

FORWARD

The State of Delaware Comprehensive School Emergency Planning Model is a collaborative effort to develop a comprehensive all hazards approach to situations that could affect Delaware schools. Each and every school within the state may face a variety of threats such as natural hazards, fires, chemical spills, school violence or active shooter threats. It is important that each school be aware of potential threats and be prepared to manage them should they occur. The concepts embodied in this model provide a statewide framework by which all schools can develop an integrated approach to managing incidents that impact the schools' students, staff, campus and surrounding community. This framework will provide a unified structure for coordination between the schools and the emergency response community.

This model was prepared as a standardized resource for school administrators to use in creating their comprehensive emergency plans. It contains a scalable and flexible set of checklists that can be customized by administrators to address all-hazards preparedness. This model will enhance multiagency coordination between the schools, stakeholders and first responder community to foster an integrated approach to emergency management and incident response.

The State of Delaware Comprehensive School Emergency Planning Model addresses the four phases of Emergency Management: Mitigation, Preparedness, Response and Recovery. The mitigation phase covers hazard identification and risk assessment. The preparedness phase defines the strategies, guidance and procedures for incident management and assigns functional responsibilities within each school's structure and how it relates to the emergency response community. The response phase provides checklists, processes and procedures to effectively and efficiently implement a safe and coordinated response to all-hazards incidents. The final phase, recovery, provides a process to restore the school community to pre-incident condition and/or normal operations.

This model, in its first phase, will be implemented through the 26 School Resource Officers (SROs) working parsimoniously with their school's staff to develop a comprehensive school emergency plan.

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RECORD OF PLAN CHANGES

PLAN DISTRIBUTION

INTRODUCTION TO EMERGENCY MANAGEMENT

THE STATE OF DELAWARE COMPREHENSIVE SCHOOL EMERGENCY PLANNING MODEL

INTRODUCTION TO EMERGENCY MANAGEMENT

A. PARTNERSHIPS IN PREPAREDNESS, RESPONSE AND RECOVERY

The State of Delaware Comprehensive School Emergency Planning Model is a collaborative effort to develop an all hazards approach to situations that could affect Delaware schools. Each and every school within the state may face a variety of threats such as natural hazards, fires, chemical spills, school violence or active shooter threats. It is important that each school be aware of potential threats and be prepared to manage them should they occur. The concepts embodied in this model provide a statewide framework by which all schools can develop an integrated approach to managing incidents that impact the schools' students, staff, campus and surrounding community. The framework will provide a unified structure for coordination between the schools and the emergency response community.

Within this Planning Model are emergency preparedness and response instructions, guidelines, templates and forms to help protect the safety, security and well-being of students and school staff during many types of emergencies. This document has been developed as a comprehensive resource for all districts and schools to promote coordinated preparedness measures and assist them in standardizing response protocols to improve response to and recovery from an emergency or disaster affecting their site. It will be prepared as a standardized resource for school administrators to use in creating their comprehensive emergency plans. It will contain a scalable and flexible set of checklists that can be customized by administrators to address all-hazards preparedness. This model will enhance multiagency coordination between the schools, stakeholders and first responder community to foster an integrated approach to emergency management and incident response.

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

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

Delaware Code, Title 14, Subchapter II, Section 122 gives the Delaware Department of Education the authority to adopt rules & regulations:

“The Department shall adopt rules and regulations, consistent with the laws of this State, for the maintenance, administration and supervision throughout the State of a general and efficient system of free public schools in accordance with this title, including the rules and regulations specified in subsection (b) of this section. Such rules and regulations, when prescribed and published, shall not extend, modify or conflict with any law of this State or the reasonable implications thereof, and shall be binding throughout the State.”

The Delaware Department of Education Administrative Code, which is derived from Title 14, Subchapter II, Section 122 of the Delaware Code, states the following:

“‘Emergency Preparedness Guidelines’ means the Department of Education developed documents that outline the steps, processes, procedures, audits and actions a school, local school district or charter school shall use to develop a plan to respond to an emergency event or crisis situation, including a major communicable disease event such as a Pandemic Influenza Outbreak that may occur in the school community. These documents may be revised from time to time. The documents shall be available on the Department of Education website.”

Title 14, Section 621, Sub-Section 2 of the Delaware Code also provides the following:

“Each school district and charter school shall have a written policy that outlines an emergency preparedness plan that is consistent with the Emergency Preparedness Guidelines. In addition, the district policy shall state how the emergency preparedness plan shall be implemented at each school within the district. The emergency preparedness plan shall be reviewed with students and staff annually.”

“The district policy shall describe how each school within the district shall plan and conduct at least one emergency event or crisis situation exercise annually. In addition, each district shall conduct at least one tabletop exercise on a major communicable disease event such as a Pandemic Influenza Outbreak every two years.”

“The charter school policy shall describe how the charter school will plan and conduct at least one emergency event or crisis situation exercise annually and at least one tabletop exercise on a major communicable disease event such as a Pandemic Influenza Outbreak every two years.”

The State of Delaware Comprehensive School Emergency Planning Model assumes that schools must be self-sufficient for a time and may be required to make many crucial decisions and provide shelter to the immediate community.

B. HOW TO USE THIS MODEL

The Model is designed as a comprehensive reference to assist schools in developing an emergency plan. It incorporates best practices for handling emergency situations that have been deployed by school districts elsewhere in the country. The school safety teams and procedures outlined in this Model are consistent with the National Incident Management System (NIMS), modeled after the Incident Command System (ICS).

Using the procedures, actions and sample forms provided in this Model, districts and schools are encouraged to create a site-based Comprehensive School Emergency Plan (CSEP) that meets the individual resources and circumstances of each school and reflects its unique characteristics and needs. Every CSEP should include:

- A designated chain of command;
- Specific roles for team members;
- Specific procedures to implement in the event of an emergency.

The district and/or school should identify local emergency response agencies to engage in planning (police, fire department, emergency medical, hospitals, mental health centers, local/regional emergency management agency, etc.). Next, a school safety team, in partnership with community agencies, should review the contents of their respective plans and adapt text and emergency protocols to fit individual site circumstances. The school safety team should also update local district and community agency phone numbers and assist schools in sharing this important safety information annually with all faculty, staff, students and parents.

The final step in the emergency management planning process is to communicate and practice the plan. Orient new personnel as they arrive on campus and review all changes with local emergency response agencies. Keep multiple copies of the plan in accessible locations. Ensure that team leaders have a copy of the plan at home. Each school district will need to determine how best to conduct the training and implementation process in individual schools. Larger districts may need a well-coordinated and systematic way to conduct training to better prepare school-based teams to adapt the district plan to individual site needs.

C. FOUR PHASES OF EMERGENCY MANAGEMENT



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

- **Section I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.
- **Section II – Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.
- **Section III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- **Section IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

For more information, refer to the following websites:

<http://www2.ed.gov/admins/lead/safety/emergencyplan/index.html>

<http://www2.ed.gov/admins/lead/safety/crisisplanning.html>

Each section contains information that outlines the basic components of these four critical areas. All four phases of emergency management should be planned for in advance in order to be most effective. The **APPENDICES** contain supplemental emergency information including checklists, forms, sample letters and other supporting documentation. The action checklists and forms can be duplicated as templates or they can be incorporated directly into existing plans. The forms should be adapted or augmented to fit the school mission, staffing, location and other unique circumstances.

D. LEVELS OF EMERGENCIES

THREE LEVELS OF EMERGENCIES: Emergencies are often described in terms of the following three levels:

- **Level One (School Level) Emergency:** A localized emergency, with low impact on school operations, which school personnel can handle by following the procedures in their emergency plan. Examples: power outage, unexpected death, suicide threat.
- **Level Two (District Level) Emergency:** A moderate to severe emergency, somewhat beyond the individual school response capability, which affects students district-wide and may require mutual aid assistance from the fire department, local police, etc. Examples: intruder, shooting on campus.
- **Level Three (Community) Emergency:** A major disaster, clearly beyond the response capability of school district personnel, where a significant amount of mutual aid assistance will be required, recovery time will be extensive, and response time from major support agencies may be seriously delayed and/or impaired. Examples: severe weather, explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), hostage situation. In a catastrophic disaster, schools must be prepared to rely on their own resources because assistance from others may be delayed. A large-scale event such as a blizzard that affects one school will also affect the surrounding community. There may be widespread telephone outages, road blockages, gridlock and congestion on the highways, damage to utility systems, roof collapse, chemical or electrical fires, release of hazardous materials, flying debris, injuries and death caused by falling objects and smoke inhalation.

FIGURE 1 illustrates the three levels of emergencies.

Level 1 - School Emergencies
Situations in which the scope is limited to school settings and school-based personnel, and no assistance is needed.

Level 2 - District-wide Emergencies
These are events where support and involvement is required from the school district personnel or members of the school safety team. While these events may require help from nonschool employees, they do not reach the scope and gravity of community-level disasters requiring community-wide support.

Level 2 - District-wide Emergencies
These include large-scale events during which coordination of services from school, district and local community response agencies is warranted. In many of these situations the school's role is to implement protocols until appropriate community agencies (e.g., police, fire and rescue) respond and assume responsibility. However, schools must be prepared to rely on their own resources until help arrives.

NATIONAL TERRORISM ADVISORY SYSTEM (NTAS)

The National Terrorism Advisory System (NTAS) replaces the color codes of the Homeland Security Advisory System (HSAS). NTAS will more effectively communicate information about terrorist threats by providing timely, detailed information to the public, government agencies, first responders, airports and other transportation hubs, and the private sector. For more information on the NTAS, refer to the following website: <http://www.dhs.gov/files/programs/ntas.shtm>

E. PLAN DEVELOPMENT, IMPLEMENTATION AND UPDATES

Each School's Plan will be:

- **DEVELOPED** by a team of school administrators, staff, and School Resource Officers (SROs), working with emergency responders in the local jurisdiction;
- **INITIATED** by school staff members when conditions exist which warrant its execution;
- **IMPLEMENTED** by all staff, who will remain at school in a designated ICS role and perform those duties as assigned until released by the principal.
- **REVIEWED** at least annually.

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

The elements of emergency planning, preparedness and management are:

- **Leadership:** Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and schoolbased plans. At the district level leadership should come directly from the superintendent, at the school level, from the principal.
- **Incident Command System:** The ICS is a standardized organizational structure that is the basis of NIMS, designed to handle: Management, Operations, Logistics, Planning, and Administration & Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The Incident Commander is the highest-ranking official in charge of the emergency response operations.
- **The Delaware Comprehensive School Emergency Planning Model:** The Comprehensive School Emergency Planning Model should be used as a template or reference to ensure schools throughout the state address threats in a unified manner.
- **School Safety Teams:** Site-based teams of individuals with specific duties to perform in order to prepare for and respond to emergencies. The school safety teams, in conjunction with SROs (where available) develop the plan, following the model template, to meet individual school needs and implement the plan in the event of an emergency. In absence of the SRO coordination should include local law enforcement.
- **Communication:** Plans should have established lines of internal communication (within the school) and external communication (with the district office and community). Plans should include provisions for after-hours communication (telephone tree), and alternate means if telephone lines are disabled.
- **Emergency Management Protocols:** Emergency Management Protocols are the step-by-step procedures for schools to implement in the event of an emergency.
- **School Emergency Actions:** These are a set of clear directives that may be implemented across a number of emergency situations. These actions include: Evacuation, Lockdown, Shelter in Place, Convert School, Directed Transportation, Take Cover, All Clear, Offsite or Reverse Evacuation and Student Release.
- **Staff Responsibilities:** School personnel have a moral and legal responsibility to all students in their care. Just as school staff members will rely on first responders, public agencies and others to open blocked roads, repair utilities, perform rescue work, etc., those members of the community will rely on schools to provide care for their children in an emergency. Ideally, the school plan should include a rough prioritization of which teacher and staff members might be released first (such as

those with small children at home). Staff members who live a long distance from school should be encouraged to make special preparations for remaining at school a longer time, such as arranging with a neighbor to check on their home and keeping extra supplies at school.

- **Training:** Training is important on at least three levels:
 - General awareness training for all staff;
 - First Aid, CPR and Emergency Response Training for all staff;
 - Team training to address specific emergency response or recovery activities, such as Student Accountability, Student Release, and Shelter Management.
- **Practice:** Practicing the plan consists of drills, tabletop and functional exercises, orientation for staff, etc. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills.
- **Personal Emergency Plans:** Staff members should develop personal and family emergency response plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their job more effectively.

F. AUTHORITIES AND REFERENCES

The following are the state authorizations and mandates upon which this emergency preparedness plan is based:

Department of Education Delaware Administrative Code §621

Delaware Code, Title 14, Subchapter II, Section 122

Delaware Code, Title 14, Section 621, Sub-Section 2

The Delaware Emergency Operations Plan

The State of Delaware Public Assistance Administrative Plan

APPENDIX A provides reference to significant legislation.

I - MITIGATION/PREVENTION

THE STATE OF DELAWARE COMPREHENSIVE SCHOOL EMERGENCY PLANNING MODEL

SECTION I - MITIGATION/PREVENTION

One of life's most painful moments comes when we must admit that we didn't do our homework, that we are not prepared.

Merlin Olsen

A. REDUCING EXPOSURE TO HAZARDS AND RISKS

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

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

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

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

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

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

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

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

- **STRUCTURAL MITIGATION** includes physical rectification and standards such as building codes, materials specifications and performance regulations for the construction of new buildings; the retrofitting of existing structures to make them more hazard-resistant; and protective devices such as retaining walls. Building codes establish the minimum standards for safety. The construction of hazard-resistant structures is perhaps the most cost-effective mitigation measure. Hazard mitigation in existing structures is generally more costly, but when carried out effectively before a disaster, prevents loss of life, reduces damage and avoids the outlay of associated costs for response and

recovery operations.

- **NON-STRUCTURAL MITIGATION** measures typically concentrate on the securing of light fixtures to ceilings, installation of wind shutters, strapping or bolting generators to walls, and numerous other techniques to prevent injuries and allow for the continued use of the school site. School occupants are particularly vulnerable to nonstructural damage. Excessive sway in any building may cause damage to nonstructural components such as hung lath and plaster ceilings, partitions, water pipes, ductwork, electrical conduits, and communication lines. Storage units, filing cabinets and library shelving shift or fall if not properly braced. Although students and staff may duck under desks and be safe from falling objects, ceiling components that drop in hallways and stairs can make movement difficult, particularly if combined with power failure and loss of lights. Additional falling hazards that are common in schools are wall-mounted televisions or ceiling mounted projectors.

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

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

- **FLOODING** - According to the National Climatic Data Center, 175 flood events were reported in Delaware between January 1, 1950 and February 8, 2010. These events resulted in 2 deaths, 10 injuries and a total of nearly \$34 million in property damage (NCDC, 2007).
- **HURRICANES/NOR'EASTERS** - Severe wind events resulting from hurricanes, tropical storms and nor'easters can cause widespread damage and loss of life, as evidenced by the numerous coastal events that have impacted the State of Delaware. Although Delaware has not experienced a direct strike from a major hurricane in more than two decades (a fact often attributed to the geographic position of North Carolina), Delaware has experienced the effects of as many as 14 hurricanes and at least one significant tropical storm since the 1920s.
- **SEVERE THUNDERSTORMS** - According to the National Climatic Data Center, the geographic area of the State of Delaware experienced 681 thunderstorm high wind events from January 1950 through the February 8, 2010. These events resulted in three (3) deaths, 16 injuries and over \$24 million in property damage (NCDC, 2010).
- **FIRE** - Of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Design against fire has long been built into state building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.

SCHOOL ENVIRONMENT - School policies and protocols should support a safe school environment with orderly procedures during emergencies. These policies and procedures should determine who is responsible for overseeing violence prevention strategies in the school, and disseminate information to staff regarding the early detection of potentially dangerous behaviors. Conduct an assessment to determine how the school environment may impact its vulnerability to certain types of crises. Review

incident data and determine how the school will address major problems with regard to student crime and violence. Provide staff training on identification of risk and protective factors to help children. Link prevention and intervention programs to community resources, including health and mental health. Develop strategies for improving communication with students and between students and staff and their families. Provide safe and confidential ways for students to report potentially violent incidents.

Schools and districts should be active partners in community-wide risk assessment and mitigation planning. The local fire department can assist school administrators in identifying potential structural and non-structural hazards. To help agencies work together, they may want to develop a Memorandum of Understanding (MOU) that outlines each agency's responsibility during an emergency.

B. CONDUCTING A SAFE SCHOOLS HAZARDS ASSESSMENT

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

COMPOSITION OF THE SCHOOL SAFETY TEAM: The School Safety Team should be a diverse group of people concerned with the safety of the school. An ideal group might include:

- School Administrator
- Chief/Head Custodian
- Local Fire Official or Civil/Structural Engineer
- School Resource Officers (SROs)
- School Nurse
- Teacher
- Social Worker or Counselor
- Student
- Parent

Make regular school safety audits and security efforts part of the ongoing mitigation/prevention practices.

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

- Identify and review existing emergency plans in the district, school, and community.
- Identify all stakeholders involved in crisis planning, including School Safety Teams.
- Gather information about the school facility, such as maps and the location of utility shutoffs and other identified hazards.
- Connect with community emergency responders to identify local hazards.
- Review the prior safety audit to examine school buildings and grounds (If one was conducted).
- Conduct an assessment to determine how these problems—as well as others—may impact school vulnerability to specific crises.
- List areas within schools that are particularly vulnerable to hazards.
- Develop and/or review procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students during a crisis.
- Identify the necessary equipment that needs to be assembled to assist staff in an emergency.

See ERIP Assessment.

BUILDING AND CLASSROOM HAZARD IDENTIFICATION: The purpose of the hazard assessment is to identify any special circumstances which exist in the school or near the campus which present unique problems or potential risk to people or property. A walk-through inspection of each area of each building should be conducted using the School Safety/Hazard Assessment Checklist, included in **APPENDIX B**. The interior and exterior portions of all school buildings and school grounds should be assessed for

potential hazards that may impact the site, the staff and the students, including the following:

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

The hazards may include:

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

See ERIP Assessment.

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

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

See ERIP Assessment.

STAFF SKILLS INVENTORY FOR EMERGENCY MANAGEMENT PLANNING:

A Staff Skills Inventory will help administrators plan assignments to school safety teams. A sample inventory is provided in APPENDIX D. The information provided should identify the following areas in which members of the staff have training or expertise:

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

TEACHER SURVEY - STUDENTS NEEDING SPECIAL ASSISTANCE:

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

Local Hazards

Type	
NA	

C. VISITOR SCREENING POLICY

A visitor-screening policy should be developed with signage to direct school visitors to the sign-in area.

Post signs at key arrival points directing all visitors to the entry door.

Pass visitors through an office or sign-in area that offers verbal and visual contact with staff or volunteers.

Ask all visitors to sign-in and provide a picture ID.

Designate individuals to ask the person's name, area or room to be visited, and nature of the visit.

Once identified and signed in, provide them with an I.D. badge or other visitor pass.

If the visitor is new to the school or unsure of the room location, have a volunteer or staff member meet or accompany him/her.

Direct visitors to return to sign out upon leaving the building. There should be no exceptions to the policy.

Acquaint parents, PTA organizations, etc. with the policy and the need to know who is in the building.

Familiarize all teachers and staff with the visitor screening policy.

Encourage staff to question people on the campus without a visitor pass and ask them to check in with the office before proceeding to the intended destination.

D. VIOLENCE PREVENTION

The first step in school violence prevention is to perform a systematic assessment to determine what the school might do proactively to inhibit hostile and anti-social behavior. One approach is to examine how the peaceful interaction of individuals and groups is facilitated by policies, programs and processes in the classroom, the school building and the district office. Does the school have a policy on weapons possession and aggressive behavior? Are students aware of the policy? Is it consistently enforced? How is such behavior supported or discouraged by the school climate and the expectations of the staff and other students? Has school staff received training in nonviolent conflict resolution? Are students appropriately supervised? Have staff members been taught to spot the potential for such incidents and to defuse them?

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

RISK FOR HARM ASSESSMENT

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

- **Low/No Risk for Harm**

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

- **Minor Risk for Harm**

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

- **Moderate Risk for Harm**

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

- **High Risk for Harm**

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

notification, psychological consult/evaluation, background check, ongoing case management.

- **Imminent Risk for Harm**

A student is, or is very close to, behaving in a way that is potentially dangerous to self and/or others. Examples include: detailed threats of lethal violence, suicide threats, possession and/or use of firearms or other weapons, serious physical fighting, belligerence, etc. Responses may include (but are not limited to): immediate action to secure student, arrest or hospitalization, facility LOCKDOWN, security response, parent notification, background or records check and ongoing case management.

PREVENTION PROGRAMS AND STRATEGIES

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

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

Among the many violence prevention strategies used are:

- | | |
|---|---------------------------------------|
| • Alternative programs or schools | • Mediation training |
| • Closed campus for lunch | • Multicultural sensitivity training |
| • Closed-circuit television | • Parent skill training |
| • Collaboration with other agencies | • School board policy |
| • Conflict resolution/peer mediation | • Search and seizure |
| • Dress code | • Security personnel in schools |
| • Drug-detecting dogs | • Specialized curriculum |
| • Establishing safe havens for students | • Staff development |
| • Expulsion | • Student conduct/discipline code |
| • Gun-free school zones | • Student photo identification system |
| • Home-school linkages | • Support groups |
| • Law-related education programs | • Suspension |
| • Locker searches | • Telephones in classrooms |
| • Mentoring programs | • Volunteer parent patrols |
| • Metal detectors | • Work opportunities |

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

II - Preparedness

SECTION II - PREPAREDNESS

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

-- John Fitzgerald Kennedy

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

- Determine what crisis plans exist in the district, school, and community.
- Identify all stakeholders involved in crisis planning.
- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students during a crisis.
- Gather information about the school facility, such as maps and the location of utility shutoffs.
- Assemble the necessary equipment needed to assist staff in a crisis.

A. NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

The National Incident Management System (NIMS), federally implemented beginning Fiscal Year 2007, is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language and set of procedures greatly facilitates flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources.

