Security’s *K-12 School Security Checklist, April 2013*, and can be used by schools and districts to conduct initial assessments of their facilities and planning concepts.

ACCESS CONTROL	Yes	No	N/A	Implement	Notes
The school perimeter and areas within the school that require access control are well-defined.					
The school limits building access points.					
Designated access points are monitored to control school access.					
Positive entry control systems are established (e.g., telephone entry control, biometric access control).					
Signs direct visitors to designated building entrances and exits.					
Exterior doors to gymnasiums, maintenance areas, kitchen, and delivery areas are secured when not in use.					
Visitors are required to check in with the front office upon arrival and departure.					
Visitors are provided with school-issued identification badges when on school grounds.					
Policies are in place for those with and without appointments or official school business.					
Vendors and contractor personnel are escorted throughout the school.					
Background checks are conducted on all school employees, vendors, and contractors.					



ACCESS CONTROL	Yes	No	N/A	Implement	Notes
A key control program is established that monitors keys, entry cards, and duplicates.					
Key control program is audited annually.					

BUILDING EXTERIOR	Yes	No	N/A	Implement	Notes
Policies are in place which restricts access to bus-loading zones.					
Bus-loading, unloading, drop off zones, and fire zones are clearly marked.					
School designates areas for use of parking lots (e.g., staff lot, student lot, visitor spaces).					
Parking system incorporates an identification system (e.g., placards in windshields).					
Appropriate perimeter barriers or gates are installed and secured when not in use.					
Perimeter barriers are clear to enable continuous monitoring and to inhibit concealment of people or packages.					
Windows are locked securely.					
Window hardware and frames are regularly inspected for security weaknesses.					
School has visual surveillance capability (e.g., designated surveillance points, cleared line of sight).					

BUILDING EXTERIOR	Yes	No	N/A	Implement	Notes
Clear zones adjacent to buildings are free of vegetation and other obstructions.					
Barriers are installed to protect doors and windows from small arms fire and explosive blast effects.					
School grounds are adequately lit.					
Vandalism and graffiti is documented and removed.					
Mechanical, electrical, and other equipment are surrounded by protective enclosures to prevent unauthorized access.					
Access to the roof is restricted.					
Speed limits are posted.					
Covered walkways are adequately lit to ensure visual surveillance.					
Fire hydrants are clearly visible.					

BUILDING INTERIOR	Yes	No	N/A	Implement	Notes
School front office is clearly marked.					
First aid/school nurse office location is clearly marked.					
Critical utility systems and equipment are secured and locked.					
Employees are familiar and trained regarding how to shut off utility services.					
A positive inventory is kept on chemicals in use or used in science classes or laboratory areas.					
Roof access doors are secured and locked.					
Custodial and storage closets are secured and locked.					
The number of containers and trashcans in hallways, atriums, and lobby areas are minimized.					
Unassigned lockers are secured.					
Doors and stairwells are numbered.					
Stairwells, hallways, and restrooms are adequately lit.					
Enclosed stairwells are monitored, either electronically or by security personnel.					
Smoke detectors have vandal-resistant features (e.g., tamper alarms or protective cages).					

BUILDING INTERIOR	Yes	No	N/A	Implement	Notes
Doors and locks are in good condition.					
Easy access to fire extinguishers.					
Adequate access to first aid supplies (e.g., AED).					
Class III type fire doors with crash bar capabilities and automatic activation are installed.					
Blast fragment retention film is on windows.					

CLASSROOM SECURITY	Yes	No	N/A	Implement	Notes
Classroom safe zones or protection areas are established.					
Classroom has access to two-way communication system.					
All areas of the classroom are visible from the classroom door.					
Classroom doors can be locked from the inside.					
Classroom doors with windows can be covered.					

CLASSROOM SECURITY	Yes	No	N/A	Implement	Notes
Classrooms have adequate aisle space for quick exits.					
Class rosters are reviewed and updated on a regular basis.					
Faculty and staff are assigned to check that all classrooms and bathrooms are locked after the school day.					
Valuable items are secured (e.g., instruments, computers, video equipment).					
Chemicals, poisons, and flammable materials are properly secured and stored.					
Fire extinguishers are inspected on an annual basis.					
Personnel working with hazardous materials have received appropriate training.					

SCHOOL CULTURE	Yes	No	N/A	Implement	Notes
Faculty, students, and staff are provided with security information and training.					
Security information and training includes information regarding how first responders operate to avoid hindering operations.					
Security information and training includes training regarding how to identify suspicious packages.					

SCHOOL CULTURE	Yes	No	N/A	Implement	Notes
Faculty and staff have been trained to appropriately respond to and report threatening/suspicious phone calls.					
Faculty and staff monitor hallways, stairwells, and restrooms during school hours.					
Students do not have access to the school without direct staff supervision.					
Curricula and programs aimed at preventing harmful behaviors are implemented (e.g., social problem-solving, life skills, anti-bullying, mentoring programs, character education).					
School maintains, reviews, and updates a code of conduct/school handbook.					
Code of conduct/school handbook contains standard definitions and procedures that identify school crime.					
School has a well-developed network of service providers that students can be referred to (e.g., mental health services).					
Photo identification badges are issued to all faculty and students/staff.					

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COMMUNICATION SYSTEMS	Yes	No	N/A	Implement	Notes
Systems are installed that provide two-way communication between faculty, staff,					

COMMUNICATION SYSTEMS	Yes	No	N/A	Implement	Notes
administrators, and security personnel.					
Communication system is installed that provides communication with all people at the school, including faculty, students/staff, emergency response teams, and visitors.					
Regular communication with local law enforcement and emergency responders is established.					
Procedures are developed for communicating with the public and the media regarding security issues.					
A notification protocol is developed that outlines who should be contacted in emergencies and how.					

REPORTING PROCEDURES	Yes	No	N/A	Implement	Notes
School has a single point of contact for reporting threats, threatening behavior, or concerning behavior.					
The identified point of contact for reporting potential threats is available 24/7.					
There are multiple ways someone can reach the point of contact for reporting potential threats (e.g., e-mail, telephone, online, in-person).					
Reporting can be anonymous.					
There are clear policies in place for collecting and acting on information about a threatening or					

REPORTING PROCEDURES	Yes	No	N/A	Implement	Notes
potentially threatening situation.					
Policies explain how information will be handled confidentially and appropriately.					

SECURITY EQUIPMENT	Yes	No	N/A	Implement	Notes
School has security system installed (e.g., closed circuit television (CCTV), internet protocol (IP) cameras, digital camera integration and intrusion detection and alarm system).					
Video security systems are connected to the building's emergency power supply.					
Alarm system is connected to local law enforcement.					
Security camera tapes or recordings are retained for an allotted time period.					
All emergency response equipment and supplies are checked on a regular basis.					
School has adequate utility service capability to meet normal and emergency needs.					
Magnetometers (metal detectors) and x-ray equipment are installed.					



SECURITY PERSONNEL	Yes	No	N/A	Implement	Notes
A school security director is designated to develop, implement, and coordinate all security-related activities.					
School security personnel include an armed trained police officer or school resource officer.					
School security personnel are stationed at a single school.					
School security personnel are a visible and regular presence during school hours of operation.					
School security personnel are deployed during normal school hours of operation and special events.					
Security personnel check for unauthorized vehicles in parking lots or on school grounds.					
Halls, common areas, and gymnasiums are monitored for suspicious items (e.g., backpacks, briefcases, boxes).					
Security personnel are deployed to assigned areas to regularly inspect sensitive or critical areas (e.g., auditoriums or under stages where items such as weapons or explosive materials can be hidden).					
Faculty and staff monitor hallways, stairwells, and restrooms during school hours.					
Security personnel regularly inspect and secure doors.					
If the building is used after school hours, security personnel are present.					