NIMS establishes the Incident Command System (ICS) as a standardized organizational structure that provides for a unified command and line of authority, with common operational terminology for the management of all major incidents. The Delaware Comprehensive School Emergency Plan (DCSEP) must be consistent with the NIMS concepts, structure and terminology. The Plan must describe roles and responsibilities, assignment of personnel, policies and protocols for providing emergency support.

Homeland Security Presidential Directive/HSPD-5 requires state and local governments and special districts to adopt NIMS in all preparedness, planning and response efforts.

The following *is a brief* synopsis of NIMS.

NIMS

National Incident Management System

A comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines.

The intent is to:

- Be applicable across a full spectrum of potential incidents and hazard scenarios, regardless of size or complexity.
- Use an ALL-HAZARDS approach.
- Improve coordination and cooperation between public and private entities.

WHY USE NIMS?

- To qualify to receive Federal reimbursement
- To provide a coordinated response
- To standardize domestic incident response that reaches across all levels of government and all response agencies; common terminology, common structure.

ELEMENTS OF NIMS

Key Components:

- Command and Management
- Preparedness
- Resource Management
- Communications and Information Management
- Supporting Technologies
- Ongoing Management/Maintenance

Key Organizational Structure

- ICS - Incident Command System
- Multi-Agency Coordination System
- Public Information Systems

Key Functions:

- Management/command
- Operations
- Planning/intelligence
- Logistics
- Finance/administration

B. EMERGENCY OPERATIONS CENTER: DISTRICT OFFICE

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

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

EOC Director. The superintendent or designee, as EOC Director, has clear authority to set overall policy, command and direct the personnel and resources under his or her control, and to coordinate response and recovery activities.

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

WHEN TO ACTIVATE THE EOC

- Emergency of such magnitude that resources are required beyond individual school site capacity.
- The emergency is of long duration.
- Major policy decisions will or may be needed.
- A local or state emergency is declared.
- Terrorist threats.
- Activation is advantageous to the successful management of an emergency.

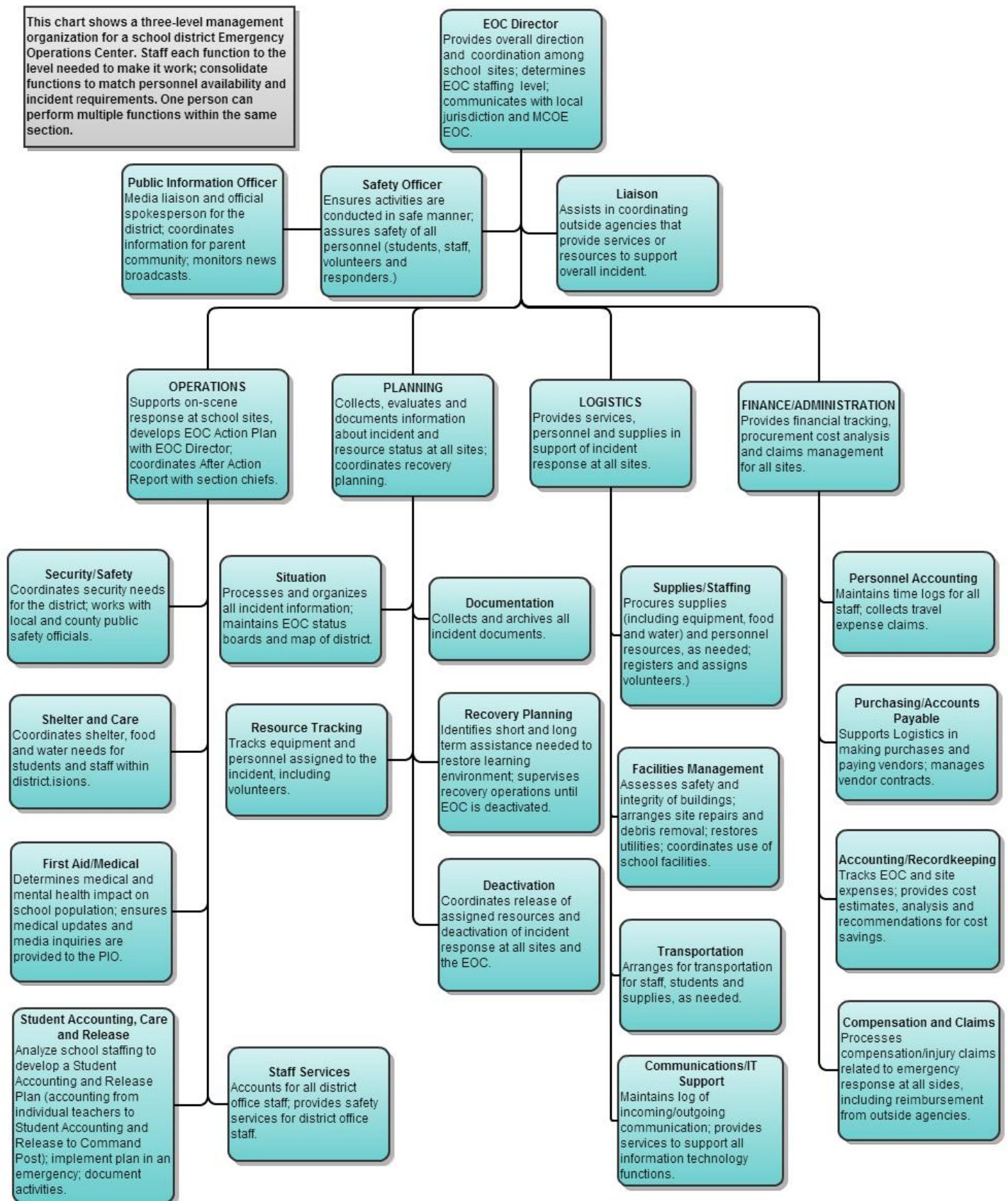
DISTRICT INCIDENT MANAGEMENT TEAM

The District Incident Management Team’s role is to support a school when the need exceeds the school’s resources to handle a situation:

- Provide guidance regarding questions that may arise;
- Direct additional support personnel, as needed;
- Monitor situation and facilitate major decisions that need to be made;
- Identify a district Public Information Officer.

Figure 3 presents a Emergency Operations Center for School Districts, based on NIMS and adapted by **DE DOE**. Responsibilities and operational duties are detailed on the following page.

This chart shows a three-level management organization for a school district Emergency Operations Center. Staff each function to the level needed to make it work; consolidate functions to match personnel availability and incident requirements. One person can perform multiple functions within the same section.



EMERGENCY OPERATIONS CENTER: District Office

At the school district level, the superintendent or designee assumes management responsibility as the EOC Director and activates others as needed. District office personnel transition from their daily jobs to

assigned emergency functions. The EOC is flexible in size and scope. Depending upon the magnitude of the emergency, the EOC can expand or contract as needed. Each section chief is responsible for any unit that is not assigned, and the EOC Director is responsible for any section that is not assigned.

Management: EOC Director	Provides overall direction and coordination among school sites; determines EOC staffing level; communicates with local jurisdiction and the Delaware Department of Education.
Legal Affairs Officer	Provides guidance to the Incident Commander regarding legal ramifications of decisions.
Safety Officer	Ensures activities are conducted in safe manner; assures safety of all personnel (students, staff, volunteers and responders.)
Public Information Officer	Media liaison and official spokesperson for the district; coordinates information for parent community; monitors news broadcasts.
Liaison	Assists in coordinating outside agencies that provide services or resources in support of overall incident response.
Operations: Student Accounting, Care, and Release	Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities.
Security/Safety	Coordinates security needs for the district; works with local and county public safety officials.
Shelter and Care	Coordinates shelter, food and water needs for students and staff within district.
First Aid/Medical	Determines medical and mental health impact on school population; ensures medical updates and media inquiries are provided to the PIO.
Staff Services	Accounts for all district office staff; provides safety services for district office staff.
Planning: Situation	Processes and organizes all incident information; maintains EOC status boards and map of district.
Documentation	Collects and archives all incident documents.
Resource Tracking	Tracks equipment and personnel assigned to the incident, including volunteers.
Recovery Planning	Identifies short and long term assistance needed to restore learning environment; supervises recovery operations until EOC is deactivated.
Demobilization	Coordinates release of assigned resources and deactivation of EOC.
Logistics: Supplies/Staffing	Procures supplies (including equipment, food and water) and personnel resources, as needed; registers and assigns volunteers.)
Transportation	Arranges for transportation for staff, students and supplies, as needed.
Facilities Management	Assesses safety and integrity of buildings; arranges site repairs and debris removal; restores utilities; coordinates use of school facilities.
Communications/ IT Support	Maintains log of incoming/outgoing communication; provides services to support all information technology functions.
Finance/Administration: Purchasing/ Accounts Payable	Supports Logistics in making purchases and paying vendors; manages vendor contracts.
Personnel Accounting	Maintains time logs for all staff; collects travel expense claims.
Recordkeeping	Tracks EOC and site expenses; provides cost estimates, analysis and recommendations for cost savings.
Compensation & Claims	Processes compensation/injury claims related to emergency response at all sides, including reimbursement from outside agencies.

EOC SECTION TOOLBOXES

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

Suggested items to include for most EOC toolboxes:

- NIMS EOC Pocket Guide
- EOC organizational assignments: staffing list
- Wall map of schools and roads within school district
- Delaware Department of Education Schools Directory
- District Schools Staff Directory
- District/Schools Staff Home Directory
- District/Schools Staff Telephone Tree
- Local Emergency Contacts
- Emergency Action Flipchart
- Superintendents’ Telephone Tree
- Two-way radios or cellular phones
- Solar/battery-powered radio and spare batteries
- White board with dry erase markers
- Adhesive stickers and markers for name tags
- Colored vests to identify section chiefs
- Lanyards with ID information for all EOC staff
- Black markers, ball point pens and note pads
- Scissors
- File folders
- Post-Its
- Highlighter pen
- Memory stick (thumb drive)
- Stapler, staple remover, staples
- Clipboard
- Tape
- Laptop
- Flashlights
- Alternate power supply
- Forms: See Appendix C for Sample ICS Forms
 - ICS Form 203 – Organizational Assignment List
 - ICS Form 214 – Activity Log
 - ICS Form 201 – Incident Objectives
 - ICS Form 215 – Operational Planning Worksheet
 - Check-In/Check Out
 - ICS Form 213 - General Message
 - ICS Form 209 – Incident Status Summary
 - Situation Status Report Update

Emergency Operations Center Assignments

C. INCIDENT COMMAND SYSTEM: SCHOOL SITE

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

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

Components of the ICS include:

- Common terms established for organizational functions, resources and facilities;
- Unified command structure with a common set of objectives and strategies;
- Modular organization which expands or contracts as the incident progresses;
- Manageable span of control by one person;
- Integrated communications

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

Command:	Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by an Incident Command Team which includes a Public Information Officer, Safety Officer, and Liaison.
Operations:	Directs all tactical operations of an incident including implementation of response activities according to established emergency procedures and protocols, care of students, first aid, crisis intervention, site security, damage assessment, evacuations, and the release of students to parents.
Planning:	Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response.
Logistics:	Supports emergency operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communications among emergency responders. This function may take on a major role in extended emergency situations.
Finance/ Administration:	Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Figure 4 presents an Incident Command System (ICS) Organizational Chart that can be adapted for schools, based on NIMS. Responsibilities and operational duties are detailed on the following page.



INCIDENT COMMAND SYSTEM: School Site

At the school level, the school principal or designee assumes management responsibility as the Incident Commander and activates others as needed. School personnel transition from their daily jobs to assigned emergency functions. The ICS is flexible in size and scope, depending upon the magnitude of the emergency. For a small incident, the principal may perform all roles of the ICS structure. The Incident Commander is responsible for any section that is not assigned. Each section chief is responsible for any unit that is not assigned.

Command: Incident Commander	Responsible for development of school's plan and overall management of emergency situation; establishes/manages Command Post; activates ICS; determine strategies to implement protocols and adapt as needed.
Safety/Security	Monitors safety conditions of an emergency situation and develops measures for ensuring the safety of building occupants (students, staff, volunteers, responders).
School Resource Officer	Develops working knowledge of local response agencies; serves as the on-scene contact for emergency response agencies assigned to an incident; assists command in accessing services when the need arises.ed.
Public Information Officer	Spokesperson for the incident; prepares media releases; establishes "media center" near Command Post; coordinates information with Incident Commander for parent community.
Liaison	Develops working knowledge of local/regional agencies; serves as the on-scene contact for outside agencies assigned to an incident; assists in accessing services when the need arises.
Operations: Security/Traffic	Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates fire/HazMat.
Health/Medical	Provides triage and medical care with staff trained in first aid and CPR; oversees care given to the injured; distributes medical supplies (latex gloves, bandages, etc.).
Evacuation/ Shelter and Care	Provides accounting and long-term care for all students until reunited with parents/caretakers; manages food and sanitation needs of students.
Student Release	Provides for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.Mat.
Crisis Intervention	Provides onsite counseling and intervention; determines need for outside mental health support; accesses local/regional providers for ongoing crisis counseling for students, staff, parents, as needed.s.ed.
Planning: Situation	Collects and organizes incident status, and situation information; and evaluates, analyzes, and displays information.
Documentation	Collects and archives all incident documents.
Resource Tracking	Tracks all resources (incoming equipment, personnel and volunteers.)
Demobilization	Coordinates safe and orderly release of assigned resources and deactivation of incident response at the school site..
Logistics: Food/Supplies/Staffing	Coordinates access to and distribution of food, water, equipment, and supplies; provides personnel as requested, including volunteers.
Transportation	Arranges transportation for staff, students and equipment.
Facilities	Coordinates site repairs and use of school facilities; arranges for debris removal.
Communications/IT	Maintains all communication equipment, including radios; provides services to support Information Technology functions.
Finance/Administration: Procurement	Maintains incident time logs for all personnel.
Cost Accounting	Tracks and maintains records of site expenditures.
Timekeeping	Purchases for incident; manages vendor contracts.
Claims and Compensation	Processes compensation/injury claims related to incident.

ICS SECTION TOOLBOXES

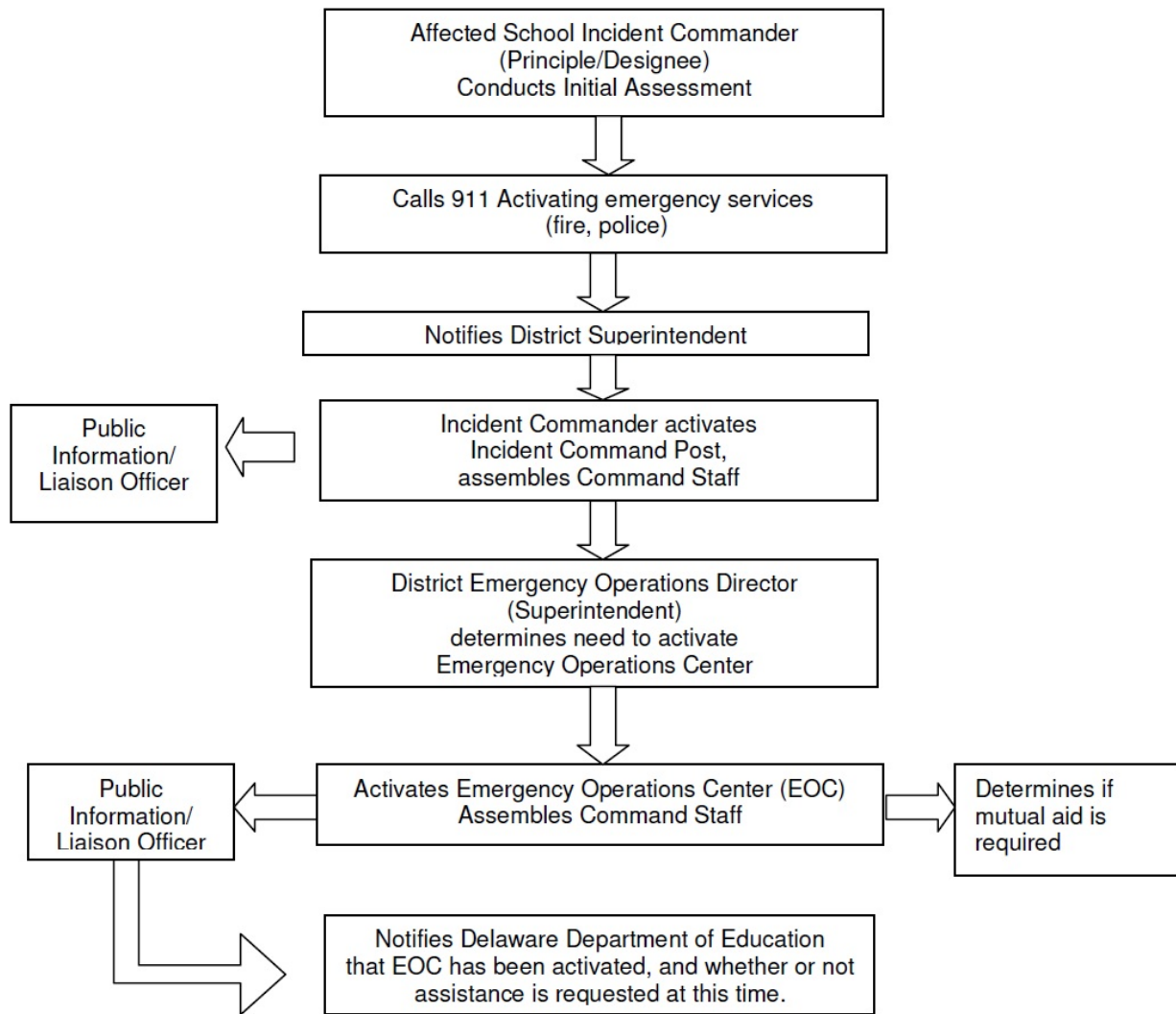
Assemble and update annually a "toolbox" for the Incident Commander and each section chief to be used during an emergency. Items in the toolbox should not be used for any other purpose except emergency

preparedness training activities. Store the items in a clear, portable plastic box that is readily accessible. Label the toolbox with the name of the section and the date its contents were last updated (e.g., batteries replaced, phone numbers checked).

Suggested items to include for most ICS toolboxes:

- District/School Emergency Management Plan
- ICS organizational assignments: staffing list
- Map of buildings with location of exits, phones, turn-off valves, first-aid kits, emergency equipment including AED equipment, and assembly areas
- Blueprints of school buildings, including utilities
- Map of local streets with evacuation route marked
- Delaware Department of Education Schools Directory
- District Schools Staff Directory
- District/Schools Staff Home Directory
- District/Schools Staff Telephone Tree
- Contact information of emergency responders and community agencies
- Emergency Action Flipchart
- Student directory (including emergency contacts for parents)
- Two-way radios or cellular phones
- Solar/battery-powered radio and spare batteries
- White board with dry erase markers
- Adhesive stickers and markers for name tags
- Vests and hard hats to identify key personnel
- Lanyards with ID information for all ICS staff
- Black markers, ball point pens and note pads
- Scissors
- File folders
- Post-Its
- Highlighter pen
- Memory stick (thumb drive)
- Stapler, staple remover, staples
- Clipboard
- Tape
- Laptop
- Alternate power supply
- Flashlights
- Forms: See Appendix C for School Sample ICS Forms
 - ICS Form 203 - Organization Assignment List
 - ICS Form 214 - Activity Log
 - Management Situation Report
 - ICS Form 215 - Operational Planning Worksheet
 - Check-In/Check Out
 - ICS Form 213 General Message
 - ICS Form, 209 - Incident Status Summary
 - Situation Status Report Update

SCHOOL INCIDENT RESPONSE FLOW CHART



The Incident Commander directs on-scene operations and is responsible for overall management of the incident. It is his/her responsibility to prepare the strategic objectives that, in turn, will be the foundation upon which subsequent incident action planning will be based. Incident Objectives should be broad, measurable and follow an ordered sequence of events.

The Incident Commander at the school leads the School Safety Team which may include the Public Information Officer, Safety Officer, and Liaison for the school. Those three functions may reside, instead, at the Emergency Operations Center if it is activated by the school district.

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

- Assess the scene.
- Ensure the safety of students, staff and others on campus.
- Activate and manage the ICP.
- Develop strategies for appropriate response.
- Coordinate response efforts.
- Monitor action plan and organizational effectiveness.
- Lead by example: the behavior sets tone for staff and students.

Start-Up Actions

- Assess type and scope of emergency.
- Determine threat to human life and structures
- Activate the appropriate emergency action.
- If evacuation is necessary, verify that the route and assembly area are safe.
- Establish appropriate level of organization:
 - Set up the ICP.
 - Issue personal safety equipment.
- Activate organizational functions as needed.
- Contact the District Office.
- Develop an Incident Action Plan with objectives and a time frame.

Operational Actions

- Determine the need for and request inter-agency assistance.
- Monitor and assess the total site situation:
 - View site map periodically for response team progress.
 - Check with section chiefs for periodic updates.
- Revise Incident Action Plan, as needed.
- Update status to District EOC or District Office.
- Reassign personnel as needed.
- Begin student release, if appropriate, after student accounting is complete.
- Refer media inquiries to District Office or PIO.
- If transfer of command is necessary, e.g., when public safety officials arrive, provide a face-to-face briefing with the following minimum essential information:
 - situation status
 - objectives and priorities

- current organization and personnel assignments
- resources en route and/or ordered
- facilities established
- communications plan
- prognosis, concerns, related issues
- Release teachers as appropriate per district guidelines.
- Remain in charge of campus until redirected or released by the Superintendent of Schools.