SECURITY PERSONNEL	Yes	No	N/A	Implement	Notes
School safety audits are conducted on a regular or continuing basis.					

CYBERSECURITY	Yes	No	N/A	Implement	Notes
School maintains a well-trained computer security staff.					
School faculty and staff are required to use passwords and unique login information to access electronic files.					
Students are required to use passwords and unique login information to access electronic files.					
Security plans for computer and information systems are established.					
Computer and information system security systems include both hardware and software.					
Faculty and staff are trained in safe and secure computer use.					
Students are trained in safe and secure computer use.					
Cyber safety and cyberbullying programs are provided for students.					
Computers include filters to monitor internet activity on school computers.					

CYBERSECURITY	Yes	No	N/A	Implement	Notes
Video security system is adequately protected against hackers.					

EMERGENCY OPERATIONS PLAN (EOP)	Yes	No	N/A	Implement	Notes
A comprehensive school EOP has been developed to include cardiac emergency response.					
Plan has been developed in coordination with community partners (e.g., local law enforcement, emergency medical personnel, and fire department personnel).					
Plan takes into consideration numerous circumstances and criteria for response (e.g., lockdown, evacuation, shelter-in-place).					
Plan contains an updated map of the school's floor plan that includes room numbers, evacuation routes, and utility shut-offs.					
Plan defines roles and responsibilities, that creates an organizational system (e.g., school Security Commander, Public Information Officer, etc.) <i>*Consider following ICS structure</i>					
Plan contains a method for reporting incidents internally to faculty, students, and staff (e.g., mass notification system).					
Plan contains a method for reporting incidents externally to media, families, neighbors, and the community.					

EMERGENCY OPERATIONS PLAN (EOP)	Yes	No	N/A	Implement	Notes
Plan contains directions that provide for the needs of students/staff and visitors with access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff.					
Plan considers necessary equipment and supplies to respond to a crisis.					
Plan contains common vocabulary.					
Plan includes an accountability system that accounts for all faculty, students/staff, and visitors.					
Plan contains a parent reunification system that ensures students are only released to authorized parents/guardians, etc., after an incident.					
Plan contains action checklists for teachers, administrative staff, and other staff located throughout the school to follow during incident response.					
Plan includes components for post-incident response/recovery (e.g., stress management, mental health services, infrastructure restoration, post-incident evaluation, business continuity plans etc.).					
Plan is reviewed and updated on an annual basis.					
School conducts regular exercises/drills of emergency plans.					

THREAT ASSESSMENT TEAM		
1. Does your school have a threat assessment team? <i>(If no, please skip the questions in this section)</i>	YES	NO
2. Who is on the threat assessment team? <b>(Check all that apply)</b>	<input type="checkbox"/> Member(s) of the faculty. <input type="checkbox"/> Member(s) of the staff. <input type="checkbox"/> Member(s) of the administration. <input type="checkbox"/> Investigator(s) (e.g., school resource officer, other police officer assigned to the school). <input type="checkbox"/> Mental health professional(s) (e.g., school psychologist, clinical psychologist, forensic psychologist). <input type="checkbox"/> Guidance counselor(s). <input type="checkbox"/> Coaches. <input type="checkbox"/> Ad hoc members selected to sit on the team on a case-by-case basis because they knew the student in question. <input type="checkbox"/> Other(s) (please specify): _____	
3. Do members of the threat assessment team rotate?	YES	NO
- If yes, how often do they rotate? <b>(Check all that apply)</b>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Yearly <input type="checkbox"/> Other (please specify): _____	
4. Does the threat assessment team receive training?	YES	NO
- If yes, how often do they receive training? <b>(Check one)</b>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Yearly <input type="checkbox"/> Other (please specify): _____	

THREAT ASSESSMENT TEAM		
- What topics are covered in threat assessment team trainings? <b>(Check all that apply)</b>	<input type="checkbox"/> Public Awareness. <input type="checkbox"/> Threat Management. <input type="checkbox"/> Threat Investigations. <input type="checkbox"/> Prevention. <input type="checkbox"/> Mental Health Concerns. <input type="checkbox"/> Legal/Policy Concerns. <input type="checkbox"/> Privacy Concerns. <input type="checkbox"/> Other (please specify): _____	
- How are threat assessment trainings conducted? <b>(Check all that apply)</b>	<input type="checkbox"/> Presentations. <input type="checkbox"/> Hands on experience/role playing/scenarios. <input type="checkbox"/> Other (please specify): _____	
5. Does your school have a single point of contact (e.g., phone number, e-mail address, etc.) for reporting threats, threatening behavior, or concerning behavior?	YES	NO
- If yes, is this point of contact for reporting potential threats available 24/7?	YES	NO
- What are the ways someone can reach the point of contact for reporting potential threats? <b>(Check all that apply)</b>	<input type="checkbox"/> E-mail. <input type="checkbox"/> Telephone. <input type="checkbox"/> In-person. <input type="checkbox"/> Online. <input type="checkbox"/> Other (please specify): _____	

THREAT ASSESSMENT TEAM		
<p>6. If there is a central point of contact for reporting potential threats, does one person manage this point of contact or does a group manage it? <b>(Check one)</b></p>	<p><input type="checkbox"/> One person manages the point of contact.</p> <p><input type="checkbox"/> A group manages the point of contact <b>(if a group manages the point of contact, skip to Question 7).</b></p> <p><input type="checkbox"/> There is no central point of contact <b>(if there is no central point of contact, skip to Question 7).</b></p>	
<p>- If one person manages the point of contact for reporting potential threats, does this person rotate?</p>	YES	NO
<p>- If yes, how often does this person rotate? <b>(Check one)</b></p>	<p><input type="checkbox"/> Weekly</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Quarterly</p> <p><input type="checkbox"/> Yearly</p> <p><input type="checkbox"/> Other (please specify): _____</p>	
<p>7. Does the threat assessment team have clear policies in place for collecting and acting on information about a threatening or potentially threatening situation? <b>(If no, skip to Question 10)</b></p>	YES	NO
<p>8. Does the policy about threat assessment inquiries include information on the following? <b>(Check all that apply)</b></p>	<p><input type="checkbox"/> Purpose and scope of the policy.</p> <p><input type="checkbox"/> Role of educators and threat assessment in relation to the role of law enforcement officials.</p> <p><input type="checkbox"/> Identity and delegation of authority to school officials concerning determination that a threat assessment inquiry or investigation should be pursued.</p> <p><input type="checkbox"/> Definition of the threshold of concern for initiating inquiry or investigation.</p> <p><input type="checkbox"/> Types of information that can/should be gathered during a threat assessment inquiry or investigation.</p> <p><input type="checkbox"/> Designation of an individual or group responsible for gathering and analyzing information on groups/individuals.</p> <p><input type="checkbox"/> Steps or procedures that should be followed from initiation to completion of the threat assessment inquiry.</p>	

THREAT ASSESSMENT TEAM		
	YES	NO
<p>9. Does the policy specify certain behaviors of concern or provide examples of behaviors that would merit a referral to the threat assessment team?</p> <p style="margin-left: 40px;">- If yes, list those behaviors that would merit a referral to the threat assessment team.</p>		
<p>10. What types of information are generally gathered during an inquiry: <b>(Check all that apply)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Facts that drew attention to the student, situation, or target.</li> <li><input type="checkbox"/> Information about the student.</li> <li><input type="checkbox"/> Identifying information.</li> <li><input type="checkbox"/> Background information.</li> <li><input type="checkbox"/> Current life information.</li> <li><input type="checkbox"/> Information about attack-related behaviors in which the student has engaged.</li> <li><input type="checkbox"/> The student's motives.</li> <li><input type="checkbox"/> The targets that are in danger of violence.</li> <li><input type="checkbox"/> None of the above.</li> <li><input type="checkbox"/> Other (please specify): _____</li> </ul>	
<p>11. How does the threat assessment team actively encourage school community members (e.g., faculty, administrators, students/staff, parents/guardians, etc.) to report knowledge of potential threats? <b>(Check all that apply)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Public awareness campaigns (e.g., posters, announcements).</li> <li><input type="checkbox"/> Student assemblies.</li> <li><input type="checkbox"/> In-class lectures/presentations.</li> <li><input type="checkbox"/> Student/teacher conferences.</li> <li><input type="checkbox"/> Parent/teacher conferences.</li> <li><input type="checkbox"/> Newsletters.</li> <li><input type="checkbox"/> Other (please specify): _____</li> </ul>	