Deactivation

- Receive briefing from first responder agencies to obtain “All Clear”.
- Contact the District Office to obtain authorization for deactivation.
- Check with section chiefs to ensure that any open actions will be taken care of before demobilization.
- Authorize deactivation of the School Safety Team if it is no longer required
- Logistics: Ensure the return of all equipment and reusable supplies.
- Planning: Close out all logs. Complete other relevant documents and provide to the Documentation Unit for archive.
- Provide input to the After-Action Report
- Proclaim termination of the emergency.
- Proceed with recovery operations, if necessary

Forms:

- ICS Form 203 - Organization Assignment List
- ICS Form 214 - Activity Log
- Management Situation Report
- ICS Form 215 - Operational Planning Worksheet
- Check-In/Check Out
- ICS Form 213 - General Message
- ICS Form 209 - Incident Status
- Situation Status Report Update

Command Post Equipment/Supplies

- Master keys
- AM/FM radio (battery) School Profile
- Vests, safety gear, ID badges
- Office supplies
- School site map
- Staff and student rosters
- Tables & chairs
- Disaster response forms
- Emergency/disaster plan
- Job description clipboards
- Bullhorn

News media can play a key role assisting the school in getting emergency or disaster-related information to the public as soon as it is available. Public Information Officer is a member of the Incident Command Staff. Media queries should be referred to the PIO. If the District Office has activated an EOC, refer media inquiries to the District PIO, who will take over the responsibilities and operational duties described below.

Responsibilities: The Public Information Officer (PIO) acts as the official spokesperson for the school in an emergency situation and ensures that information support is provided on request; that media releases are consistent, accurate, and timely; and that appropriate information is being provided to all required agencies. They will be part of the Joint Information Center (JIC) if activated. The PIO also coordinates all other external information exchange, to include incoming calls from the media, parents, and other concerned parties. This person should have training and/or experience in dealing with the media. This person may be assigned by the School District Office/Charter School (if one exists.)

Call Team: The Call Team is a group of individuals who accept and handle phone calls from external entities, and/or notifies external parties about an incident (such as parent). For example, the Call Team might be used to notify parents to come pick children up, or notify parents that their children have been evacuated to another school and should be picked up there. The team serves under the direction of the PIO.

Start-Up Actions

- Determine a possible “information center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the “PIO” (vest, visor, sign, etc.).
- Consult with District PIO to coordinate information release.
- Assess situation and obtain statement from Incident Commander.
- Advise arriving media that the PIO is preparing a press release and approximate time of its issue.
- Open and maintain an activity log (ICS Form 214) of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

Operational Duties

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

Coordinate with local media to disseminate emergency information-outline systems addressing rumor

control. Monitor news broadcasts about incident. Correct any misinformation reported.

Deactivation

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

GUIDELINES FOR SPEAKING TO THE MEDIA

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

- Control media location.
- Read all press statements.
- Be available for press inquiry.
- Re-State the nature of the incident; its cause and time of origin.
- Describe the size and scope of the incident.
- Report on the current situation.
- Speak about the resources being utilized in response activities.
- Reassure the public that everything possible is being done.
- Do not release students' names.
- Be truthful, but consider the emotional impact the information could have upon listeners.
- Do not use the phrase "no comment".
- Set up press times for updates.

Equipment/Supplies

- School Profile .
- Paper/pencils/marketing pens
- Laminated school site map poster board size for display
- School site map(s) and area maps as 8x11" handouts
- Sample Public Information Releases
- Scotch tape/masking tape

Forms:

- | |
|--|
| <ul style="list-style-type: none">• ICS Form 214 - Activity Log• ICS Form 215 - Operational Planning Worksheet• ICS Form 213 - General Message |
|--|

- Hard hat
- Paper/pencils/marketing pens
- Scissors
- School Staff Directory
- Battery operated
- AM/FM radio
- ID Vest

The Liaison to School District/Charter School and /or Delaware Department of Education is a member of the Incident Command Staff. When there is a district-level emergency, this position is generally staffed at the EOC. If appropriate, there may be an additional liaison between the local school and the Delaware Department of Education (though one person can serve both roles.)

Responsibilities: The Liaison serves as the nexus between the school/incident site and the school district/charter school; point of contact for representatives from assisting organizations and agencies outside the school district; and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

Start Up Actions

- Check in with Incident Commander for situation briefing.
- Determine personal operating location and set up as necessary.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, e.g. vest or ID tag.
- Open and maintain an activity log (ICS 214). Maintain all required records and documentation to support the history of the emergency or disaster.

Operational Duties

- Maintain a list of assisting and cooperating agencies.
- Keep agencies supporting incident aware of incident status and priorities.
- Monitor incident operations to identify current or potential inter-organizational problems.
- Ensure coordination of efforts by keeping IC informed of agencies' action plans.
- Participate in planning meetings, providing current resource status, including limitations and capabilities of assisting agency resources.

Deactivation

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

Forms:

- | |
|--|
| <ul style="list-style-type: none">• ICS Form 214 - Activity Log• ICS Form 215 - Operational Planning Worksheet• ICS Form 213 - General Message |
|--|

Equipment/Supplies

- ID Vest
- List of local emergency contacts and resources
- Clipboard, paper, pens
- Copies of vendor contracts
- Hard hat
- School Staff Directory

Responsibilities: The Safety Officer develops and recommends measures for assuring personnel safety and assesses/anticipates hazardous and unsafe conditions. The Safety Officer is a member of the Incident Command Staff. Operating under the Incident Commander, the Safety Officer can exercise emergency authority to stop or prevent unsafe acts. Student safety is the responsibility of the Operation Section Chief.

Start Up Actions

- Check in with Incident Commander for situation briefing.
- Put on personal safety equipment (i.e., hard hat, vest)
- Obtain necessary equipment and supplies from Logistics.
- Open and maintain an activity log (ICS Form 214). Maintain all required records and documentation to support the history of the emergency or disaster. Document:
 - Messages received
 - Action taken
 - Decision justification and documentation
 - Requests filled

Operational Duties

- Monitor drills, exercises, school safety audits, and emergency response activities for safety.
- Identify hazardous situations associated with the incident.
- Initiate ICS Form 208/Safety Message/Plan.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Investigate accidents that have occurred within the incident area.
- Anticipate situation changes in all planning.
- Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Deactivation

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

Forms:

- | |
|--|
| <ul style="list-style-type: none">• ICS Form 214 - Activity Log• ICS Form 215 - Operational Planning Worksheet• ICS Form 213 - General Message |
|--|

Equipment/Supplies

- Vest
- Clipboard, paper, pens, tape
- Hard Hat
- First Aid Supplies
- Gloves
- Campus map, if needed

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

Security and Traffic
Student Release
Health and Medical
Crisis Intervention
Evacuation/Shelter and Care

Start-up Actions

- Obtain a situation briefing from Incident Commander.
- Put on personal safety equipment, e.g. hard hat and vest, walkie-talkie.
- Obtain necessary equipment and supplies from Logistics.
- Open and maintain an activity log (ICS Form 214). Maintain all required records and documentation to support the history of the emergency or disaster.
- Identify a deputy, as needed.
- Be proactive. Anticipate needs.

Operational Duties

- Assume the duties of all operations positions until staff is available and assigned.
- Brief assigned staff on the situation and supervise their activities, utilizing the position checklists.
- Check with IC to assure DCSEP is implemented.
- Initiate and coordinate First Aid operations, if needed.
- Notify Logistics if additional supplies or personnel are needed for the Operations Section, as additional staff arrive, brief them on the situation, and assign them as needed.
- As information is received from Operations staff, pass it on to the Incident Commander, providing description of tasks and priorities.
- Student Release requires heavy staffing, so begin preparations early for wellseparated and well-marked Parent Request and Student Release gates.
- Monitor operational activities, ensuring that Operations staff follows standard procedures, utilizes appropriate safety gear, and documents their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Deactivation

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

Forms:

- ICS Form 203 - Organization Assignment List
- ICS Form 214 - Activity Log
- ICS Form 215 - Operational Planning Worksheet
- Check-In/Check Out
- ICS Form 213 - General Message
- ICS Form 209 - Incident Status Summary
- Situation Status Report Update

Equipment/Supplies:

- Vest
- Hard hat, gloves, if needed
- Clipboard, paper, pens, tape
- First Aid supplies for First Aid teams
- Campus map

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

- Maintain accurate records and site map.
- Provide ongoing analysis of situation and resource status.
- Anticipate the probable course of incident events.

Start Up Actions

- Obtain a situation briefing from the Incident Commander.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.
- Open and maintain an activity log (ICS Form 214). Maintain all required records and documentation to support the history of the emergency or disaster.

Operational Duties

- Assume the duties of all Planning positions until staff is available and assigned.
- Brief assigned staff on the situation and supervise their activities, utilizing the position checklists.
- Initiate the Operational Planning Worksheet (ICS Form 215).
- Assist Incident Commander in writing Incident Action Plans.

Deactivation

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

Forms:

- ICS Form 203 - Organization Assignment List
- ICS Form 214 - Activity Log
- ICS Form 215 - Operational Planning Worksheet
- Check-In/Check Out
- ICS Form 213 - General Message
- Situation Status Report Update

Equipment/Supplies

- Vest
- File box(s) and folders
- Clipboard
- Large site map of campus laminated
- Clipboard, paper, pens, dry erase pens
- Hard hat

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

Start-up Actions

- Obtain a situation briefing from the Incident Commander.
- Open supplies container or other storage facility.
- Put on position identifier, such as vest.
- Begin distribution of supplies and equipment as needed.
- Open and maintain an activity log (ICS Form 214). Maintain all required records and documentation to support the history of the emergency or disaster.
- Ensure that the Incident Command Post and other facilities are set up as needed in safe locations.

Operational Duties

- Assume the duties of all Logistics positions until staff is available and assigned.
- Brief staff on the situation and supervise their activities, utilizing the position checklists.
- Coordinate supplies, equipment, transportation, and personnel needs with the Operations Section Chief.
- Maintain security of supplies and equipment.

Deactivation

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

Forms:

- ICS Form 203 - Organization Assignment List
- ICS Form 214 - Activity Log
- ICS Form 215 - Operational Planning Worksheet
- Check-In/Check Out
- ICS Form 213 - General Message

Equipment/Supplies

- Vest and ID
- Storage facility and all emergency supplies stored on campus
- Inventory of equipment on campus
- Pens, marking pens
- File folders
- Clipboards with volunteer sign-in sheets
- Hard hat

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

- Maintain financial records.
- Track and record staff hours.
- Address Compensation and Claims issues.

Start-Up Actions

- Obtain a situation briefing from the Incident Commander.
- Put on position identifier, such as vest.
- Locate and set up work space.
- Open and maintain an activity log (ICS Form 214). Maintain all required records and documentation to support the history of the emergency or disaster.
- Check in with the Planning Section to collect records and information which relate to personnel time keeping and/or purchasing.

Operational Duties

- Assume the duties of all Finance/Administration positions until staff is available and assigned.
- Brief them on the situation and supervise their activities, utilizing the position checklists.

Deactivation

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

Forms:

- | |
|---|
| <ul style="list-style-type: none">• ICS Form 203 - Organization Assignment List• ICS Form 214 - Activity Log• ICS Form 215 - Operational Planning Worksheet• Check-In/Check Out• ICS Form 213 - General Message |
|---|

Equipment/Supplies

- Calculator
- File folders
- Paper, pens
- Vest
- Clipboard

ICS SECTION UNITS: SCHOOL SAFETY TEAMS

Per Department of Education Delaware Administrative Code §621, District and School Emergency Preparedness Policy, "School Safety Team" means the individuals identified in the district or charter school emergency preparedness or crisis response plan responsible for the planning and implementation of the plan at the school level or district level.

Staff members may be assigned to assist section chiefs. Assigned team members shall receive training appropriate to their ICS role and shall participate in emergency readiness drills, exercises, and activities.

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

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of emergency protocols.
- Direct Students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established emergency procedures.
- Give appropriate action command during an emergency
- Take class attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students in accordance with normal operating procedures.
- Assume designated ICS role.
- Send students in need of medical attention to the First Aid Station.
- Render first aid, if necessary. School Staff should be trained and certified in First Aid and CPR.

INSTRUCTIONAL AIDES/ASSISTANTS:

- Assist teacher, as directed.

COUNSELORS, SOCIAL WORKERS, PSYCHOLOGISTS: Counselors, social workers, psychologists assume designated ICS role. Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of emergency protocols.
- Direct students in their charge according to established emergency protocols.
- Render crisis intervention, if necessary.
- Assist in the evacuation/transfer of students, staff and other individuals when their safety is threatened by a disaster.
- Maintain a line of communication with Operations.
- Assist as directed by Operations.

SCHOOL NURSES/HEALTH ASSISTANTS:

- Assume designated ICS role, preferable in the First Aid Station. Administer first aid or emergency treatment, as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

CUSTODIANS/MAINTENANCE PERSONNEL:

- Assume designated ICS role.

- Survey and report building damage to Logistics.
- Control main shut-off valves for gas, water, and electricity and assure that no hazards result from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Logistics Chief informed of condition of school.

SCHOOL SECRETARY/OFFICE STAFF:

- Assume designated ICS role.

FOOD SERVICE/CAFETERIA WORKERS:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency.
- Restrict access to foodservice operations to authorized personnel.
- Assist as directed by Operations.

BUS DRIVERS:

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

OTHER STAFF:

- Report to Logistics for ICS assignment

OPERATIONS

FIRST AID

Objectives: Establish the First Aid treatment area, triage, emergency medical response and counseling. Ensure that appropriate actions are taken in the event of deaths. Inform the Operations Chief when the situation requires health or medical services that staff cannot provide.

Personnel: School nurse, first-aid trained staff, as needed, and volunteers

Start-Up Actions

- Obtain a situation briefing from the Operations Chief.
- Set up First Aid Station if directed by Operations Chief.
- Obtain and put on personal safety equipment including vests and non-latex gloves.
- Check with Medical Team Leader for assignment.

Operational Duties

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

First Aid Stations

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

- **Immediate:** The casualty requires immediate medical attention and will not survive if not seen soon. Any compromise to the casualty's respiration, hemorrhage control, or shock control could be fatal.
- **Delayed:** The casualty requires medical attention within 6 hours. Injuries are potentially life-threatening, but can wait until the immediate casualties are stabilized and evacuated.
- **Minimal:** "Walking wounded," the casualty requires medical attention when all higher priority patients have been evacuated, and may not require stabilization or monitoring.
- **Expectant:** The casualty is expected not to reach higher medical support alive without compromising the treatment of higher priority patients. Care should not be abandoned, spare any remaining time and resources after Immediate and Delayed patients have been treated.

Deactivation

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

Equipment/First Aid Supplies:

- See Emergency Supplies Inventory in **APPENDIX F**.

Forms:

ICS Form 214 - Activity Log
ICS Form 215 - Operational Planning Worksheet
ICS Form 213 - General Message

OPERATIONS

SHELTER AND CARE

Objectives: Ensure the care and safety of all students on campus except those who are in the First Aid Station.

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

Start Up Actions

- Obtain a situation briefing from the Operations Chief.
- Identify team leader.
- Put on safety vest or position identifier.
- Assess situation. Remain calm.
- Establish communication with office.
- Assign personnel to assignments as needed.
- If school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count students or observe the classrooms as they exit, to make sure that all classes evacuate.

Operational Duties

- Monitor the safety and well-being of the students and staff in the classroom and assembly area.
- Administer minor first aid as needed or refer to First Aid Station.
- Support the Student Release process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene, particularly for students with special needs.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the Public Information Officer or Command Post.
- Make arrangements to provide shelter for students and staff.

Deactivation

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

Forms:

- Student Accounting
- Student Injury Forms
- ICS Form 214 - Activity Log
- ICS Form 213- General Message

Equipment/Supplies

- ID Vest
- Ground cover, tarps

- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.

Objective: Assist teachers and staff in the release of students from the campus to parents, guardians or designated adults, and/or authorized departure of students with their own means of transportation.

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

Start-Up Actions

- Obtain a situation briefing from the Operations Chief.
- Identify team leader.
- Put on safety vest or position identifier.
- Check with Operations Chief for assignment to Request Table or Release Table.
- Obtain necessary equipment and forms from Logistics.
- Secure area against unauthorized access. Mark gates with signs.
- Identify students with their own means of transportation and verify they are authorized to be released using their own means of transportation.
- Set up Request Table at the main student access area. Use alphabetical grouping signs to organize parent requests.
- Have Students Release Forms available for students with their own transportation that have been authorized to be released on their own.
- Have Student Release Forms available for parents outside at Request Table. Assign volunteers to assist.
- Set up Release Table at some distance from Request Table.

Operational Duties

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the ICP or Public Information Officer. Do not spread rumors!

Procedures

- Requesting adult fills out Student Release Form, gives it to staff member, and shows photo identification.
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is authorized on the card.
- Students with their own transportation fill out Student Release Form, gives it to staff member, and show identification and authorization to be released on their own.
- Staff verifies student with their own transportation, identification and authorization to be released on their own.
- Staff instructs the requester/student with their own transportation to proceed to the Release Table and files the Emergency Card in the out box.
- Runner takes the Student Release Form to Student Assembly Area, walks the requested student to the Release Table.
- Staff matches student to requester, asks parent/requester to sign student Release Form, and requests both to leave the campus area to reduce congestion.
- Mark student with sticker or "X" on hand in colored marking pen so security personnel can check that student is authorized to leave campus.

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

If student is with class in the Assembly Area:

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

If student is not with the class:

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

Deactivation

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

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

Forms:

- | |
|---|
| <ul style="list-style-type: none">• Student Release Form• ICS Form 214 - Activity Log• ICS Form 213 - General Message |
|---|

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

Objectives: Provide information, intervention, and support to school staff, students, volunteers, and parents during and in the aftermath of a crisis or traumatic event. Inform the Operation Chief when the situation requires support that staff cannot provide.

Personnel: School psychologist, crisis counselor, social worker, and/or other trained mental health professional as needed.

Start-Up Actions

- Coordinate with Logistics to identify and set-up rooms for individual and group counseling.
- Coordinate with Logistics to identify and arrange for areas where staff and students can gather separately.
- Obtain list of mental health professionals if additional support and/or referral is needed.
- Obtain materials for students to use to complete temporary books, notes/cards to family, and /or writing/drawing options.
- Obtain informational and education materials about crisis recovery.
- Obtain Do's and Don'ts sheet for teachers.
- Obtain open-ended questions sheet for teachers.
- Obtain EAP flyer for staff.

Operational Duties

- Be available to go into classes with teachers to assist in discussions.
- Decide upon intervention (i.e. individual, small group, classroom).
- Interview/counsel students/staff if needed.
- Help screen students at risk.
- Call parents of those students seen during the day, or who may be in need of further help.
- Coordinate and conduct parent and staff meetings if needed.
- Establish procedures for self-referral.
- Make referral forms available to staff.
- Designate who will maintain the referral list and where it will be kept.

Deactivation

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics.
- Secure student/staff personal counseling paperwork and referral list.

Forms:

- | |
|--|
| <ul style="list-style-type: none">• Sign In/Out Sheet (counselee)• ICS Form 214 - Activity Log• Check-In/Check Out• ICS Form 213- General Message |
|--|

Equipment/Supplies

- ID Vest
- Clipboards for staff
- Tissue
- Writing/drawing material
- File folders/envelopes

- Water
- Pens, staple

PLANNING

SITUATION

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

- Maintain accurate site maps, floor plans, and informational displays.
- Provide ongoing student/staff and facilities status data, analysis of situation and resource status.

Start-up Actions

- Obtain Situational briefing from the Planning Chief.
- Obtain necessary equipment and supplies from Logistics.
- Put on safety vest or position identifier.

Operational Duties

Situation Status (Map)

- Establish, coordinate and direct verbal and written communications with section chiefs.
- Collect, organize and analyze incident information.
- Update situation status boards as new information is received.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc.
- Mark site map appropriately as related reports are received. This includes damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Direct media or public inquiries to the ICP or Public Information Officer.

Situation Analysis

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Incident Commander to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report to Planning Chief and/or Incident Commander.

Deactivation

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

Forms:

- ICS Form 214 - Activity Log
- ICS Form 213- General Message
- Situation Status Report - Initial Assessment
- Situation Status Report Update

Equipment/Supplies

- ID Vest
- Clipboards
- Large laminated site map

- Paper, pens, dry-erase pens, tissues
- Map of county and local area
- File box(s)

PLANNING

DOCUMENTATION

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

Start-Up Actions

- Obtain a Documentation briefing from the Planning Chief.
- Obtain necessary equipment and supplies from Logistics.
- Put on safety vest or position identifier.

Operational Duties

Records

- Maintain time log of the Incident, noting all actions and reports on ICS Form 214.
- Record content of all radio communication with district Emergency Operations Center on ICS Form 213.
- Record verbal communication for basic content on ICS Form 213.
- Log in all written reports on ICS Form 214.
- File all reports for reference (file box).
- Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

Student and Staff Accounting

- Receive, record, and analyze Student Accounting forms.
- Maintain a running list of students that are unaccounted for, transported to offsite locations (including other schools, hospitals, etc.).
- Account for all teachers and staff members. Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Planning Chief and/or Incident Commander.
- Report first aid needs to Medical Team Leader.
- File forms for reference.

Deactivation

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

Forms:

- Emergency Time/Situation Report
- Student Accounting Form
- ICS Form 214 - Activity Log
- ICS Form 213 - General Message

Equipment/Supplies

- Clipboards
- File box(s)

- Paper and pens
- ID Vest

PLANNING

RESOURCE TRACKING

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

Start-Up Actions

- Obtain a situation briefing from the Planning Chief.
- Put on safety vest or position identifier.
- Log in staff, volunteers, and student runners on ICS Form 215.

Operational Duties

- Implements check-in functions.
- Deploy personnel as requested by the Incident Commander.
- Sign in volunteers, making sure that they wear I.D. badges and are on the site disaster volunteer list.
- Implement and maintain resource tracking system on ICS Form 215.
- Maintain list and identify resources conditions as Assigned, Available or Out of Service on ICS Form 210 and/or ICS Form 219.
 - Assigned: Resources that are checked in and cleared to work
 - Available: Personnel, teams, equipment, or facilities that have been assigned to an incident and are ready for a specific detail or function
 - Out of Service: Assigned resources that are unable to function for mechanical, personal or health reasons

Deactivation

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

Forms:

- Inventory of emergency supplies on campus
- List of registered disaster volunteers
- ICS Form 214 - Activity Log
- ICS Form 213 - General Message

Equipment/Supplies

- Paper, Pens
- ID Vest
- Emergency supplies stored on campus
- Clipboards with Volunteer Sign-in sheets

LOGISTICS

SUPPLIES/FACILITIES/STAFFING

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

Start-Up Action

- Obtain situation briefing from Logistics Chief.
- Open supplies container or other storage facility if necessary.
- Put on safety vest or position identifier.
- Begin distribution of supplies and equipment as needed.
- Set up the Incident Command Post.