THREAT ASSESSMENT TEAM		
<p>12. How does the threat assessment team make school community members (e.g., faculty, administrators, students/staff, parents/guardians, etc.) aware of the general steps and timeline of the inquiry process? <b>(Check all that apply)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Public awareness campaigns (e.g., posters, announcements).</li> <li><input type="checkbox"/> Student assemblies.</li> <li><input type="checkbox"/> In-class lectures/presentations.</li> <li><input type="checkbox"/> Student/teacher conferences.</li> <li><input type="checkbox"/> Parent/teacher conferences.</li> <li><input type="checkbox"/> Newsletters.</li> <li><input type="checkbox"/> Other (please specify): _____</li> </ul>	
<p>13. Does the threat assessment team explain how information will be handled confidentially and appropriately?</p>	<p>YES</p>	<p>NO</p>

# Continuity of Operations Plan Template

Appendix E

<Examples – Modify tables as needed to meet jurisdiction and school district guidelines.>

Alternate School

Name of School:	
Address:	
Distance (miles):	

Alternate School Point of Contact

Name:		Title:	
Office Phone:		Cell Phone:	
E-mail:		Other:	

<Insert School Name> Order of Succession

1	
2	
3	

<Insert School Name> Delegation of Authority

Position:	<e.g., Principal>
Delegates Authority To:	
Position:	<e.g., Assistant Principal>
Limitations:	<e.g., The Assistant Principal is authorized to perform the following functions, with limitations...>
Delegates Authority To:	
Position:	<e.g., Secretary>

Limitations: <e.g., The school Secretary is authorized to perform the following functions, with limitations...>

Delegates Authority To:

Position:

Limitations:

Notes

Positions designated for authority delegation are appointed in the event that the primary position holder is temporarily unable to continue/fulfill their duties. All authority for that position passes to the successor, unless specified above under "Limitations." Authority delegation will follow the order of designees unless noted.

<Insert School Name> Delegation of Authority

Position: <e.g., Principal>

Delegates Authority To:

Position: <e.g., Assistant Principal>

Limitations: <e.g., The Assistant Principal is authorized to perform the following functions – with limitations...>

Delegates Authority To:

Position: <e.g., Secretary>

Limitations: <e.g., The School Secretary is authorized to perform the following functions – with limitations...>

Delegates Authority To:

Position:

Limitations:

Notes

<Insert additional information as needed>

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Position: <e.g., Principal>

Delegates Authority To:

Position: <e.g., Assistant Principal>

Limitations: <e.g., The Assistant Principal is authorized to perform the following functions – with limitations...>

Delegates Authority To:

Position: <e.g., Secretary>

Limitations: <e.g., The School Secretary is authorized to perform the following functions – with limitations...>

Delegates Authority To:

Position:

Limitations:

Notes

<Insert additional information as needed>

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<Example Functions – Edit Table as Needed>

**Essential Staff Functions**

Principal or District Office	<ul style="list-style-type: none"> <li>○ Determine when to close schools, and/or send students/staff to alternate locations.</li> <li>○ Disseminate information internally to students/staff.</li> <li>○ Communicate with parents/guardians, etc., media, and the larger school community.</li> <li>○ Identify a line of succession, including who is responsible for restoring business functions for school.</li> </ul>
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Essential Staff Functions	
Principal/Assistant Principal and/or Department Heads	<ul style="list-style-type: none"> <li>○ Ensure systems are in place for rapid contract execution after an incident.</li> <li>○ Identify relocation areas for classrooms and administrative operations.</li> <li>○ Create a system for registering students (out of district or into alternative schools).</li> <li>○ Brief and train staff regarding their additional responsibilities.</li> <li>○ Secure and provide needed personnel, equipment/supplies, facilities, resources, and services required for continued operations.</li> <li>○ Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, re-arranging tests).</li> <li>○ Re-evaluate the curriculum.</li> </ul>
Custodians/Maintenance Personnel	<ul style="list-style-type: none"> <li>○ Work with local government officials to determine when it is safe for students/staff to return to the school buildings and grounds.</li> <li>○ Manage the restoration of school buildings and grounds (e.g., debris removal, repairing, repainting and/or re-landscaping).</li> </ul>
Office Staff	<ul style="list-style-type: none"> <li>○ Maintain inventory.</li> <li>○ Maintain essential records (and copies of records) including school's insurance policy.</li> <li>○ Ensure redundancy of records (records are kept at a different physical location).</li> <li>○ Secure classroom equipment, books, and materials.</li> <li>○ Restore administrative and record-keeping functions such as payroll, accounting, and personnel records.</li> <li>○ Retrieve, collect, and maintain personnel data.</li> <li>○ Provide accounts payable and cash management services.</li> </ul>
Counselors, Social Workers, and School Nurses/Health Assistants	<ul style="list-style-type: none"> <li>○ Establish academic and support services for students/staff.</li> <li>○ Implement additional response and recovery activities according to established protocols.</li> <li>○ Crisis counseling.</li> </ul>



# “Go-Kit” and Emergency Supplies Checklists

Appendix F



## "Go-Kit" Checklist: Administration/Main Office

Clipboards.
Student roster w/photos and class schedules.
List of access and functional needs students/staff, as well as deaf, deaf/blind and hard-of-hearing students/staff, w/description of needs (e.g., medical, dietary, etc.).
List of school personnel w/contact numbers.
District emergency contact lists.
Campus layout maps with evacuation sites, first aid sites, and parents/guardians, etc., reunification site.
Utility shut-off procedures.
Emergency procedures/flipchart.
Student/staff medications.
Whistle.
Staff identification (e.g., hats, colored vests).
Light sticks.
Flashlight w/extra batteries.
Hand-held radio(s) wchargers.
Bullhorn/megaphone w/extra batteries.
First aid kit w/instruction manual.
Hand sanitizer.
Nitrile gloves.
Work gloves.
Nylon cord.
Duct tape.
Plastic zip-lock bags.
Mylar emergency blankets.
Portable NOAA weather radio.
Pens, pencils, or wax markers.
Notepads.
Student release forms.
Student emergency contact information.

## "Go-Kit" Checklist: Administration/Main Office

Reflective ICS vests (e.g. Site Incident Commander, Public Information Officer, etc.).

## "Go-Kit" Checklist: Classroom

Clipboard.
Student roster w/photos and class schedules.
List of access and functional needs students, as well as deaf, deaf/blind and hard-of-hearing students, w/description of needs (e.g., medical, dietary, etc.).
Emergency attendance sheets.
District emergency contact lists.
Campus layout maps with evacuation sites, first aid sites, and parents/guardians, etc., reunification site.
Emergency procedures/flipchart.
Whistle.
Staff identification (e.g., hat, colored vest).
Light sticks.
Flashlight w/extra batteries.
First aid kit w/instruction manual.
Hand sanitizer.
Hand-held radio.
Nitrile gloves.
Work gloves.
Nylon cord.
Duct tape.
Plastic zip-lock bags.
Pens, pencils, or wax markers.
Notepads.
Mylar emergency blankets.
Age appropriate student activities (e.g., books, games, puzzles).