Operational Duties

- Maintain security of supplies and equipment.
- Distribute supplies and equipment as needed.
- Process all incoming request for personnel support.
- Assist team members in locating supplies and equipment.
- Set up feeding area, sanitation area and other facilities as needed.
- Arrange for debris removal.
- Coordinate site repairs and use of school facilities.

Deactivation

- At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- Inspect returned equipment for serviceability and damage.
- Close out all logs and turn them in to the Documentation Unit.
- Secure all equipment and supplies.

Forms:

- Inventory of emergency supplies on campus
- ICS Form 214 - Activity Log
- ICS Form 213 - General Message

Equipment/Supplies

- ID Vest
- Clipboard
- Emergency Supplies stored on campus
- Paper, pens

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

Start-Up Action

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

Operational Duties

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

Deactivation

- At the Finance/Administration Chief's direction, close out all logs and turn them in to Documentation Unit.

Forms:

- ICS Form 203 - Organization Assignment List
- ICS Form 214 - Activity Log
- ICS Form 213 - General Message

Equipment/Supplies

- ID Vest
- Clipboards
- Paper, pens

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

Start-Up Action

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

Operational Duties

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

Deactivation

- At the Finance/Administration Chief's direction, close out all logs and turn them in to Documentation Unit.
- Secure all documents and records.

Forms:

- | |
|--|
| <ul style="list-style-type: none">• ICS Form 214 - Activity Log• ICS Form 213 - General Message |
|--|

Equipment/Supplies

- ID Vest
- Clipboard
- Paper, pens
- Post-Its
- Stapler
- Calculator

School Crisis Team Roster

Evacuation Rally Points

Off-Site Shelters

Shelter-in-Place

Command Posts

Non-Secure Areas

D. COMMUNICATIONS

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

The principal or designee will:

- Notify the district office of the school's status/needs. The district office will notify The Delaware Department of Education of the status of all district schools.
- PIO shall monitor all communications.

COMMON TERMINOLOGY

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

COMMUNICATION TECHNOLOGY

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

COMMUNICATION TOOLS

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

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

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

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

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

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

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

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

Telephone Tree - A telephone tree is a simple, widely used system for notifying staff of an emergency event when they are not at school. Set up a telephone tree by listing the first in Chain of Command (Principal or Incident Commander). Then link him/her to the ICS section chiefs who, in turn, are linked to those assigned to units within each section. In practice, the first person on the list calls several people, who next call others, etc., until everyone on the list has been notified of the situation. A carefully crafted statement, specifying what is and is not yet known, and what steps may need to be taken, should be drafted before the telephone tree is activated. This helps to retain the authenticity.

Runner - Either Staff, Student or volunteer runners can be utilized to pass messages or retrieve students and escort them to release areas.

COMMUNICATING WITH PARENTS

Establishing a good line of communication with parents and the community prior to an emergency is essential. During an emergency these established lines of communication will allow the school to deal more effectively with parents and community agencies. Some useful strategies include the following:

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

In the event of an emergency, parents' first reactions are likely to involve fear or anxiety. They will want

to know: a) their children are safe; b) how the emergency is being handled; and c) assurance that the children will be safe in the future.

Establishing a system for responding quickly to parent needs for information is an important part of pre-planning. In the event of an emergency or disaster, develop a method for informing parents as to what has happened.

- Do not embellish or speculate. Explain what happened; focus on facts.
- Describe how the school and school district are handling the situation.
- Provide a phone number, website address or recorded hotline where parents may receive updated information about the emergency.

HANDLING RUMORS

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

- A faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.
- Clerical staff who answer the telephone at the school and at the District Office must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.
- Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.
- The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

COMMUNICATING WITH THE MEDIA

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

- Direct media representatives to one area (on or off campus) where briefings can take place.
- Instruct all staff to refer all information and questions to the Public Information Officer or District Office. Remind staff that only designated spokespeople are authorized to talk with news media.
- Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.
- Advise students of the school's student media policy.
- Take initiative with news media and let them know what is or is not known about the situation.
- Speak to reporters in clear and precise terms. Do not use acronyms.
- If the emergency is a death, refer all inquires to the investigating agency.
- If the situation is a criminal case, work in conjunction with law enforcement spokesperson.
- When communicating, maintain a unified position and message; keep messages concise, clear, and consistent. Consider utilizing a joint information system.
- Don't try to "kill" a story; don't say "no comment;" don't speculate; don't pass blame.
- Regularly update the District Office on situation.

- Do not release information until facts are verified and the school's position is clear.
- Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
- Prepare statements about the situation to avoid ad-libbing. Important points to make are: preparedness of the school; coordination of efforts with community agencies; access to information for parents; responsible immediate action taken by school representatives (including those in positions of authority); and support provided for students at the school.
- Always provide a phone number to call for additional or updated information.

E. DRILLS AND TABLETOP EXERCISES

CONDUCTING DRILLS

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

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

REASONS TO CONDUCT DIFFERENT TYPES OF EXERCISES

Drill	Tabletop Exercise	Functional Exercise	Full-Scale Exercise
Establish equipment capabilities Determine response times Personnel training Interagency cooperation Determine resource and manpower capabilities	Practice group problem solving Executive familiarity Specific case study Specific threat area Examine manpower contingencies Test group responsibility interpretation Observe information sharing Assess interagency coordination Train personnel in negotiation/interaction	Evaluate any function Observe physical facilities use Reinforce established policies and procedures School accreditation Test seldom used resources Measure resource adequacy Confirm interagency relationships	Information analysis Interagency cooperation Policy confirmation Negotiation Resource and manpower allocation Media attention Equipment capabilities Interagency operations and relations

MANDATED DRILLS

In accordance with state law:

- Fire drills will be conducted at least once every month while the school is in session.
- Each school within the district shall plan and conduct at least two lockdown/intruder drills annually.
- Each district shall conduct at least one tabletop exercise every year.
- Charter Schools shall conduct at least two lockdown/intruder drills annually and at least one tabletop exercise every year.

See ERIP Website.

F. STAFF PERSONAL PREPAREDNESS

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

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

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

STAFF RELEASE PLAN

Administrators will take into consideration the family needs of employees and release staff accordingly. Schools should work with staff prior to an emergency to develop criteria agreed upon for release of staff. Such criteria might include (presented without respect to priority):

- Single parents with pre-school children
- Single parents with children in primary grades
- Single parents with children in elementary schools
- Staff member with housebound dependents
- Persons with health problems or disabilities
- Persons living in areas of major damage
- Married parents with pre-school children
- Married parents with children in primary grades
- Married parents with children in elementary schools

G. EMERGENCY SUPPLIES AND EQUIPMENT

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

- Classroom Backpack
- Classroom Lockdown Kit
- Student Release File Box
- Incident Command Center Toolbox
- Medical Supplies
- Backup supplies of medication for students with special needs
- Batteries in different sizes, for adaptive equipment used by students with special needs.
- Traffic/Crowd Control
- School Bus/Auto Emergency Supplies
- School Shelter Supplies (Food/Water, etc.)

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

Emergency Supplies and Equipment Locations

H. SCHOOL EMERGENCY PLANNING CALENDAR

Effective emergency preparedness involves “institutionalizing” the planning, i.e., engaging in certain activities year after year. These annual activities include:

- assessing site hazards
- scheduling drills and exercises
- arranging for staff training
- updating/replacing emergency supplies.

The development of an annual Emergency Planning Calendar assures that all the routine tasks are not overlooked. The following page shows a sample School Emergency Planning Calendar that may serve as the basis for individual site needs.

Sample School Emergency Planning Calendar

PERSON RESPONSIBLE	ACTIVITY	MONTH
PRINCIPAL or DESIGNEE	<ul style="list-style-type: none"> • School Facilities Hazard Assessment Walk-through (buildings, grounds, evacuation routes, shut-off valves) • Review School Emergency Management Plan • Update School Emergency Team Assignments • Staff Skills Survey for new teachers • New assignments as needed • Staff orientation of School Emergency Management Plan • Plan annual training schedule • Update resource agreements and contacts • Parent Back to School Assembly • Staff meeting: Review winter storm and flooding preparedness • CPR/ First Aid training w/ Fire Department • Development staff emergency training • Shelter-in-Place Drill • Table top exercise • Review drill assessment • Fire Drill (conduct monthly) 	August August August August August August August August September September September October October October November January February
SECRETARY	<ul style="list-style-type: none"> • Distribute emergency cards/ student release procedures to families 	September
CHEIF/HEAD OF MAINTENANCE	<ul style="list-style-type: none"> • Conduct facility hazard assessment • Check fire extinguishers, smoke detector batteries • Review equipment needs • Update school maps and site plans 	August September September September
TEACHERS	<ul style="list-style-type: none"> • Staff Orientation of School Emergency Management Plan • CPR/ First Aid training • Prepare/update classroom backpacks/lockdown kits (rosters, etc.) 	August November January

See ERIP Website.

I. SCHOOLS AS SHORT TERM SHELTERS

A disaster may occur at any time of the school day and in any type of weather. Students and staff will need to be provided shelter while awaiting reunion with their families.

Shelter considerations:

- Determine need for shelter. Bring students indoors into a safe building, if at all possible.
- Maintain a list of all persons, including staff, in the shelter.
- Place nametags on all students.
- Report problems and any special needs, especially medical needs, to the Shelter Manager.
- Store laundered clothing in limited quantities for shelter use.
- Stress may lead to soiled undergarments, which the child may be too embarrassed to admit. Watch for tell-tale signs, especially among the younger children.
- Recruit volunteers to assist with storytelling, entertainment and recreation.
- Use the buddy system to provide comfort and reassurance.
- As students are released to parents or authorized individuals, follow student release procedures.
- As shelter population decreases, consider consolidating students remaining with those at another school site. Release teachers and staff in order of priority dismissal list. Determine which staff will remain until all students have been released.
- Implement a pre-arranged procedure to deal with community members who arrive at the shelter to offer assistance, to seek shelter if their homes are damaged, to seek emergency medical attention for themselves, or simply to find solace with others who have all experienced a frightening disaster.

Emergency Contact Numbers

III - Response

SECTION III - RESPONSE

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

-- Arnold H. Glasow

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

A. CALLING 911

911 is a telephone number dedicated to calls for emergency assistance, such as a traffic accident, fires, paramedic service, crime in progress, bodily injury, imminent threat to life, or major property damage or loss.

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

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

WHEN REPORTING AN EMERGENCY

- Remain calm and speak slowly and clearly while explaining the type of emergency you are reporting.
- Provide your name, location of the incident and your location, if different from the scene of the emergency.
- The 911 Operator is trained to confirm and verify the phone number and address for EVERY call received. The dispatcher will ask questions concerning the type of emergency being reported. The answers you provide will be relayed to the responding emergency personnel.
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious.
- Stay on the line while the 911 Dispatcher processes the call. You may need to provide additional information or to receive instructions from the 911 Dispatcher. Do not hang up until the Dispatcher says to do so.
- No matter what the situation, try to remain calm. Be sure to speak slowly and clearly.

CALLING 911 FROM A CELL PHONE

911 calls from cellular phones are answered by a local dispatch center and routed to the proper agency. 911 personnel do not know the location from where you are calling. It is important to know your cell phone number, and be aware of your surroundings so you can tell the dispatcher where you are. Ideally, street names and addresses should be provided. Since many cell phone calls are made from moving vehicles, callers should inform the dispatcher when they change locations. Time is of the essence. Every 911 Operator knows that it hampers response when a 911 operator has to ask the caller for information several times over because he/she couldn't comprehend what was being said. Try to be as calm as possible and speak slowly and clearly. This ensures the 911 operator has the correct information the first time he/she asks for it.

See ERIP Website.

B. ACTIVATING THE EMERGENCY OPERATIONS CENTER

The decision to activate the Emergency Operations Center or Incident Command Post rests with the Incident Commander (school site)/EOC Director (District Office). The decision should be based on whether or not there is a need to coordinate a response to an emergency situation.

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

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

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

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

See ERIP Website.

C. SCHOOL PERSONNEL EMERGENCY CHECKLISTS

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

PRINCIPAL/DESIGNEE

Assume overall direction of all emergency responses based on actions outlined in this Planning Model. Good judgment, based upon the facts available, is of paramount importance.

Identify the type of crisis. Obtain as much information about it as possible, and determine the appropriate response.

Identify key staff who should be involved in planning the response.

Activate the Incident Command System and, if appropriate, the Incident Command Post.

Establish contact with the District Emergency Operations Center (EOC).

Ascertain what action needs to be implemented. Secure the school building, if necessary.

Maintain communication among all relevant staff at officially designated locations.

Establish what information needs to be communicated to staff, students, families, and the community. How will they be informed? Who will do what?

Ascertain medical needs. Monitor how emergency first aid is being administered to the injured.

Decide if more equipment and supplies are needed.

Identify what community resources need to be involved. Who needs to be contacted for additional assistance/support?

Identify provisions required for special needs population.

Determine whether special transportation arrangements are needed.

Prepare informational letter for parents/guardians to squelch rumors.

Arrange for post-disaster trauma counseling for students and staff.

Identify follow-up activities that will be used to evaluate response.

OFFICE STAFF

Provide assistance to principal/designee, as needed.

Handle telephones.

Monitor radio emergency broadcasts and communications.

Assist with health emergencies, as needed.

Set up Student Release tables, if needed.

Serve as messengers.

TEACHERS

Supervise students in their charge.

Direct evacuation of students to inside or outside assembly areas, in accordance with signals, warning, written notification or PA orders.

Take attendance when class relocates to another assembly area.

Report missing students to principal/designee.

Send students in need of first aid to school nurse or person trained in first aid. Acquire assistance for those who are injured and need to be moved.

INSTRUCTIONAL ASSISTANTS/AIDES

Assist teacher, as needed.

Maintain order in classroom and during evacuation.

CUSTODIANS/MAINTENANCE PERSONNEL

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

BUS DRIVERS

Supervise the care of children if disaster occurs while they are in bus.
Transfer students to a new location when directed.
In the event of a medical emergency, call 911 and follow school's guidelines on notification.

NURSES/HEALTH ASSISTANTS

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

OTHER SCHOOL EMPLOYEES

Report to principal/designee for directions.

D. EMERGENCY ACTIONS = ALERT LEVEL PROCEDURES

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

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

COMMON EMERGENCY ACTIONS	
ALL CLEAR Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.	SHELTER IN PLACE Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants.
EVACUATION The orderly movement of students and staff from school buildings to another area when conditions outside are safer than inside.	INTRUDER RESPONSE Initiated when there is an immediate or imminent threat to occupants of a school building and movement within will put students and staff and jeopardy. Lockdown involves a “no one in, no one out” scenario.
HEIGHTENED SECURITY Heightened security measures should be enacted when there is an indicator or threat of violence that is outside the school.	
SPECIALIZED EMERGENCY ACTIONS	
CONVERT SCHOOL Initiated when a requirement exists during a disaster for shelter operations.	DIRECTED TRANSPORTATION Implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from an area of danger to an area of lesser danger.
OFF-SITE EVACUATION Implemented when it is unsafe to remain on the campus, and evacuation to an offsite assembly area is required.	REVERSE EVACUATION Initiated if an incident occurs while students are outside and conditions are safer inside the building.
STUDENT RELEASE Instructs staff to prepare for releasing students from school during the academic day.	TAKE COVER Instructs staff and students to move to and take refuge in the best-shielded areas within the school buildings.

EMERGENCY ACTION

ALL CLEAR

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

- **SHELTER IN PLACE**
- **EVACUATION and REVERSE EVACUATION**
- **INTRUDER RESPONSE and HEIGHTENED SECURITY**
- **TAKE COVER**

ANNOUNCEMENT:

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

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

2. Use messengers with oral or written word as an alternate means of staff notification.

3. Ensure parents are notified, if appropriate.

PRINCIPAL/DESIGNEE ACTIONS:

Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.

Make the **ALL CLEAR** announcement.

When appropriate send home with students, a brief written description of the incident, how it was handled, and what steps are being taken in its aftermath.

STAFF ACTIONS:

As soon as the ALL CLEAR announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.

Ensure parents are notified, if appropriate.

EMERGENCY ACTION

EVACUATION

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

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

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

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

ANNOUNCEMENT:

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

Example: **"Attention please. We need to institute an EVACUATION of all buildings. Staff are to take their students to their designated Assembly Area. Students please remain with your teacher."**

3. Implement Special Needs Evacuation Plan (see Emergency Plan for Students with Special Needs).
4. Use messengers with oral or written word to deliver additional instructions to Staff in hold areas.

PRINCIPAL/DESIGNEE:

Designate an Assembly Area which is a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.

When clearance to return to the buildings is determined or received from appropriate agencies, announce ALL CLEAR to return to classrooms and resume school activities.

When appropriate send home with students, a brief written description of the incident, how it was handled, and what steps are being taken in its aftermath.

STAFF ACTIONS:

Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.

Take the classroom backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.

Remain in the Assembly Area until further instructions are given.

Wait for another ACTION or the ALL CLEAR instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

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

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

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

To evacuate individuals using crutches, canes or walkers

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

To evacuate individuals using wheelchairs

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

See ERIP Website.

EMERGENCY ACTION INTRUDER RESPONSE (former high level lockdown)

INTRUDER RESPONSE is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **INTRUDER RESPONSE** is used to prevent intruders from entering occupied areas of the building. The concept of **INTRUDER RESPONSE** is a “no one in, no one out” scenario. During **INTRUDER RESPONSE**, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Staff and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **INTRUDER RESPONSE** is not normally preceded with any warning. This **ACTION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Unidentified intruder

INTRUDER RESPONSE differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

ANNOUNCEMENT:

Make an announcement in person directly or over the public address system to implement the code word/phrase utilized to activate lockdown procedures.

Run/Hide/Fight

When security and prevention measures fail and a shooter is in your facility; you have only three response options or what’s known as “**Run/Hide/Fight**.”

1. **Run** - Run away from the shooter
2. **Hide** - Keep the shooter out of your room or facility
3. **Fight** - Fight back against the shooter

Run

If you cannot lock the shooter out of your location, attempt to help staff. Get out of the area by running away.

An example of when to implement a “Run” approach may be if you are in the cafeteria when a shooter enters. Since the shooter is already in the cafeteria there is no point in attempting to implement a “Hide”; so you order staff to run out through the kitchen and side exit.

Note: Using the **Run/Hide/Fight** approach, the Run approach should be implemented using a secondary exit (ground floor windows or exits) if the attacker attempts to defeat the lockdown. If Run is not an option, the Fight approach should be implemented as soon as the attacker attempts entry. This includes reaching through a defeated vision panel.

Hide

While no location can offer total protection from a shooter, implementing a “lockdown” inside a securable location provides some degree of protection. The purpose of a lockdown is to delay or slow down the shooter's progress until law enforcement arrives.

While locking the door is a vital component, there are methods of reinforcing the lockdown that can further deter an attacker. These methods are called target hardening and can include:

- **Barricading doors:** use desks, chairs, shelves, etc. Note, barricades are most effective if the door opens towards the barricade. However, even if the door opens away from the barricade (usually into the hallway), stacked objects can delay and possibly deter an attacker.
- **Tying off doors:** This action limit the attackers ability to open doors; even if they are unlocked. Generally, tying off doors is used to reinforce doors that open out (towards the hallway) where barricades have limited value. There several methods ways to tie off doors and more than one should be attempted:
 1. Tie one end of a belt or electric cord around the handle and secure the other end around a corner and out of site. If the end cannot be secured, have several people hold it, while around a corner and out of site. This will reinforce any type of door.
 2. For handicap accessible handles (levers that are pushed downward to open the door), chair or stool legs may be wedged between the handle and door, with at least 1/4 of the chair extending beyond the doorframe. When the door is pulled to open, the chair catches on the door frame.
 3. Doors that have folding hinges above the door may be reinforced by tying the folding hinge tightly so that it cannot expand and allow the door to open.

Fight

If the attacker is in your immediate area and blocking your path and there is no way you can Run or Hide; You must then fight back against the shooter using any available means.

When fighting back, use any available weapon such as a fire extinguisher, chair or even books.

The Fight option is to be used as a last resort.

The Fight option is no different than any other emergency, staff and administrators must take charge and provide clear direction.

For instance, if the Hide option is failing, and Run is required through a ground floor window, it is imperative that supervisors/managers direct staff. This direction should include not just to climb out the window, but where to go next.

If the Fight option is required, supervisors/managers should prepare staff with clear and confident instructions. Should an attacker be attempting to defeat a lockdown and running is not possible, the supervisors/managers should order staff to grab books and chairs and to throw anything and everything they can find at the attacker should he attempt to enter the area.

PRINCIPAL/DESIGNEE ACTIONS:

Make the announcement.

Call 911. Provide location, status of campus, and all available details of the situation.

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.

When appropriate send home with students, a brief written description of the incident, how it was handled, and what steps are being taken in its aftermath.

STAFF ACTIONS:

Immediately lock doors and instruct students to lie down on the floor.
Close shades and/or blinds if it appears safe to do so.
Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.

See ERIP Website.

EMERGENCY ACTION HEIGHTENED SECURITY (former low level lockdown)

Heightened security measures should be enacted when there is an indicator or threat of violence that is outside the school. If the threat is already inside the school, implement intruder response plans. Heightened security measures are designed to compartmentalize the school, making entry access to occupants more difficult.

PRINCIPAL/DESIGNEE ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff.
- Consider the following:
 - Are students and staff outside?
 - What entrances need to be secured and monitored?
 - Should teaching continue in secured classrooms or should all efforts focus on denying access?
- Recall all staff and students outside the school.
- Announce the need to restrict hallway access and order students to return to their classrooms.
- Establish a command post.
- Secure all entrances.
- Establish communications with law enforcement.
- Delegate a Staff Member/SRO to monitor entrances and parking lots (from inside).
- Inform staff of situation and review intruder response plans in case the situation escalates.
- Develop plans to accommodate persons with special needs, restroom breaks and meals in case the event lasts for over an hour.