## Emergency Supplies: Administration/Main Office

Five-gallon bucket w/lid (can be used to store emergency supplies).
Food (e.g., non-perishable, high calorie energy bars).
Emergency water supply.
Batteries.
Blankets.
Duct tape.
Portable toilets, makeshift toilets, or garbage bags.
Plastic sheeting.
Can opener.
Waterproof matches and container.
Lighter.
Light-emitting diode (LED) lantern.
Phone chargers.
Additional sanitary items (e.g., moist towelettes, toilet paper, feminine products).
Additional work gloves.
Additional dust masks.
Additional Mylar emergency blankets.

## Emergency Supplies: Classroom

Five-gallon bucket w/lid (can be used to store emergency supplies).
Food (e.g., non-perishable, high calorie energy bars).
Emergency water supply.
Batteries.
Blankets.
Dust masks.
Duct tape.
Portable toilets or garbage bags.
Plastic sheeting.
Garbage bags.
Additional sanitary items (e.g., moist towelettes, toilet paper, feminine products).
Additional dust masks.
Additional Mylar emergency blankets.

# Law Enforcement Command Posts Template

Appendix G

The purpose of this section is for schools and local law enforcement personnel to collaborate in a combined effort to designate emergency operations locations in order to have a common vision and understanding during the response to an emergency incident. It is important to note that the initial locations identified may change based upon incident dynamics.

School Name:	
Primary Law Enforcement Agency:	
Point of Contact:	
Phone Number:	

Primary Command Post			
Location Name:			
Address:			
City:		State:	Zip:
Local Cross Streets:			
Geocode:	° , °		
Remarks:			

Alternate Command Post			
Location Name:			
Address:			
City:		State:	Zip:

### Alternate Command Post

Local Cross Streets:	
Geocode:	° , °
Remarks:	

### Primary Staging Area

Location Name:			
Address:			
City:		State:	Zip:
Local Cross Streets:			
Geocode:	° , °		
Remarks:			

### Alternate Staging Area

Location Name:			
Address:			
City:		State:	Zip:
Local Cross Streets:			
Geocode:	° , °		
Remarks:			



### Primary Helicopter Landing Zone

Location Name:			
Address:			
City:		State:	Zip:
Local Cross Streets:			
Geocode:	° , °		
Remarks:			

### Alternate Helicopter Landing Zone

Location Name:			
Address:			
City:		State:	Zip:
Local Cross Streets:			
Geocode:	° , °		
Remarks:			

### Static Post 1

Location Name:			
Geocode:	° , °		
Officers Required:			
Specific Duties:			

### Static Post 2

Location Name:

Geocode:

°, °

Officers Required:

Specific Duties:

### Static Post 3

Location Name:

Geocode:

°, °

Officers Required:

Specific Duties:

<Insert additional Static Post location(s), as needed>

### Foot Patrol 1

Officers Required:

Patrol Area:

Geocode:

°, °

Specific Duties:

### Foot Patrol 2

Officers Required:

Patrol Area:

Geocode:

° , °

Specific Duties:

### Foot Patrol 3

Officers Required:

Patrol Area:

Geocode:

° , °

Specific Duties:

<Insert additional Foot Patrol assignment(s), as needed.>

# Emergency 9-1-1 Information Sheets

Appendix H



**Emergency 9-1-1 Information Sheet**  
Place in the immediate proximity of all landline telephones

<b>To call 9-1-1 from this phone:</b>	
<b>School name:</b>	
<b>Room number:</b>	
<b>Room location:</b>	
<b>Students in room:</b>	
<b>Grade level:</b>	
<b>Staff in room:</b>	

**Emergency 9-1-1 Information Sheet**  
Place in the immediate proximity of all landline telephones

<b>To call 9-1-1 from this phone:</b>	
<b>School name:</b>	
<b>Room number:</b>	
<b>Room location:</b>	
<b>Students in room:</b>	
<b>Grade level:</b>	
<b>Staff in room:</b>	