STAFF ACTIONS:

- If students are outside, initiate **REVERSE EVACUATION**.
- Report missing students to the office/command post.
- Keep students calm.
- Once students are inside the classroom, restrict hallway access and implement **heightened security/intruder response** as needed/directed. Secure door, close all curtains and blinds.
- Review Intruder Response plans in case the situation escalates.
- Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of law enforcement/students/etc.
- Remain with students until **ALL CLEAR** is given.

See ERIP Website.

EMERGENCY ACTION

SHELTER IN PLACE

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

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

ANNOUNCEMENT:

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

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

PRINCIPAL/DESIGNEE ACTIONS:

Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.

Make arrangements for central HVAC shutdown, as necessary.

When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that the normal school routine can resume.

TEACHER and STAFF ACTIONS:

Immediately clear students from the halls. Stay away from all doors and windows.

Keep all students in the classroom until further instructions are received. Assist those needing special assistance.

Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.

Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS:

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

See ERIP Website.

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

ANNOUNCEMENT:**During School Hours**

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

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

Other than School Hours

2. Use the school notification system to notify all school employees.

PRINCIPAL/DESIGNEE ACTIONS:**During School Hours**

Dismiss all classes or, if the situation dictates, hold students at school for temporary care. Convert the school into an emergency hospital, vaccination station (operated by the Department of Health and Social Services), temporary or community shelter (operated by the Division of Social Services or American Red Cross.)
When converting the school to an emergency hospital or vaccination station, follow the guidance and directions of the medical personnel upon their arrival.

Other than School Hours

Alert school employees through the school notification system.
Suspend scheduled classes. Use Telephone Alert System and Parent Notification System. Notify District Office for assistance by other means.
Convert the school into an emergency hospital, vaccination station (operated by the Department of Health and Social Services), temporary or community shelter (operated by the Division of Social Services or American Red Cross.)
When converting the school to an emergency hospital or vaccination

See ERIP Website.

EMERGENCY ACTION

DIRECTED TRANSPORTATION

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

- Chemical accident
- Fire
- Flood

ANNOUNCEMENT:

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

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

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Notify parents, if time permits.

PRINCIPAL/DESIGNEE ACTIONS:

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

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

STAFF ACTIONS:

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

BUS DRIVER ACTIONS:

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

STUDENT ACTIONS:

Remain quiet and seated while on the bus.
Keep head, hands, backpacks, etc. away from the open windows.
Stay together at the alternate site. Remain calm.

Report any injuries or problems to Staff or staff members.

To evacuate by other vehicles

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

Drivers should take the safest route to the pre-identified evacuation sites.

Account for all students before transportation occurs and after arrival at the safe site.

See ERIP Website.

EMERGENCY ACTION

OFF-SITE EVACUATION

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety.

OFF-SITE EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Tornado

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

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

ANNOUNCEMENT:

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

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

PRINCIPAL/DESIGNEE ACTIONS:

Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.

Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Notify District Office

When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.

When appropriate send home with students, a brief written description of the incident, how it was handled, and what steps are being taken in its aftermath.

STAFF ACTIONS:

Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.

If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.

Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/Designee.

Ensure all medical emergency information is transported to offsite location.

Remain in place until further instructions are given.

See ERIP Website.

EMERGENCY ACTION

REVERSE EVACUATION

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

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

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

ANNOUNCEMENT:

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

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

PRINCIPAL/DESIGNEE ACTIONS:

Determine a safe inside location on the school campus for students, staff, parents, visitors, and contractors when the emergency occurs.

When clearance is determined or received from appropriate agencies that it is safe to be outdoors, announce **ALL CLEAR** to resume school activities.

When appropriate send home with students, a brief written description of the incident, how it was handled, and what steps are being taken in its aftermath.

STAFF ACTIONS:

Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.

Take attendance when the class is reassembled in the classroom. Report attendance to the Principal/Designee.

Remain in the classroom until further instructions are given.

Wait for another ACTION or the **ALL CLEAR** instruction to return to normal class routine.

See ERIP Website.

EMERGENCY ACTION

STUDENT RELEASE

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

FOUR STEPS FOR STAFF

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

FOUR STEPS FOR PARENTS

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

PRINCIPAL/DESIGNEE ACTIONS:

Set up Incident Command Post (ICP).

Notify staff of school evacuation and communicate that this is not a drill.

Designate the Student Assembly Area or direct Staff to a pre-designated spot. Analyze situation; re-evaluate evacuation location to determine if students should be moved.

Determine medical and assistance needs.

Reassess as situation changes. Reassign school safety teams as needed.

Keep staff informed as to status of missing students.

TEACHER and STAFF ACTIONS:

Evacuate students to designated area, with students grouped as determined by district or school site.

Take roll by distributing pre-labeled nametags to each student.

Report population assessment to Incident Commander by holding up green or red card. Mark undistributed nametags with student status beside name:

A = Absent

M = Medical; students taken to the First Aid station

U = Missing/Unaccounted

Send undistributed nametags to the Student Request Table.

Organize students. Monitor students' medical and emotional condition.

Extra staff should partner for other assigned duties; report to Command Post.

TEAM ASSIGNMENTS

STUDENT RELEASE TEAM:

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

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

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

PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):

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

CRISIS INTERVENTION COUNSELOR (Nurse/School Counselor):

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

RUNNERS (Staff, students and/or parent volunteers):

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

See ERIP Website.

EMERGENCY ACTION

TAKE COVER

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

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

Enemy Attack

ANNOUNCEMENT:

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

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

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

Natural Disasters

ANNOUNCEMENT:

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

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

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

PRINCIPAL/DESIGNEE ACTIONS:

Give clear instructions, remain calm and convey reassurance.

When clearance is received from appropriate agencies, give another ACTION instruction or the **ALL CLEAR** to indicate that the normal school activities can resume.

When appropriate send home with students, a brief written description of the incident, how it was handled, and what steps are being taken in its aftermath.

See ERIP Website.

E. EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the 38 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School
- Aircraft Crash
- Air Pollution Alert
- Allergic Reaction
- Animal Disturbance
- Biological Agent Release
- Bomb Threat
- Bus Accident
- Chemical Accident (offsite)
- Chemical Accident (onsite)/Gas Leak
- Civil Disturbance
- Criminal Act
- Death of a Student/Staff
- Earthquake
- Explosion
- Fire (offsite)
- Fire (onsite)
- Flood
- Hostage Situation
- Intruder
- Irrational Behavior
- Medical Emergency
- Missing Student/Kidnapping
- Motor Vehicle Crash
- National Terrorism Advisory System
- Pandemic Influenza
- Poisoning / Contamination
- Public Demonstration
- Sexual Assault
- Shooting
- Storm/Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Threats/Assaults
- Tsunami
- Utility Failure
- Weapon

INCIDENTS OF VIOLENCE ON CAMPUS

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

WITHIN 24 HOURS

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

WITHIN 48-72 HOURS

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

WITHIN THE FIRST MONTH

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

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident.

PRINCIPAL/DESIGNEE ACTIONS:

- Provide appropriate medical attention. Call 911, if needed.
- Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.
- Contact parents, guardians to seek appropriate follow-up services, if needed.

STAFF ACTIONS:

- Report accident to principal and school office.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Technicians arrive.
- For relatively minor incidents, take students to school office or school nurse for assistance.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

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

Aircraft crashes into the school

PRINCIPAL/DESIGNEE ACTIONS:

Call 911.

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.

Notify District Office, who will contact the Office of Emergency Services.

Arrange for first aid treatment and removal of injured occupants from building.

Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine extent of injuries.

Do not re-enter building until the authorities provide clearance to do so.

STAFF ACTIONS:

Notify Principal/Designee.

Move students away from immediate vicinity of the crash.

EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster and classroom backpack.

Check school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the Principal /Designee and emergency response personnel.

Maintain control of the students a safe distance from the crash site.

Care for the injured, if any.

Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

Aircraft crashes near school

PRINCIPAL/DESIGNEE ACTIONS:

Call 911.

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Initiate SHELTER IN PLACE, if warranted.

Initiate REVERSE EVACUATION for students and staff outside or direct them to designated area until further instructions are received.

Ensure that students and staff remain at a safe distance from the crash.

Notify District Office, who will contact the Office of Emergency Services.

Fire department and police officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do.

STAFF ACTIONS:

Notify Principal/Designee.

Move students away from immediate vicinity of the crash.

Remain inside with students unless subsequent explosions or fire endanger the building.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE

AIR POLLUTION ALERT

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

PRINCIPAL/DESIGNEE ACTIONS:

Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.

Meet with physical education Staff and other Staff directing strenuous activity programs and determine alternate programs available during an air pollution episode.

When notified by the district office or news media of an air pollution alert, inform all staff to keep students indoors and minimize physical activity.

Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.

Instruct staff to minimize strenuous physical activity.

Cancel any events that require the use of vehicles.

Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

Remain indoors with students.

Minimize physical activity.

Keep windows and doors closed.

Resume normal activities after the All Clear signal is given.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE

ALLERGIC REACTION

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

PRINCIPAL/DESIGNEE ACTIONS:

If imminent risk, call 911 (always call 911 if using “Epi” pen).

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Notify parent or guardian.

Administer medication, by order of a doctor, if appropriate;

Apply ice pack to affected area, keep victim warm or take other actions as indicated.

Observe for respiratory difficulty.

Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

STAFF ACTIONS:

If imminent risk, call 911.

Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).

Notify Principal/Designee.

Assist in getting “Epi” (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).

If an insect sting, remove stinger immediately.

Assess situation and help student/staff member to be comfortable.

Move student or adult for safety reasons only.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

Keep an “Epi” pen in the nurse’s office and notify staff as to location.

Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

Provide bus drivers with information sheets for all known acute allergic reactors.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE

ANIMAL DISTURBANCE

If there is a suspected rabid or uncontrollable animal on campus, implement this procedure to ensure the safety of the students and staff.

PRINCIPAL/DESIGNEE ACTIONS:

Isolate the students from the animal. Close and lock doors as a means to isolating the animal.

If the animal is outside, keep students inside and institute a LOCKDOWN.

If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal. Contact the Kent County Society for the Prevention of Cruelty to Animals (SPCA) for assistance in removing the animal.

If the animal injures anyone, seek medical assistance from the school nurse.

Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

If the animal is outside, keep students inside. Lock doors and keep students away from the windows.

If the animal is inside, EVACUATE students to a sheltered area away from the animal.

Notify the principal if there are any injuries.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE

BIOLOGICAL AGENT RELEASE

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

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

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

Outside the building

PRINCIPAL/DESIGNEE ACTIONS:

Initiate **SHELTER IN PLACE**.

Shut off HVAC units.

Move to central location where windows and doors can be sealed with duct tape.

Call 911. Provide location and nature of the emergency and school actions taken.

Notify District Office of the situation.

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Turn on a battery-powered commercial radio and listen for instructions.

Remain inside the building until the Department of Natural Resources and Environmental Control (DNREC), Division of Public Health or Fire Department determines it is safe to leave.

Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

Notify Principal/Designee.

Move students away from immediate vicinity of danger (if outside, implement **REVERSE EVACUATION**).

Segregate individuals who have been contaminated from unaffected individuals. Send affected individuals to a designated area for medical attention.

Follow standard student assembly, accounting and reporting procedures.

Inside the building

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

Wash affected areas with soap and water.

Immediately remove and contain contaminated clothing

Do not use bleach on potentially exposed skin.

Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

PRINCIPAL/DESIGNEE ACTIONS:

Initiate EVACUATION of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.

Move up-wind from the potential danger.

Call 911. Provide exact location and nature of emergency.

Designate staff to isolate and restrict access to potentially contaminated areas.

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Wait for instructions from emergency responders— Division of Public Health, Department of Natural Resources and Environmental Control (DNREC), or Fire Department.

Notify District Superintendent of the situation.

Arrange for immediate psychological counseling for students and staff.

Wait to return to the building until it has been declared safe by local HazMat Team or appropriate agency.

STAFF ACTIONS:

Notify Principal or Designee.

Segregate individuals who have been contaminated from unaffected individuals.

Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.

Follow standard student assembly, accounting and reporting procedures.

Prepare a list of those who are in the affected area to provide to emergency response personnel.

ADDITIONAL STEPS FOR THE SCHOOL:

An evacuation is rarely the safest initial response to a bomb threat. Follow instructions and try to keep your students calm. It is likely that teachers and staff will be asked to search their own areas.

In the event that the school receives a bomb threat by telephone, keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Checklist.

- Call 911.
- If you received the threat, preserve the threat (email, note, etc.) and notify the office.
- Be prepared to communicate all known data regarding the threat to police.
- If the threat was called in, complete Bomb Threat Call Sheet.
- School Safety Team Members may be assigned search areas. Teachers and staff will search own areas.

PRINCIPAL/DESIGNEE ACTIONS:

- Call 911.
- Implement Heightened Security procedures and restrict student movement.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the District Office of the situation.
- Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

Search instructions for assigned areas:

- Do not turn on lights or disturb anything in the room.
- Divide area to be searched in half (based on content, not size).
- Listen for "ticking" or "clockwork" sounds - If a sound is heard attempt to visually locate it.
- NEVER touch a ticking item. If you cannot locate the ticking device and have concerns it may be dangerous, evacuate the room and follow the suspicious object instructions below.
- Search your half of the room waist height (around 3 feet) and below first.
- Search your half of the room above waist height second.

If a suspicious object/device is located:

- Notify teachers and staff and have them prepare for evacuation.
- Do NOT touch the object.
- Person who located the object reports to the Incident Commander. (Incident Commander will notify the authorities and recall other search teams)
- Secure the area where the item was located, but do not guard it (stay away from the item). If possible and can be done on the way out of the area, open doors and windows near the item.
- Facility Leader will determine evacuation route and rally point.

- Search teams will re-deploy to search evacuation routes and paths to rally point.
- When routes are cleared, assist in evacuation as needed.

BOMB THREAT CHECKLIST

To be completed by person receiving the call

CALL RECEIVED BY: _____ DATE _____ TIME _____

NUMBER CALL RECEIVED ON: _____ LENGTH OF CALL: _____

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

- | | |
|----------------------------------|-----------------------------|
| • What time is the bomb set for? | • Where has it been placed? |
| • _____ | • _____ |
| • What does it look like? | • Why are you doing this? |
| • _____ | • _____ |
| • Who are you? | • What kind of bomb is it? |
| • _____ | • _____ |
| • What will cause it to explode? | • Did you place the bomb? |

Words used by caller: _____

Description of caller:

<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Adult	<input type="checkbox"/> Juvenile	Estimate age of caller: _____
Other notes: _____				

Voice characteristics:

<input type="checkbox"/> Loud	<input type="checkbox"/> Soft	<input type="checkbox"/> High Pitched	<input type="checkbox"/> Deep	Other: _____
<input type="checkbox"/> Raspy	<input type="checkbox"/> Nasal	<input type="checkbox"/> Intoxicated	<input type="checkbox"/> Pleasant	_____

Speech:

<input type="checkbox"/> Rapid	<input type="checkbox"/> Ragged	<input type="checkbox"/> Disguised	<input type="checkbox"/> Stutter	<input type="checkbox"/> Deep Breathing	<input type="checkbox"/> Clearing Throat
<input type="checkbox"/> Slow	<input type="checkbox"/> Slurred	<input type="checkbox"/> Normal	<input type="checkbox"/> Laughing	<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Whisper
<input type="checkbox"/> Lisp	Other: _____				

Manner:

<input type="checkbox"/> Calm	<input type="checkbox"/> Foul	<input type="checkbox"/> Irrational	<input type="checkbox"/> Incoherent	<input type="checkbox"/> Crying	<input type="checkbox"/> Laughing
<input type="checkbox"/> Angry	<input type="checkbox"/> Emotional	<input type="checkbox"/> Excited	<input type="checkbox"/> Deliberate	<input type="checkbox"/> Coherent	<input type="checkbox"/> Righteous

Language:

<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	Use of certain phrases: _____

Accent:

<input type="checkbox"/> Local	<input type="checkbox"/> Foreign	<input type="checkbox"/> Regional	Other: _____
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Background Noises:

<input type="checkbox"/> Airplane	<input type="checkbox"/> Industrial Machines	<input type="checkbox"/> Static	<input type="checkbox"/> Street Traffic	<input type="checkbox"/> PA System	<input type="checkbox"/> Music
<input type="checkbox"/> TV	<input type="checkbox"/> Office Machines	<input type="checkbox"/> Voices	<input type="checkbox"/> Trains	<input type="checkbox"/> Quiet	<input type="checkbox"/> Motors
<input type="checkbox"/> Local	<input type="checkbox"/> Long Distance	<input type="checkbox"/> Clear	<input type="checkbox"/> Phone Booth	<input type="checkbox"/> House Noise	<input type="checkbox"/> Animals
<input type="checkbox"/> Party Scene	Other: _____				

EMERGENCY RESPONSE

BUS ACCIDENT

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

PRINCIPAL/DESIGNEE ACTIONS:

Verify 911 has been called.

Notify District Office

Notify parents/guardians of all students on the bus as soon as accurate information is available.

Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.

Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

STAFF ACTIONS AT THE SCENE:

Call 911.

Notify Principal/Designee.

Implement basic first aid until Emergency Medical Technicians and/or Law Enforcement arrives and takes charge of the emergency.

Move all uninjured students to a safe distance from the accident if a hazardous condition exists.

Document the names of all injured students and their first aid needs.

BUS DRIVER:

Turn off power, ignition and headlights. Use safety lights, as appropriate.

Evaluate the need for evacuation.

Remain with the vehicle. Call 911.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE CHEMICAL ACCIDENT (offsite)

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

PERSON DISCOVERING SPILL:

- Alert others in immediate area to leave the area.
- Call 911.
- Close doors and restrict access to affected area.
- Notify Principal/Designee.
- DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/DESIGNEE ACTIONS:

Notify Fire Department, Department of Natural Resources and Environmental Control (DNREC), and Division of Public Health. Provide the following information:

- School name and address, including nearest cross street(s)
- Location of the spill and/or materials released
- Characteristics of spill (color, smell, visible gases)
- Name of substance, if known
- Injuries, if any

Notify Maintenance/Building and/or Grounds Staff.

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Determine whether to implement **SHELTER IN PLACE**, **EVACUATION** and/or **STUDENT RELEASE**.

Post a notice at main school entrance doors stating location of alternate school site.

Notify District Office of school status and location of alternate school site.

STAFF ACTIONS:

If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material to seal air leaks.

If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.

If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.

Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify Principal/Designee of any missing students.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE

CHEMICAL ACCIDENT/GAS LEAK

This incident could be the result of spilled chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff.

PERSON DISCOVERING SPILL:

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

PRINCIPAL/DESIGNEE ACTIONS:

- Call 911
- Notify Fire Department, DNREC and the Division of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released; name of substance, if known
 - Characteristics of spill (color, smell, visible gases)
 - Injuries, if any
 - Your name and telephone number
- Have Maintenance/Building and/or Grounds Staff shut off mechanical ventilating systems.
- Notify utility Company if Gas Leak.
- Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.
- If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice at the main school entrance doors stating location of alternate school site.
- Notify District Office of school status and location of alternate site.
- When appropriate send home with students, a brief written description of the incident, how it was handled, and what steps are being taken in its aftermath.

STAFF ACTIONS:

- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and classroom backpack. Verify that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- Upon arrival at evacuation site, take roll and report attendance to Principal/Designee immediately.
- Notify emergency response personnel of any missing students.
- Do not return to the building until emergency response personnel have determined it is safe.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE

CIVIL DISTURBANCE

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

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

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

Inside School

PRINCIPAL/DESIGNEE ACTIONS:

If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
Set up a communication exchange with the students, staff and principal. Try to restore order.
If unable to calm students and violent or uncontrolled behavior is probable, notify police of situation and request assistance.
When appropriate send home with students, a brief written description of the incident, how it was handled, and what steps are being taken in its aftermath.

STAFF ACTIONS:

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

Outside of School

PRINCIPAL/DESIGNEE ACTIONS:

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE

CRIMINAL ACT

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

PRINCIPAL/DESIGNEE ACTIONS:

Call 911.

Identify all parties involved (if possible). Identify witnesses, if any.

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the Principal/Designee when finished.

If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.

If the incident involves a student, notify the parents or guardians.

Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.

Let police obtain specific details about the crime, following student interview protocols.

Notify District Office, if appropriate.

STAFF ACTIONS:

Care for the victim. Provide any medical attention needed.

Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive.

Notify Principal/Designee.

ADDITIONAL STEPS FOR THE SCHOOL:

A student's or staff member's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations a Principal/Designee will face. A communications strategy developed in advance of such tragedy will help the Principal/Designee know what to say to the student's family and the school community.

PRINCIPAL/DESIGNEE ACTIONS:

Call 911.

Notify the District Office.

Verify the death and obtain as much information about it as possible.

Contact the student or staff member's family or visit the home to offer condolence and support.

Obtain information about the funeral/memorial service. Respect their wishes.

Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.

If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.

Meet with staff/crisis team as soon as possible so that everyone understands the response plan.

Determine whether additional resources are needed and make appropriate requests.

Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.

Develop a plan for notifying other students/staff and sharing information about availability of support services. Do not use the public address system.

Go to each of the student's/staff classes and notify his/her classmates in person.

Prepare a parent/guardian information letter and distribute it to students at the end of the day.

Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.

Make arrangements with the family to remove the student's personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.

Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

Continue to monitor staff and students for additional supportive needs.

STAFF ACTIONS:

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

Continue to monitor students for additional supportive needs.

ADDITIONAL STEPS FOR THE SCHOOL:

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

The major threat of injury during an earthquake is from falling objects, broken glass and other debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

Inside Building

PRINCIPAL/DESIGNEE ACTIONS:

- Call 911.
- Ensure Building has been evacuated.
- Report building damage and suspected breaks in utility lines or pipes to emergency responders.
- Post staff a safe distance from building entrances to assure no one re-enters.
- Notify District Office of school and personnel status.
- Establish PIO function.
- Do NOT enter the building until it is determined to be safe by a licensed building inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- Have students lie on the ground and cover their heads. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.
- After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and classroom backpack.
- Check attendance at the assembly area. Report any missing students to the Principal/Designee.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks
- Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to the Principal/Designee.

Stay alert for aftershocks.
Keep a safe distance from any downed power lines.
Do NOT re-enter building until it is determined to be safe.
Follow instructions of the Principal/Designee.

PRINCIPAL/DESIGNEE ACTIONS:

Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
Do NOT enter the building until it is determined to be safe by a licensed building inspector.
Confer with District Superintendent if damage is apparent, to determine the advisability of closing the school.
Call 911 and utility company to advise them of suspected breaks in utility lines or pipes.
If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
Notify District Office, who will activate the PIO function.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE

EXPLOSION

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

Inside School

PRINCIPAL/DESIGNEE:

Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building.
Call 911. Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.
Secure area to prevent unauthorized access until the Fire Department arrives.
Notify the District Office of school status.
Notify emergency response personnel of any missing students.
Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
Determine if **STUDENT RELEASE** should be implemented. If so, notify staff, students and parents.
If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by a licensed building inspector.

STAFF ACTIONS:

Have students lie on the floor and cover their heads until further instructions are received.
Render first aid as necessary.
EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
Verify all students have vacated the building. Remain with students throughout evacuation process.
Upon arrival at assembly area, check attendance. Report status to Principal/Designee immediately.
Do not return to the building until the emergency response personnel determine it is safe to do so.

Outside School

PRINCIPAL/DESIGNEE:

Determine whether **REVERSE EVACUATION** should be implemented.
Call 911. Provide school name, address, exact location of explosion if known, your name and phone number and nature of the emergency.
Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.
Secure area to prevent unauthorized access until the Fire Department arrives.
Advise the District Superintendent of school status.
Notify emergency response personnel of any missing students.
If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by a licensed building inspector.

Determine if **STUDENT RELEASE** should be implemented. If so, notify staff, students and parents

STAFF ACTIONS:

Have students lie on the ground and cover their heads until further instructions are received.

Render first aid as necessary.

Initiate **REVERSE EVACUATION**.

Upon arrival at assembly area, verify all students are present by checking attendance. Report status to Principal/Designee immediately.

Remain with students throughout reverse evacuation process.

Do not go outside until the emergency response personnel determine it is safe to do so.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE

FIRE (offsite)

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

PRINCIPAL/DESIGNEE ACTIONS:

Determine if **EVACUATION** of school site is necessary.

Call 911 to determine the correct action for your school site.

If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION** and **DIRECTED TRANSPORTATION** by bus.

Direct inspection of premises to assure that all students and personnel have vacated the building. Notify the District Office where the school has relocated and post a notice at the main school entrance doors stating the new location.

Monitor the radio for information.

Do not return to the building until it has been inspected and determined safe by proper authorities.

Contact 911 once evacuation is complete.

STAFF ACTIONS:

If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.

Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment. Take attendance at the assembly area. Report any missing students to the Principal/Designee and emergency response personnel.

Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

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

Within School Building

PRINCIPAL/DESIGNEE ACTIONS:

Sound the fire alarm to implement **EVACUATION** of the building.
Immediately **EVACUATE** the school using the primary or alternate fire routes.
Call 911.
Direct staff to be sure all students and personnel have vacated the building.
Ensure that access roads are kept open for emergency vehicles.
Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions
Notify District Office of situation.
Notify appropriate utility company of suspected breaks in utility lines or pipes.
If needed, notify bus dispatch for **OFF-SITE EVACUATION** by **DIRECTED TRANSPORTATION**.
Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

EVACUATE students from the building using primary or alternate fire routes. Take classroom backpack. Maintain control of the students at a safe distance from the fire and firefighting equipment.
Take attendance. Report missing students to the Principal/Designee and emergency response personnel.
Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

ADDITIONAL STEPS FOR THE SCHOOL:

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

PRINCIPAL/DESIGNEE ACTIONS:

- Determine if evacuation is required.
- Notify local law enforcement of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- Delegate staff to assure that all students have been evacuated.
- Issue **DIRECTED TRANSPORTATION** instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice at the main entrance doors stating where the school has relocated.
- Monitor AM radio weather station WDEL 1150 for flood information.
- Notify District Office of school status and action taken.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

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

Flood while on bus**BUS DRIVER ACTIONS:**

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

EMERGENCY RESPONSE **HEIGHTENED SECURITY**(former low level lockdown)

Heightened security measures should be enacted when there is an indicator or threat of violence that is outside the school. If the threat is already inside the school, implement intruder response plans.

Heightened security measures are designed to compartmentalize the school, making entry access to occupants more difficult.

PRINCIPAL/DESIGNEE ACTIONS:

Assess the type of threat to determine the level of risk to the safety of students and staff. Consider the following:

- Are students and staff outside?

- What entrances need to be secured and monitored?

- Should teaching continue in the secured classrooms or should the situation be treated as a **LOCKDOWN**?

Recall all staff and students outside the school.

Announce the need to restrict hallway access and order students to return to their classrooms.

Establish a command post.

Secure all entrances

Establish communications with law enforcement

Delegate a Staff Member/SRO to monitor entrances and parking lots (from inside)

Inform staff of situation and review intruder response plans in case situation escalates

Develop plans to accommodate persons with special needs, restroom breaks and meals in case the event lasts for over an hour

STAFF ACTIONS:

If students are outside, initiate **REVERSE EVACUATION**

Report missing students to the office/command post.

Keep students calm

Once students are inside the classroom, restrict hallway access and implement **LOCKDOWN** as needed/directed. Secure door, close all curtains and blinds.

Review Intruder Response plans in case the situation escalates

Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of law enforcement/students/etc.

Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE

HOSTAGE SITUATION

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

PRINCIPAL/DESIGNEE ACTIONS

Call 911. Provide all known essential details of the situation:

- Number of hostage takers and description

- Type of weapons being used

- Number and names of hostages

- Any demands or instructions the hostage taker has given

- Description of the area

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Have school liaison/School Resource Officer work with responding officers to establish an assembly area away from the hostage situation.

Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.

Secure exterior doors from outside access.

When law enforcement arrives, assist with conducting an orderly evacuation of students and staff from the hostage situation.

Gather information on students and/or staff involved and provide the information to law enforcement. If the parent of a student is involved, gather information about the child and the parent.

Identify media staging area, if appropriate. Implement a hotline for parents.

Provide recovery counseling for students and staff.

STAFF ACTIONS:

Assist in evacuating students to a safe area away from the danger or implement a **LOCKDOWN**.

Notify Principal/Designee.

Account for all students.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE INTRUDER RESPONSE (former high level lockdown)

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement is an example of signage that should be used:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

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

Run/Hide/Fight

When security and prevention measures fail and an intruder is in your facility; you have only three response options or what's known as "**Run/Hide/Fight.**"

1. **Run** - Run away from the intruder
2. **Hide** - Keep the intruder out of your room or facility
3. **Fight** - Fight back against the intruder

Run

If you cannot lock the intruder out of your location, attempt to help staff. Get out of the area by running away.

An example of when to implement a "Run" approach may be if you are in the cafeteria when an intruder enters. Since the intruder is already in the cafeteria there is no point in attempting to implement a "Hide"; so you order staff to run out through the kitchen and side exit.

Note: Using the **Run/Hide/Fight** approach, the Run approach should be implemented using a secondary exit (ground floor windows or exits) if the attacker attempts to defeat the lockdown. If Run is not an option, the Fight approach should be implemented as soon as the attacker attempts entry. This includes reaching through a defeated vision panel.

Hide

While no location can offer total protection from an intruder, implementing a "lockdown" inside a securable location provides some degree of protection. The purpose of a lockdown is to delay or slow down the intruder's progress until law enforcement arrives.

While locking the door is a vital component, there are methods of reinforcing the lockdown that can further deter an attacker. These methods are called target hardening and can include:

- **Barricading doors:** use desks, chairs, shelves, etc. Note, barricades are most effective if the door opens towards the barricade. However, even if the door opens away from the barricade (usually into the hallway), stacked objects can delay and possibly deter an attacker.
- **Tying off doors:** This action limit the attackers ability to open doors; even if they are unlocked. Generally, tying off doors is used to reinforce doors that open out (towards the hallway) where barricades have limited value. There several methods ways to tie off doors and more than one should be attempted:

1. Tie one end of a belt or electric cord around the handle and secure the other end around

a corner and out of site. If the end cannot be secured, have several people hold it, while around a corner and out of site. This will reinforce any type of door.

2. For handicap accessible handles (levers that are pushed downward to open the door), chair or stool legs may be wedged between the handle and door, with at least 1/4 of the chair extending beyond the doorframe. When the door is pulled to open, the chair catches on the door frame.
3. Doors that have folding hinges above the door may be reinforced by tying the folding hinge tightly so that it cannot expand and allow the door to open.

Fight

If the attacker is in your immediate area and blocking your path and there is no way you can Run or Hide; You must then fight back against the intruder using any available means.

When fighting back, use any available weapon such as a fire extinguisher, chair or even books.

The Fight option is to be used as a last resort.

The Fight option is no different than any other emergency, staff and administrators must take charge and provide clear direction.

For instance, if the Hide option is failing, and Run is required through a ground floor window, it is imperative that supervisors/managers direct staff. This direction should include not just to climb out the window, but where to go next.

If the Fight option is required, supervisors/managers should prepare staff with clear and confident instructions. Should an attacker be attempting to defeat a lockdown and running is not possible, the supervisors/managers should order staff to grab books and chairs and to throw anything and everything they can find at the attacker should he attempt to enter the area.

PRINCIPAL/DESIGNEE ACTIONS:

Initiate **LOCKDOWN**.

Make contact with the intruder as to his or her purpose. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Attempt to be helpful. **Involve SRO if available.**

As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Tell the intruder to leave campus. Provide description and location of intruder.

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Attempt to keep the intruder in view until law enforcement arrives.

Take measures to keep subject away from students and building.

Designate a staff member to coordinate with law enforcement at their command post; provide a site map and building keys to law enforcement personnel.

Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced. Notify Principal/Designee. Provide description and location of the intruder. Visually inspect the

intruder for indications of a weapon.

Attempt to keep intruder in view until law enforcement arrives. Stay calm. Do not threaten the intruder.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE

IRRATIONAL BEHAVIOR

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

PRINCIPAL/DESIGNEE ACTIONS:

- Keep the individual under continuous adult supervision.

- Keep the individual on campus until parent/guardian has been notified.

- Arrange appropriate support services for necessary care of individual.

- If the individual actively displays dangerous behavior, or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).

- School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the Principal/Designee. The next steps may include:

 - Provide parents/guardian with the names and phone numbers of mental health resources

 - Recommend that the parents/guardians make immediate contact with a therapist.

 - Request that parents/guardian sign release forms to allow two-way communication between the school and the treating agency.

- Make a follow-up check with the treating agency, family and student as appropriate, to ensure that proper care has been arranged.

- Provide follow-up collaborative support for the student and parents/guardians (as indicated) within the School.

- Develop a safety plan prior to the student's return to school.

- Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- Take immediate action to isolate the individual and provide safety to the students. Do not leave the irrational individual alone.

- Notify Principal/Designee.

- Notify school nurse, school psychologist, counselor or social worker.

- Protect individual from injury.

ADDITIONAL STEPS FOR THE SCHOOL:

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

PRINCIPAL/DESIGNEE ACTIONS:**Universal Precautions
when Treating a Medical
Emergency**

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

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Assemble emergency care and contact information of victim.

Assign a staff member to remain with individual to monitor medical status.

Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.

Advise staff of situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

Assess the victim (ABC – Airway, Breathing, and Circulation). Call 911, if appropriate. Do not hang up until advised to do so by dispatcher.

Assess the scene to determine what assistance is needed. For relatively minor incidents, take students to school office or school nurse for assistance.

Direct students away from the scene of the emergency.

Notify Principal/Designee.

Stay calm. Keep individual warm with a coat or blanket.

School nurse should begin first aid until emergency medical personnel arrive. Do not move the individual unless there is danger of further injury.

Do not give the individual anything to eat or drink.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE MISSING/KIDNAPPED STUDENT

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

PRINCIPAL/DESIGNEE ACTIONS:

Verify information.

Call 911 and explain the situation.

Initiate **LOCKDOWN**.

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Notify District Office.

Assign staff to high-traffic areas to look for any unusual activity.

Assign staff to conduct an immediate search of the school campus/bus, as appropriate.

Gather information about student to provide to law enforcement authorities:

- photo

- home address

- parent contact numbers

- class schedule

- special activities

- bus route /walking information

Contact the parents/guardians of the student involved and maintain an open line of communication.

If case involves abduction, begin gathering witness information for law enforcement. Provide suspect information to law enforcement, if known.

Double-check circumstances:

Did someone pick up the student?

Could the student have walked home?

Is he or she at a medical appointment or another activity?

Assist law enforcement with investigation. Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order). Assure that all parties who know the student or have participated in the search are available to speak with law enforcement when they arrive.

Establish a Public Information Officer (PIO) function.

If missing during bus transportation, provide law enforcement with child's bus stop location and other nearby bus stops.

Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher.

When the child is found, contact all appropriate parties as soon as possible.

Arrange for counseling of students, as needed.

STAFF ACTIONS:

Confirm that student attended school that day. Notify Principal/Designee.

Provide description of the student, including height, weight, clothing worn that day, backpack, vehicle information, where last seen and when.

Bring all students indoors. Immediately lock exterior access to the school and secure the campus.

Do not let any individuals leave. Do not let unauthorized individuals come onsite.

Take attendance in the classroom and report any other missing students to the office.

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

PRINCIPAL/DESIGNEE ACTIONS:

Call 911.

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.

Arrange for first aid treatment and removal of injured occupants from building and/or vehicle.

Secure area to prevent unauthorized access until emergency responders arrive.

Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine extent of injuries.

Notify District Office.

STAFF ACTIONS:

Notify Principal/Designee.

Move students away from immediate vicinity of the crash.

EVACUATE students to a safe assembly area away from the crash scene. Take class roster and classroom backpack.

Check school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the Principal/Designee and emergency response personnel.

Maintain control of the students a safe distance from the crash site.

Care for the injured, if any.

Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE

NATIONAL TERRORISM ADVISORY SYSTEM

These are actions to take when the National Terrorism Advisory System risk is set at **Imminent Threat Alert**.

PRINCIPAL/DESIGNEE ACTIONS:

Listen to radio and TV for current information and instructions.

Maintain contact with District Office.

Initiate action appropriate for the situation. Action may likely involve **EVACUATION, SHELTER IN PLACE** or **TAKE COVER**.

Be alert and immediately report suspicious activity to proper authorities.

If circumstances and time allow, move students to closest suitable shelter.

Location: _____

Procedure for movement to shelter: _____

If moving students is not advisable, remain in building as place of shelter.

Close school if recommended to do so by District Office.

STAFF ACTIONS:

Require identification check for anyone entering school other than students and staff.

Escort all visitors.

ADDITIONAL STEPS FOR THE SCHOOL:

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

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

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

PRINCIPAL/DESIGNEE ACTIONS:

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

STAFF and STUDENT ACTIONS:**Respiratory Hygiene
Etiquette**

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

Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
Practice respiratory hygiene etiquette.
Disinfect contaminated surfaces.
Implement online homework assignments so that students can stay home.

ADDITIONAL STEPS FOR THE SCHOOL:

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

PRINCIPAL/DESIGNEE ACTIONS:

Call 911.

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their symptoms, and provide to responding authorities.

Maintain a record of the food/water suspected to be contaminated, the quantity and condition of products consumed, and other pertinent information.

Provide staff with information on possible poisonous materials in the building.

Notify District Office of situation and number of students and staff affected.

Confer with Department of Health and Social Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

Notify Principal/Designee.

Call the Poison Control Center Hotline 1-800-222-1222.

Administer first aid as directed by poison information center.

Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

Keep poisonous materials in a locked and secure location.

Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE

PUBLIC DEMONSTRATION

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

PRINCIPAL/DESIGNEE ACTIONS:

- Obtain information on when, why and how many people are expected. Identify the spokesperson for the group.
- Notify District Office.
- Contact law enforcement and advise them of the situation.
- Notify staff of the planned demonstration.
- Develop an information letter to parents.
- Assign a staff member to act as liaison with law enforcement, media, and possibly the demonstrating group.
- Establish Public Information Officer function.
- Establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE

SEXUAL ASSAULT

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

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse
- rape
- attempted rape
- child molestation

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

PRINCIPAL/DESIGNEE ACTIONS:

Call 911 if the assault is physical.

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Notify District Office.

If incident occurred on campus, secure the area.

Assign a counselor/staff member, preferably of the same gender, to remain with the victim.

Review possible need for a **LOCKDOWN** until circumstances surrounding the incident are known.

Notify victim's family.

If child abuse is suspected, notify law enforcement and appropriate staff members.

Law enforcement will coordinate collection of evidence and questioning of the victim and suspects.

Cooperate with any law enforcement agency conducting investigations.

Discuss with counselors how to handle emotional effects of the incident on student and staff population.

Coordinate statements to media, families and community with law enforcement. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

Determine if immediate medical attention is needed. If so, call 911.

Notify Principal/Designee.

Isolate the victim from activity related to the incident.

Avoid asking any questions except to obtain a description of the perpetrator.

ADDITIONAL STEPS FOR THE SCHOOL:

Immediate response to a rapidly changing incident is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students from danger or send them to a secure area. Safety must always be the school's primary concern.

Run/Hide/Fight

When security and prevention measures fail and a shooter is in your facility; you have only three response options or what's known as "**Run/Hide/Fight.**"

1. **Run** - Run away from the shooter
2. **Hide** - Keep the shooter out of your room or facility
3. **Fight** - Fight back against the shooter

Run

If you cannot lock the shooter out of your location, attempt to help staff. Get out of the area by running away.

An example of when to implement a "Run" approach may be if you are in the cafeteria when a shooter enters. Since the shooter is already in the cafeteria there is no point in attempting to implement a "Hide"; so you order staff to run out through the kitchen and side exit.

Note: Using the **Run/Hide/Fight** approach, the Run approach should be implemented using a secondary exit (ground floor windows or exits) if the attacker attempts to defeat the lockdown. If Run is not an option, the Fight approach should be implemented as soon as the attacker attempts entry. This includes reaching through a defeated vision panel.

Hide

While no location can offer total protection from a shooter, implementing a "lockdown" inside a securable location provides some degree of protection. The purpose of a lockdown is to delay or slow down the shooter's progress until law enforcement arrives.

While locking the door is a vital component, there are methods of reinforcing the lockdown that can further deter an attacker. These methods are called target hardening and can include:

- **Barricading doors:** use desks, chairs, shelves, etc. Note, barricades are most effective if the door opens towards the barricade. However, even if the door opens away from the barricade (usually into the hallway), stacked objects can delay and possibly deter an attacker.
- **Tying off doors:** This action limit the attackers ability to open doors; even if they are unlocked. Generally, tying off doors is used to reinforce doors that open out (towards the hallway) where barricades have limited value. There several methods ways to tie off doors and more than one should be attempted:
 1. Tie one end of a belt or electric cord around the handle and secure the other end around a corner and out of site. If the end cannot be secured, have several people hold it, while around a corner and out of site. This will reinforce any type of door.
 2. For handicap accessible handles (levers that are pushed downward to open the door), chair or stool legs may be wedged between the handle and door, with at least 1/4 of the chair extending beyond the doorframe. When the door is pulled to open, the chair catches on the door frame.
 3. Doors that have folding hinges above the door may be reinforced by tying the folding hinge tightly so that it cannot expand and allow the door to open.

Fight

If the attacker is in your immediate area and blocking your path and there is no way you can Run or Hide; You must then fight back against the shooter using any available means.

When fighting back, use any available weapon such as a fire extinguisher, chair or even books.

The Fight option is to be used as a last resort.

The Fight option is no different than any other emergency, staff and administrators must take charge and provide clear direction.

For instance, if the Hide option is failing, and Run is required through a ground floor window, it is imperative that supervisors/managers direct staff. This direction should include not just to climb out the window, but where to go next.

If the Fight option is required, supervisors/managers should prepare staff with clear and confident instructions. Should an attacker be attempting to defeat a lockdown and running is not possible, the supervisors/managers should order staff to grab books and chairs and to throw anything and everything they can find at the attacker should he attempt to enter the area.

PRINCIPAL/DESIGNEE ACTIONS:

Remain calm. Do not confront the shooter(s).

Assess the situation:

Is the shooter in the school?

Are there any injuries?

Has shooter been identified?

Has the weapon been found and/or secured?

Depending on the situation, initiate **LOCKDOWN** or **EVACUATION**, as appropriate.

Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. **LOCKDOWN**).

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Notify District Office.

Designate a staff member to coordinate with law enforcement at their command post; provide a site map and building keys to law enforcement personnel.

Ensure injured staff and students receive medical attention.

If shooter has left the building, secure all exterior doors to prevent re-entry.

If a firearm is known to exist, do not allow it to be touched. Allow a law enforcement officer to take possession of the weapon.

Keep crime scene secure. Organize **OFF-SITE EVACUATION**, if necessary.

Isolate and separate witnesses.

Provide the following information to law enforcement:

Name of suspect(s)

Location of shooting

Total number of casualties, names of casualties, and types of injuries sustained.

Current location of the shooter(s)

Establish Public Information Officer function.

Prepare letter for students to take home to their families.

Arrange for immediate crisis counseling for students and staff.

Provide liaison for family members of injured students and staff members.

Debrief staff and School Resource Officer(s).

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

STAFF ACTIONS:

Notify Principal/Designee.

Isolate the students from the suspect and/or area by conducting an **EVACUATION** or instituting **LOCKDOWN**.

Provide first aid for victims, if needed.

Account for all students. Maintain order and await arrival of law enforcement.

Assist law enforcement – provide identity, location and description of individual and weapons.

EMERGENCY RESPONSE

STORM/SEVERE WEATHER

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

After Regular School Hours

PRINCIPAL/DESIGNEE ACTIONS:

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Check campus for power outages, flooding, damage, etc. early enough to determine whether school will be closed or remain open.
- Do NOT enter damaged building until it is determined to be safe by a licensed building inspector.
- Notify utility companies of any break or suspected break in utility lines.
- Notify District Office of school status.
- Initiate notification procedures for staff and parents.
- Post school status on school website.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, evaluate ability to resume classes.

During Regular School Hours

PRINCIPAL/DESIGNEE ACTIONS:

- Monitor weather forecasts to determine onset of storm conditions that may affect school operations.
- Take appropriate action to safeguard school property.
- Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Check campus for power outages, flooding, damage, etc.
- Do NOT re-enter building until it is determined to be safe by a licensed building inspector.
- Notify utility companies of any break or suspected break in utility lines.
- Notify District Office of school status.
- Upon passage of the storm, evaluate ability to resume classes.

STAFF ACTIONS:

- Evacuate any classrooms bearing full force of severe weather. Evacuate to safe area of school building.
- Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- Take attendance. Report any missing students to Principal/Designee.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Remain with students.
- Make arrangements for special needs, snacks and quiet recreational activities.

ADDITIONAL STEPS FOR THE SCHOOL:

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

PRINCIPAL/DESIGNEE ACTIONS:

- Initiate **LOCKDOWN**, if warranted.
- Notify District Office and School Resource Officer.
- Control student ingress and egress from campus.
- Identify why the disruption is occurring. If necessary, notify law enforcement to request assistance.
- In the presence of staff or adult witnesses, clearly communicate to the students involved that they should disband and move to the area designated. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- Establish Public Information Officer function.
- If student disruption persists after a second warning, take appropriate disciplinary action.
- Notify parents about the incident, as appropriate.
- After ensuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

STAFF ACTIONS:

- Notify Principal/Designee.
- Move students away from the area of agitation.
- Stay calm and reassure students.
- Account for students and their safety.
- Share all relevant information with Principal/Designee or law enforcement.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE

SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. If school staff believes that a student is suicidal, they should immediately contact the Principal/Designee. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered.

PRINCIPAL/DESIGNEE ACTIONS:

Call 911 if immediate threat exists to the safety of the student or others.

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Attempt to keep the student calm by talking and reassuring him/her until emergency responders arrive. Attempt to persuade student to relinquish items that he/she may use to harm him/herself. If the student is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow law enforcement to do so.

Notify District Office.

Ensure that appropriate staff evaluates the student to determine if the student's distress appears to be the result of parent or guardian abuse, neglect, or exploitation. If distress is not related to parents/guardians, encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.

If allegations warrant, refer student to child protection authorities. Contact parents/guardians and inform them of actions taken.

Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

Notify Principal/Designee of what was written, drawn, spoken and/or threatened.

Move other students away from the immediate area, but remain with the troubled student until assistance arrives.

Calmly talk to the student to determine whether he/she has any items that he/she may use to harm his/herself (e.g., gun, knife, drugs, etc.) If possible, separate the student from the item. **DO NOT** struggle if you meet resistance.

Calmly move the student away from other students and advise Principal/Designee of new location.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE

SUSPICIOUS PACKAGE

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

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

PRINCIPAL/DESIGNEE ACTIONS:

Call 911.

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Notify District Office.

Prevent others from coming into the area.

Ask everyone who has been in contact with the package to remain until instructed to leave by law enforcement, Department of Natural Resources and Environmental Control (DNREC), emergency medical services and/or Public Health responders.

Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.

If powder spills out, shut off the ventilation system, heating, or air conditioning system.

Department of Natural Resources and Environmental Control and/or Public Health staff will determine the need for decontamination and initiation of prophylaxis treatment.

Advise staff when the emergency is over.

STAFF ACTIONS if package is unopened and not leaking:

Do not touch, open or move package.

Do not bend, squeeze, shake or drop package.

Leave the room promptly and prevent anyone from entering.

Notify Principal/Designee.

STAFF ACTIONS if package is leaking:

Do not sniff, touch, taste, or look closely at the spilled contents.

Do not clean up any spilled contents.

Leave the room promptly and prevent anyone from entering.

Wash hands thoroughly with soap and water.

Notify Principal/Designee.

ADDITIONAL STEPS FOR THE SCHOOL:

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

PRINCIPAL/DESIGNEE ACTIONS:

Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

- Is the individual moving towards violent action?

- Is there evidence to suggest movement from thought to action?

 - High violence potential qualifies for arrest or hospitalization.

 - Safety is endangered when there is:

 - Sufficient evidence or repetitive/intentional infliction of emotional distress upon others; or

 - Evidence of the unintentional infliction of emotional distress upon others.

Call 911 if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Isolate the threatening person from other students and staff, if it is safe to do so.

Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**.

Respond to students who are prone to overt displays of anger in a calm, nonconfrontational manner.

If an immediate threat is not clearly evident, attempt to diffuse the situation.

If an individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow law enforcement to do so.

Facilitate a meeting with student(s) and family to review expectations.

Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

If students are outside, initiate **REVERSE EVACUATION** or move them away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads.

Keep students calm.

If students are inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.

Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of law enforcement/students/etc.

Remain with students until **ALL CLEAR** is given.

ADDITIONAL STEPS FOR THE SCHOOL:

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

PRINCIPAL/DESIGNEE ACTIONS:

Before

Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.

Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.

Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

During

Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming

Monitor the NOAA Weather Radio Service for tsunami warnings: <http://wcatwc.arh.noaa.gov/>.

Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.

Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged.

Notify District Office of school status.

Remain on safe ground until local authorities advise it is safe to return.

After

Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.

Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.

Do NOT re-enter building until it is determined to be safe by a licensed building inspector.

Determine whether school will be closed or remain open.

Notify District Office of school status.

Notify staff and parents.

Post school status on school website.

Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may be present.

Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.

Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.

When the shaking stops, quickly move students and staff to higher ground. Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.

Take attendance. Report any missing students to Principal/Designee.

Keep students and staff away from the beach. Watching a tsunami from the beach could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person.

Return to school only if authorities advise it is safe to do so.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE

UTILITY FAILURE

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

PRINCIPAL/DESIGNEE:

Notify utility company. Provide the following information:

Affected areas of the school site

Type of problem or outage

Determine length of time service will be interrupted.

Notify District Office of loss of service.

Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.

If disruption in service will severely hamper school operation, notify students and staff by appropriate means.

Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:

Drinking Water:

Food Service:

Fire Suppression:

Other:

B. Plan for Loss of Electricity

Ventilation:

Emergency Light:

Computers:

Other:

C. Plan for Loss of Natural Gas

Heat:

Food Service:

Other:

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

PRINCIPAL/DESIGNEE ACTIONS:

Remain calm. Depending on how the situation unfolds, initiate **LOCKDOWN** or **EVACUATION**, as needed. Do not confront the suspect.

Call 911. Provide the following critical information to law enforcement:

- Name of student with weapon.

- Location of witness when weapon was seen.

- What did the student do with the weapon after it was displayed?

- What is the current location of the student with the weapon?

- Type and number of weapons

- Number of persons involved

- Actions taken by the school (e.g. **LOCKDOWN**).

Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.

Notify District Office.

Identify command post for law enforcement to respond. Assist law enforcement to enter the school.

Provide officers with the critical information. Accompany law enforcement to the student suspected of having a weapon.

If suspect has left, secure all exterior doors to prevent re-entry.

Isolate and separate witnesses.

Reserve a private area for the student to be taken and questioned. Allow law enforcement to thoroughly search student with another adult witness present. Law enforcement should take possession of and secure any weapon located.

Remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick-up or carry his own belongings.

Search student's belongings, including --but not limited to-- backpack, purse, locker, and auto, if applicable.

Notify parents/guardians.

Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.

Provide post-event trauma counseling for students and staff, as needed.

Provide informational updates to staff, students and their families during next few days to squelch rumors.

STAFF ACTIONS:

Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.

Notify Principal/Designee.

Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.

Provide first aid for victims, if needed.

Account for all students.

IV - RECOVERY

SECTION IV - RECOVERY ORGANIZATION

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

--John Caspar Lavater

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

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

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

A. RECOVERY ORGANIZATION

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

Command

- Make policy decisions, e.g., who coordinates returning staff.
- Continue public information activities.
- Manage safety considerations, e.g., assure facility is safe for re-entry.
- Re-establish a sense of safety.
- Support immediate emotional recovery— staff and students.

Operations

- Coordinate damage assessment and debris removal.
- Restore utilities.
- Arrange for building and safety inspections prior to re-entry.
- Arrange for repairs.

Planning/Intelligence

- Gather and maintain documentation for use in applying for FEMA Disaster Assistance programs, if applicable. See forms in APPENDIX C and refer to the Federal Emergency Management Agency website at FEMA.GOV or <http://www.fema.gov/assistance/index.shtm>
- Prepare after-action reports.
- Develop a post-incident mitigation plan to reduce future hazards.

Logistics

- Provide recovery-related supplies and replenish disaster toolboxes at each site.
- Coordinate availability of personnel, equipment and vehicles needed for recovery efforts.

Finance/Administration

- Prepare and maintain budget.
- Develop and maintain contracts.
- Apply for financial relief grants.
- Process staff injury claims.
- Handle insurance settlements.
- Document employee time; assure continuity of payroll.

B. DOCUMENTING EMERGENCY OUTCOMES

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

- Conduct a comprehensive assessment of the emergency's physical and operational effects. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Perform impact analysis. Examine critical information technology assets and personnel resources, and determine the impact on the school for each asset and resource that is unavailable.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for Insurance and FEMA assistance claims.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Administer Workers' Compensation claims that may arise
- Arrange for ongoing status reports during the emergency to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will speed resumption of classes.

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

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

C. GOVERNMENT ASSISTANCE AFTER A DISASTER

In the event that Delaware experiences a disaster in which federal assistance is, or may become available, the following actions will be taken to ensure that assistance is warranted and that the State receives the required help without undue delay.

- GOVERNOR'S STATE OF EMERGENCY PROCLAMATION REQUIRED

The Governor will declare a State of Emergency, the State Emergency Operations Center will be activated, and the Delaware Emergency Operations Plan will be placed in effect. During and immediately following a disaster, damage assessments will be accomplished. On scene personnel will convey pertinent information to the local or County Emergency Operation Center or Command Post for forwarding to the State Emergency Operations Center. Accurate information will help to determine the area's most affected and will assist in getting help to those who need it most. If it is determined from on scene reports that the situation is beyond the resources of both the county and State, an Initial Damage Assessment (IDA) will be performed.

There are four types of Federal Declarations that may be awarded to the State:

1. Emergency Declaration:

An Emergency Declaration can be declared for any instance in which the President determines that Federal assistance is needed. Emergency Declarations are typically used to supplement the State and local efforts in providing emergency services. The dollar amount is capped at \$5 million. In the event that additional assistance is required beyond the \$5 million, the President must report to Congress.

2. Major Disaster Declaration:

A Major Disaster Declaration is declared for any natural or manmade event that the President believes has caused damage that is beyond the capability of the State and local entities to successfully respond to. A Major Disaster Declaration provides numerous avenues for Federal assistance for both individuals and infrastructure. The funds are made available for both emergency and permanent repair work.

3. Pre-Landfall Emergency Disaster Declaration:

The Pre-Landfall Declaration is limited to only Category B (Emergency Protective Measures) under the Public Assistance Program. In order to be eligible, the Governor must declare a State of Emergency and the National Weather Service/National Hurricane Center must project that at least a portion of the State will be hit by a major (Category 3) hurricane. In addition, the State must issue a mandatory evacuation order for at least 3 counties or 100,000 residents or the declaration must be necessary to meet the pre-positioning and readiness requirements which would overwhelm the response capability of the States' resources.

4. Expedited Request for a Major Declaration:

An Expedited Request is utilized when it is apparent that the State has suffered a disaster beyond its capabilities to recover without Federal assistance. The expedited request enables the State to hasten the request for Federal Assistance without initially providing all of the documentation required for the standard Major Disaster Declaration request.

Declaration Process and Overview

The Stafford Act provides the authority for the delivery of federal assistance following the declaration of a major disaster by the President of the United States. A major disaster is defined by FEMA Regulation, 44 CFR Part 102 as, "Any natural catastrophe, or regardless of cause, any fire, flood, or explosion, in any part of the United States, which in the determination of the President causes damage of sufficient severity and

magnitude to

warrant major disaster assistance under this chapter to supplement the efforts and available resources of States, local governments, and disaster relief organizations in alleviating the damage, loss, hardship, or suffering caused thereby.”

DEMA and applicable state, county, and local officials will perform the Initial Damage Assessment (IDA) based on data compiled at both the State Emergency Operations Center and County Emergency Operation Centers. The IDA team will document their initial findings, along with pictures, showing relevant damage. If it is determined through the assessment that there is enough damage to warrant a potential disaster declaration, then DEMA will request a Preliminary Damage Assessment (PDA) with FEMA.

The PDA is conducted to assist in the validation and also the determination of the type of disaster relief (Public Assistance and/or Individual Assistance) that may be available to the State. The information collected during the PDA can then be utilized as supporting documentation for the Governor’s Request to the President for Federal Assistance; if it is determined a request for assistance is necessary.

The PDA teams will consist of local, county, state, and federal officials. The local officials should consist of engineers, facilities maintenance and public works officials from the school districts, municipalities and counties affected by the disaster. These members must be familiar with the affected areas and infrastructure and be capable of answering any questions that state or federal officials have. The assessment teams will be provided with a preplanned route as well as maps detailing the areas to be visited. Data gathered from the PDA will be forwarded through the district to the Department of Education’s point of contact who will in turn notify the county EOC so they can compile and report the information to the Delaware Emergency Management Agency. If a school has received considerable damage, a school representative will meet the PDA Team when they visit the school to verify the damage.

The compiled information will be reviewed to determine if a disaster declaration is warranted. If it is warranted, the Governor’s Letter of Request is prepared and sent to the President through FEMA Region III. The Region will provide any recommendations and will then forward the request through FEMA Headquarters, which will further provide any recommendations, and will then in turn, send the request to the President for approval. In the event the declaration request is denied, the Governor may submit a onetime appeal within 30 days of receiving the denial. The PDA will be recompiled and all information will be resubmitted to the President using the same process.

D. GENERAL EMERGENCY RECOVERY CHECKLIST

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

Document activities.

Acknowledge the event. The return to school will be one of coming together and identifying experiences and, possibly, losses.

Identify those affected. It may take time to understand the full impact on the school community.

Assess students and staff directly for the emotional impact of the crisis. Student and staff reactions may be immediate or delayed.

Emphasize resiliency. Re-instituting control and predictability for the school community enhances equilibrium and coping skills. Routine is reassuring.

Restore the physical facility.

Request assistance as needed from local public safety agencies and providers.

Identify what follow up interventions are available to students and staff.

- Conduct debriefings with staff; support their concerns and emotions.

- Provide classroom assistance, if needed.

- Outline schedule for the day; modify day's schedule if needed.

- Identify resources available to teachers and students.

- Provide access to these support resources.

Coordinate announcements, press releases and other communications to the school community, media and local community. Distribute information releases to all school staff.

Establish contact with parents/family members of affected students to offer support, determine assistance needed, and acquire information regarding hospital visitation and/or funeral arrangements.

Control rumors; provide regular updates of information to students, teachers, staff and public.

Develop a long term recovery plan.

Consider curricular activities that address the crisis.

Allocate appropriate time for recovery.

Prepare a post-incident after-action report that includes recommended improvements to emergency plans. Capture "lessons learned" and incorporate them into revisions and trainings.

Plan how anniversaries of events will be commemorated.

E. RECOVERY STRATEGIES FOR EMERGENCIES/CRITICAL INCIDENTS

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

THE DAY AFTER: WORKDAY TWO OF EMERGENCY MANAGEMENT

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

RESUMPTION OF CLASSES

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

LONG-TERM FOLLOW-UP AND EVALUATION

- Acknowledge individuals and groups who provided support during the emergency.
- Be alert to anniversaries and holidays. Often students and staff may experience a psychological or emotional reaction on the anniversary date of the event.
- Amend emergency management protocols, if needed.

REPAIRS AND RESTORATION

- **Repairs or Construction on Disaster Sites.** Any repairs and rebuilding of damage wrought by school violence or natural disaster must carefully consider the input and feelings of the victims and their families. There is a strong and significant psychological connection to death sites that must run its full course and should never be discounted or ignored. Making changes and reconstruction in and around death and injury sites requires a delicate balance with the need to resume normal activities. The construction must be the result of careful and deliberate consultation with students, parents and school staff. Action should never be rushed. Families may not be ready for change and pressure may only delay or impair healing.
- **Post-Disaster Mitigation.** To break the repetitive loss cycle and create a higher level of disaster

resistance, a recovery plan should specify mitigation projects that could be completed in the process of incident recovery, repair and restoration. Damages and injuries that occurred during the most recent crisis should be reviewed to identify preventive measures that could be taken now to mitigate the recurrence of similar damage or injuries in future incidents. Prioritize mitigation measures by degree of life safety, cost, frequency of identified potential hazard and potential number of people exposed.

FAMILY REUNIFICATION

Part of the planning process includes finding a suitable family reunification site. It is rare to require a formal family reunification process at the same school that the emergency occurs.

Reunification Site Selection Criteria

- If the school is experiencing an emergency, family reunification should take place at an alternate site (church, community center, another school, etc.).
- The size of the location and number of staff required to efficiently implement a family reunification is dependent on the number of students.
- There should be adequate traffic control and parking for the number of parents.
- School/District officials should have the ability to regulate access to the location. This includes preventing media from entering the site and stopping students from leaving without completing the required procedures.
- The location should provide adequate support for students (restrooms, activities, etc.).
- The location/reunification team should have the ability to communicate with officials and hospitals regarding student location, injuries, etc.

Reunification Procedures

If the school evacuates/experiences an emergency, the following procedures should take place and be coordinated with the district office and emergency responders (as appropriate).

1. The school will obtain students records regarding release authority.
2. The students will be safely transported to the reunification site.
 - a. Consider accommodations for students with special needs.
3. Parents will be notified of where they can pick up the students.
 - a. Use social media, news outlets, and mass notification. Parents should NOT report to the school experiencing the emergency.
4. A **Request Gate, Reunion Gate** and **Student Holding Area** will be established.
 - a. **Request Gate** - where parents go to request students.
 - a. Staffed by school or district personnel and runners to obtain students.
 - b. Counselors to assist family members may be required (i.e. if some students are unaccounted, injured, or deceased).
 - c. Parents are directed to the Request Gate.
 - a. Verify ID and authority
 - b. Have parent(s) fill out reunification form
 - d. Runner takes student(s) from Student Holding Area to the Reunion Gate.
 - a. Provide support to parents if students are not on site.
 - b. **Reunion Gate** - where students are brought to their parents.
 - a. Staffed by school/district personnel.
 - b. Verify release authority/documentation prior to reunification.

F. EMOTIONAL TRAUMA AND POST TRAUMATIC STRESS

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

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

Trauma is an acute stress response that an individual experiences when confronted with sudden, unexpected, unusual human experience. Here are some common signals of a stress reaction to trauma:

PHYSICAL	MENTAL	EMOTIONAL	BEHAVIORAL
Chest pain* Chills Difficulty breathing* Dizziness Fainting Grinding Teeth Headaches Heart races Muscle shakes Nausea Prolonged staring Severe sweating Thirst Twitches Vomiting Weakness	Confusion/blaming Disturbed thinking Indecision Insomnia Loss of time/place Nightmares Poor concentration Poor memory Poor problem-solving Poor/hyper alertness Strange images Unable to identify familiar people/things	Anxiety Depression Fear Grief Guilt Intense anger Irritability Mood swings Nervousness Overwhelmed Panic Shock Uncertainty	Alcohol/drug use Change in speech Helplessness Increased appetite Intense startle reflex Isolation Loss of appetite Misbehavior Outbursts Pacing Restlessness Suspicious Withdrawal

****Needs medical evaluation--contact a physician.***

EFFECTS OF TRAUMA ON CHILDREN

Emergencies hit children hard. It is difficult for them to understand and accept that there are events in their lives that cannot be predicted or controlled. They learn that adults cannot fix a disaster and cannot keep it from happening again. As a result of traumatic experiences, some children will show a variety of symptoms of distress.

The teacher must first know a child’s baseline (“usual”) behavior and cultural/ethnic responses before he/she can identify “unusual” or problem behavior in a child.

- Unusual complaints of illness, stomach cramps, chest pain

- Difficulty concentrating, cannot focus
- “Feisty” or hyperactive, silly, giddy
- Any emotional display; crying, “regressed” behavior (less than age appropriate)
- Lethargic, apathetic
- Easily startled, jumpy; sense of fear or worry
- Lack of emotional expression
- Cannot tolerate change; cannot move to next task
- Staying isolated from the group
- Child seems so pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise “needy”
- No eye contact (Note: In some cultures, making eye contact with adults is “defiant behavior”)
- Resistance to talking and opening up (however, child might just be shy, may have language or cultural barrier)

Tips for Teachers to Help Distressed Children

Usually a child’s emotional response to a disaster will not last long, but some problems may be present or recur for many months afterward and require the services of professionals skilled in talking with people experiencing disaster-related problems. The following may be helpful in working with distressed children:

- Cope with personal feelings of helplessness, fear or anger. This is an essential first step to being able to effectively help the children.
- Learn to recognize the signs and symptoms of distress and post traumatic stress reactions.
- Identify children who may need crisis intervention and referral to mental health professionals or other helpers.
- Put the emergency or critical incident in context; provide a perspective.
- Communicate a positive not helpless attitude.
- Offer to spend time with the child or write a note. This lets the child know that he or she is in your thoughts.
- Talk about personal feelings and listen to those of the child.
- Talk with the students about the event or the anniversary of the event, as a class activity.
- Encourage older children, adolescents in particular not to try numbing or changing their feelings with alcohol or drugs.
- Children need close physical contact during times of stress to help them reestablish a sense of identity. Games involving physical touch in a structured environment that can be helpful include London Bridge and Duck, Duck Goose.
- Invite the children or adolescents to create a mural on the topic of the traumatic event. It is recommended that this be done in small groups followed by discussion.
- Involve the children in a group discussion about disaster related experiences. It is important to share your feelings and fears. This helps to legitimize their feelings, helping them feel less isolated.
- Coordinate information between home and school. It is important for teachers to know about discussions that take place at home, in particular with fears or concerns that the child has mentioned.
- Respond to the children in a direct, supportive, and consistent manner.

Classroom Activities Following a Tragic Event

The following pages provide suggested questions or themes which may be effective to use in a class after a critical incident, and specific techniques to follow. Be sure the questions are “openended,” which means that they cannot be answered by a simple “Yes” or “No”. Open-ended questions serve to facilitate verbal discussion. For some children, talking is not helpful. Drawing is another means of expression of feelings. Allow a full range of expression: some kids draw recognizable “things”, others draw “abstracts”. Emphasize to the children that their work will not be judged, graded or necessarily shown to others. The

student is the best source for what's going on behind the drawing. Ask him or her about it.

Suggested questions to ask/themes to represent:

- Where were you when it (the disaster/event) happened?
- What were you doing?
- Where were your friends? Where was your family?
- What was your first thought when it happened?
- What did you see? What did you hear?
- What sound did it make? What did you smell?
- How did you feel?
- What did other people around you do (during, after)?
- What was the silliest thing you did?
- Were you or anyone else you know injured?
- What happened to pets or other animals around you?
- What dreams did you have after it?
- What reminds you of it? When do you think about it?
- What do you do differently since the event?
- How do you feel now? What makes you feel better?
- How have you gotten through rough times before?
- What would you do differently if it happened again?
- How did you help others? How would you help next time?
- What can you do now to help others?

Special Considerations:

- Allow for silence for some with low language skills, shyness, discomfort, etc. Encourage peer support for these children.
- The teacher should accommodate the child.
- If a child has low English skills, consider asking for a translator or a peer to help the child express in words.
- Create a chance for verbal expression in any language, but allow students who may not want to participate the "right to pass".

When to refer students for additional assistance

With caring and support from the school community and families, most students will recover from the effects of a crisis. Use the following guidelines to determine whether a student should be referred to a school counselor for further assistance:

- Students who continue to demonstrate an elevated emotional response (crying, worry, anxious) after their peers have discontinued to show these signs;
- Students who are withdrawn or appear depressed;
- Students who appear distracted and are unable to engage in classroom assignments and activities after an ample amount of time has passed;
- Students who present behavior of a threatening nature to themselves or to others or intentionally hurt themselves;
- Students who exhibit significant behavioral change from their normal behavior, i.e., poor academic performance, weight loss, poor hygiene, distrust of others, suspected drug/alcohol use, etc.

EFFECTS OF TRAUMA ON ADULTS

First Reactions May Include:

- Numbness, shock, difficulty believing what has occurred or is in the process of occurring.
- Slow or confused physical and mental reactions.
- Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls.

Ongoing Reactions May Include:

- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities.
- Desire to get away from everyone - even family/friends.
- Emotional liability; becoming irritable or upset more quickly than usual.
- Feelings of fatigue, hopelessness, helplessness.
- Digestive problems; headaches or backaches.
- Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community.

Tips for distressed adults:

- Take time to relax and do things that are pleasant; positive change such as getting away for a few hours with close friends can be helpful.
- Get regular exercise or participate in a sport; activity soothes anxiety and helps with relaxation.
- Keep days as simple as possible; avoid taking on any additional responsibilities or new projects.
- Tap sources of assistance with the workload - ask students, instructional assistants, or volunteers to help grade papers, take care of copying, or help with other timeconsuming tasks.

G. WHEN SOMEONE DIES

Children may experience a number of powerful feelings when confronted with the death of a classmate or another individual. The following describes an interactive process used to facilitate a student's expression of the feelings and reactions following a death that affects the school community. This process is most effective when the focus follows a sequence of five phases:

(1) Introductory; (2) Fact; (3) Feeling; (4) Reaction/Teaching; and (5) Closure.

This process should conclude with quiet, reflective time.

1. Introductory Phase

- Introduce team members or helpers to discuss why they have been assembled and what is hoped to be accomplished.
- Stress the need for confidentiality and ask for a verbal agreement to keep what is said confidential.

2. Fact Phase

- Provide all known relevant facts about the death/incident.
- Confirm the student's understanding of what happened.
- Ask if anyone has or wants additional information about the death/incident
- Ask how they learned about it.
- Ask where they were when they first heard about it.
- Ask if anyone is missing from the meeting who needs to attend. Determine who they are concerned about.

3. Feeling Phase (include everyone in the discussion)

- Ask what their first thoughts were when they heard about the death/incident.
- Ask how they are feeling now.
- Ask students to tell the class about the individual(s) who died.
- Ask for some memories of him/her/them.
- Ask how the students think he/she/they would like to be remembered.

4. Reaction/Teaching Phase

- Explore the physical, emotional and cognitive stress reactions of the group members.
- Ask about some things students usually do when they are really upset or down.
- Take this opportunity to teach a little about the grief process, if appropriate.
- Talk about effective coping techniques.
- Determine if each student has someone else to talk to.

5. Closure Phase

- Provide information about memorial service/funeral if available.
- Support creative activities such as writing cards, taking a collection.
- Encourage students to support one another.
- Remind them that it may take a long time before they will feel settled and explain that it's normal.
- Encourage them to talk with someone in their family about their sadness

Support long-term healing by charting a course that offers support and anticipates the needs of victims

and the entire community. Continued healing requires open and responsive communication lines among victims, victims' families and the school.

Support memorials and donations by creating meaningful, inclusive and healing activities and by setting parameters for media coverage to allow privacy for grieving staff and students.

Manage benchmark dates by anticipating and preparing for anniversaries and benchmark dates, and establishing clear parameters for media coverage.

Handle physical reminders carefully. Any repairs and rebuilding of damage wrought by violence or natural disaster must carefully consider the feelings of the victims and their families.

Prepare the class. The following section is designed to assist the teacher or counselor in preparing the class to help a student who has experienced a tragedy, such as the death of a friend or family member, prior to his/her return to the class.

- Explain what is known of the loss.
- Ask if other students have experienced the death of a friend or family member.
- Are there things people said or did that made you feel better?
- How do you think our classmate might be feeling?
- What could you say that might help him/her know you care? This is your chance to guide students' responses to helpful comments as you guide them away from less helpful comments.
- What would you want someone to say to you if you experienced the death of someone close?
- Are there things you could do that may help them feel better?
- We can take our cues from the person that will guide our actions. What might some of those cues be?

Assist the student. Talk with the student before returning to class. Discuss what to share with the class and who should tell them.

- Allow the student to leave class if upset, and advise the student as to where he/she can go.
- Arrange for a person to meet with the student during the school day if he/she needs someone to talk to.
- Help the student to understand that he/she doesn't have to answer questions or discuss the death if he/she doesn't feel like it.
- Encourage journal writing for older students; provide drawing materials for younger children.
- As a teacher, be willing to negotiate homework or class expectations during the first days after returning to school.
- Avoid cliché statements (e.g., "I know how you feel" when nobody knows the unique relationship the student had with the deceased).
- Don't expect the student to snap back into his/her "old self".
- If a student seems unaffected by the loss, remember that everybody has his/her own way of grieving.
- Even if the student seems to be adjusting to school again, don't assume the grieving has stopped, nor the need for assurance and comfort.

MEMORIALS

When anyone from the school community dies, people will often want to find ways to memorialize the student or staff member. Parents and loved ones especially want to know people miss the person and that there is great sadness with the loss. It is important to carefully think through the type of tribute that

would be appropriate for the person who has died.

- Check with family members to see what kind of memorial they would prefer.
- Memorials should focus on the life lived, rather than on the death.
- Yearbook memorials should be a regular-sized picture with a simple statement such as “We’ll miss you”.
- Creating a permanent or lasting school memorial for one person sets a precedent; it would be difficult to refuse a similar memorial for another individual.
- Public sympathy may balloon into a spontaneous memorial of artwork and symbolic expressions of loss. Flowers, cards, songs, mementos and other tributes are supportive for the immediate victims and the school community. There may be a need to develop and implement a system for displaying the public generosity and grief.
- There are many other ways to support family and friends of the deceased. Examples include: cards, food, kind words, work parties for relatives, scholarship funds, contributions to a favorite charity, planting a tree and being remembered after the urgent time of the tragedy.

SUICIDE RESPONSE

A school’s general response to a suicide does not differ markedly from a response to any death emergency. However, some issues exclusive to suicide require specific attention.

- Acknowledge the suicide as a tragic loss of life.
- Allow students to attend funeral services and to grieve the loss of a peer without glorifying the method of death. Over-emphasis on a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one’s own life.
- Provide counseling support for students profoundly affected by the death.
- Celebrate the life of this student as you would any student who has died, but do not organize school assemblies to honor the deceased student.
- Be cautious about discussing suicide as the cause of death of students even if it is apparent. Police will likely conduct an investigation that may result in days or weeks of uncertainty.
- Consult with a surviving parent before disclosing sensitive details. Parents and family members may be reluctant to accept or acknowledge suicide as the cause or there may be family members who do not know the “apparent” cause of death.

A suicide in the school community can heighten the likelihood, in the subsequent weeks, of “copycat” suicide attempts and threats. Traumatic events can trigger extreme feelings of helplessness and hopelessness long after the initial trauma occurs. These feelings may also lead to thoughts of suicide or suicide attempts. Sometimes a new trauma will leave a survivor or family member with the feeling that they can’t handle the tragedy as well as they think people expect them to. In order to prevent further tragedies, students considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk.

H. THE "NEW NORMAL"

Victims of a crisis experience a real need to return to normal. However, "normal" as they once experienced it is forever gone and changed. For many, the recognition that such a "normal" is unattainable can be debilitating. As a result, counselors and crisis survivors find the concept of a "New Normal" to be very reassuring and accurate. While they recognize that things will never be the same, they also come to realize that a new stasis or equilibrium has arrived to replace the former "normal." For students and staff alike, the sooner this is recognized, the better.

*Special thanks to everyone involved in these
emergency management planning efforts.*

*Together we can, and will,
make our schools safer places for our children.*

AUTHORITIES AND REFERENCES

Homeland Security Presidential Directive/HSPD-5

Subject: Management of Domestic Incidents

Purpose

(1) To enhance the ability of the United States to manage domestic incidents by establishing a single, comprehensive national incident management system.

Definitions

(2) In this directive:

(a) the term "Secretary" means the Secretary of Homeland Security.

(b) the term "Federal departments and agencies" means those executive departments enumerated in 5 U.S.C. 101, together with the Department of Homeland Security; independent establishments as defined by 5 U.S.C. 104(1); government corporations as defined by 5 U.S.C. 103(1); and the United States Postal Service.

(c) the terms "State," "local," and the "United States" when it is used in a geographical sense, have the same meanings as used in the Homeland Security Act of 2002, Public Law 107-296.

Policy

(3) To prevent, prepare for, respond to, and recover from terrorist attacks, major disasters, and other emergencies, the United States Government shall establish a single, comprehensive approach to domestic incident management. The objective of the United States Government is to ensure that all levels of government across the Nation have the capability to work efficiently and effectively together, using a national approach to domestic incident management. In these efforts, with regard to domestic incidents, the United States Government treats crisis management and consequence management as a single, integrated function, rather than as two separate functions.

(4) The Secretary of Homeland Security is the principal Federal official for domestic incident management. Pursuant to the Homeland Security Act of 2002, the Secretary is responsible for coordinating Federal operations within the United States to prepare for, respond to, and recover from terrorist attacks, major disasters, and other emergencies. The Secretary shall coordinate the Federal Government's resources utilized in response to or recovery from terrorist attacks, major disasters, or other emergencies if and when any one of the following four conditions applies: (1) a Federal department or agency acting under its own authority has requested the assistance of the Secretary; (2) the resources of State and local authorities are overwhelmed and Federal assistance has been requested by the appropriate State and local authorities; (3) more than one Federal department or agency has become substantially involved in responding to the incident; or (4) the Secretary has been directed to assume responsibility for managing the domestic incident by the President.

(5) Nothing in this directive alters, or impedes the ability to carry out, the authorities of Federal

departments and agencies to perform their responsibilities under law. All Federal departments and agencies shall cooperate with the Secretary in the Secretary's domestic incident management role.

(6) The Federal Government recognizes the roles and responsibilities of State and local authorities in domestic incident management. Initial responsibility for managing domestic incidents generally falls on State and local authorities. The Federal Government will assist State and local authorities when their resources are overwhelmed, or when Federal interests are involved. The Secretary will coordinate with State and local governments to ensure adequate planning, equipment, training, and exercise activities. The Secretary will also provide assistance to State and local governments to develop all-hazards plans and capabilities, including those of greatest importance to the security of the United States, and will ensure that State, local, and Federal plans are compatible.

(7) The Federal Government recognizes the role that the private and nongovernmental sectors play in preventing, preparing for, responding to, and recovering from terrorist attacks, major disasters, and other emergencies. The Secretary will coordinate with the private and nongovernmental sectors to ensure adequate planning, equipment, training, and exercise activities and to promote partnerships to address incident management capabilities.

(8) The Attorney General has lead responsibility for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States, or directed at United States citizens or institutions abroad, where such acts are within the Federal criminal jurisdiction of the United States, as well as for related intelligence collection activities within the United States, subject to the National Security Act of 1947 and other applicable law, Executive Order 12333, and Attorney General-approved procedures pursuant to that Executive Order. Generally acting through the Federal Bureau of Investigation, the Attorney General, in cooperation with other Federal departments and agencies engaged in activities to protect our national security, shall also coordinate the activities of the other members of the law enforcement community to detect, prevent, preempt, and disrupt terrorist attacks against the United States. Following a terrorist threat or an actual incident that falls within the criminal jurisdiction of the United States, the full capabilities of the United States shall be dedicated, consistent with United States law and with activities of other Federal departments and agencies to protect our national security, to assisting the Attorney General to identify the perpetrators and bring them to justice. The Attorney General and the Secretary shall establish appropriate relationships and mechanisms for cooperation and coordination between their two departments.

(9) Nothing in this directive impairs or otherwise affects the authority of the Secretary of Defense over the Department of Defense, including the chain of command for military forces from the President as Commander in Chief, to the Secretary of Defense, to the commander of military forces, or military command and control procedures. The Secretary of Defense shall provide military support to civil authorities for domestic incidents as directed by the President or when consistent with military readiness and appropriate under the circumstances and the law. The Secretary of Defense shall retain command of military forces providing civil support. The Secretary of Defense and the Secretary shall establish appropriate relationships and mechanisms for cooperation and coordination between their two departments.

(10) The Secretary of State has the responsibility, consistent with other United States Government activities to protect our national security, to coordinate international activities related to the prevention, preparation, response, and recovery from a domestic incident, and for the protection of United States citizens and United States interests overseas. The Secretary of State and the Secretary shall establish appropriate relationships and mechanisms for cooperation and coordination between their two departments.

(11) The Assistant to the President for Homeland Security and the Assistant to the President for National Security Affairs shall be responsible for interagency policy coordination on domestic and international incident management, respectively, as directed by the President. The Assistant to the President for Homeland Security and the Assistant to the President for National Security Affairs shall work together to ensure that the United States domestic and international incident management efforts are seamlessly united.

(12) The Secretary shall ensure that, as appropriate, information related to domestic incidents is gathered and provided to the public, the private sector, State and local authorities, Federal departments and agencies, and, generally through the Assistant to the President for Homeland Security, to the President. The Secretary shall provide standardized, quantitative reports to the Assistant to the President for Homeland Security on the readiness and preparedness of the Nation -- at all levels of government -- to prevent, prepare for, respond to, and recover from domestic incidents.

(13) Nothing in this directive shall be construed to grant to any Assistant to the President any authority to issue orders to Federal departments and agencies, their officers, or their employees.

Tasking

(14) The heads of all Federal departments and agencies are directed to provide their full and prompt cooperation, resources, and support, as appropriate and consistent with their own responsibilities for protecting our national security, to the Secretary, the Attorney General, the Secretary of Defense, and the Secretary of State in the exercise of the individual leadership responsibilities and missions assigned in paragraphs (4), (8), (9), and (10), respectively, above.

(15) The Secretary shall develop, submit for review to the Homeland Security Council, and administer a National Incident Management System (NIMS). This system will provide a consistent nationwide approach for Federal, State, and local governments to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents, regardless of cause, size, or complexity. To provide for interoperability and compatibility among Federal, State, and local capabilities, the NIMS will include a core set of concepts, principles, terminology, and technologies covering the incident command system; multi-agency coordination systems; unified command; training; identification and management of resources (including systems for classifying types of resources); qualifications and certification; and the collection, tracking, and reporting of incident information and incident resources.

(16) The Secretary shall develop, submit for review to the Homeland Security Council, and administer a National Response Plan (NRP). The Secretary shall consult with appropriate Assistants to the President (including the Assistant to the President for Economic Policy) and the Director of the Office of Science and Technology Policy, and other such Federal officials as may be appropriate, in developing and implementing the NRP. This plan shall integrate Federal Government domestic prevention, preparedness, response, and recovery plans into one all-discipline, all-hazards plan. The NRP shall be unclassified. If certain operational aspects require classification, they shall be included in classified annexes to the NRP.

(a) The NRP, using the NIMS, shall, with regard to response to domestic incidents, provide the structure and mechanisms for national level policy and operational direction for Federal support to State and local incident managers and for exercising direct Federal authorities and responsibilities, as appropriate.

(b) The NRP will include protocols for operating under different threats or threat levels; incorporation of existing Federal emergency and incident management plans (with appropriate modifications and revisions) as either integrated components of the NRP or as supporting operational plans; and additional operational plans or annexes, as appropriate, including public affairs and intergovernmental

communications.

(c) The NRP will include a consistent approach to reporting incidents, providing assessments, and making recommendations to the President, the Secretary, and the Homeland Security Council.

(d) The NRP will include rigorous requirements for continuous improvements from testing, exercising, experience with incidents, and new information and technologies.

(17) The Secretary shall:

(a) By April 1, 2003, (1) develop and publish an initial version of the NRP, in consultation with other Federal departments and agencies; and (2) provide the Assistant to the President for Homeland Security with a plan for full development and implementation of the NRP.

(b) By June 1, 2003, (1) in consultation with Federal departments and agencies and with State and local governments, develop a national system of standards, guidelines, and protocols to implement the NIMS; and (2) establish a mechanism for ensuring ongoing management and maintenance of the NIMS, including regular consultation with other Federal departments and agencies and with State and local governments.

(c) By September 1, 2003, in consultation with Federal departments and agencies and the Assistant to the President for Homeland Security, review existing authorities and regulations and prepare recommendations for the President on revisions necessary to implement fully the NRP.

(18) The heads of Federal departments and agencies shall adopt the NIMS within their departments and agencies and shall provide support and assistance to the Secretary in the development and maintenance of the NIMS. All Federal departments and agencies will use the NIMS in their domestic incident management and emergency prevention, preparedness, response, recovery, and mitigation activities, as well as those actions taken in support of State or local entities. The heads of Federal departments and agencies shall participate in the NRP, shall assist and support the Secretary in the development and maintenance of the NRP, and shall participate in and use domestic incident reporting systems and protocols established by the Secretary.

(19) The head of each Federal department and agency shall:

(a) By June 1, 2003, make initial revisions to existing plans in accordance with the initial version of the NRP.

(b) By August 1, 2003, submit a plan to adopt and implement the NIMS to the Secretary and the Assistant to the President for Homeland Security. The Assistant to the President for Homeland Security shall advise the President on whether such plans effectively implement the NIMS.

(20) Beginning in Fiscal Year 2005, Federal departments and agencies shall make adoption of the NIMS a requirement, to the extent permitted by law, for providing Federal preparedness assistance through grants, contracts, or other activities. The Secretary shall develop standards and guidelines for determining whether a State or local entity has adopted the NIMS.

Technical and Conforming Amendments to National Security Presidential Directive-1 (NSPD-1)

(21) NSPD-1 ("Organization of the National Security Council System") is amended by replacing the fifth sentence of the third paragraph on the first page with the following: "The Attorney General, the Secretary of Homeland Security, and the Director of the Office of Management and Budget shall be invited to attend meetings pertaining to their responsibilities."

Technical and Conforming Amendments to National Security Presidential Directive-8 (NSPD-8)

(22) NSPD-8 ("National Director and Deputy National Security Advisor for Combating Terrorism") is amended by striking "and the Office of Homeland Security," on page 4, and inserting "the Department of Homeland Security, and the Homeland Security Council" in lieu thereof.

Technical and Conforming Amendments to Homeland Security Presidential Directive-2 (HSPD-2)

(23) HSPD-2 ("Combating Terrorism Through Immigration Policies") is amended as follows:

- (a) striking "the Commissioner of the Immigration and Naturalization Service (INS)" in the second sentence of the second paragraph in section 1, and inserting "the Secretary of Homeland Security" in lieu thereof ;
- (b) striking "the INS," in the third paragraph in section 1, and inserting "the Department of Homeland Security" in lieu thereof;
- (c) inserting ", the Secretary of Homeland Security," after "The Attorney General" in the fourth paragraph in section 1;
- (d) inserting ", the Secretary of Homeland Security," after "the Attorney General" in the fifth paragraph in section 1;
- (e) striking "the INS and the Customs Service" in the first sentence of the first paragraph of section 2, and inserting "the Department of Homeland Security" in lieu thereof;
- (f) striking "Customs and INS" in the first sentence of the second paragraph of section 2, and inserting "the Department of Homeland Security" in lieu thereof;
- (g) striking "the two agencies" in the second sentence of the second paragraph of section 2, and inserting "the Department of Homeland Security" in lieu thereof;
- (h) striking "the Secretary of the Treasury" wherever it appears in section 2, and inserting "the Secretary of Homeland Security" in lieu thereof;
- (i) inserting ", the Secretary of Homeland Security," after "The Secretary of State" wherever the latter appears in section 3;
- (j) inserting ", the Department of Homeland Security," after "the Department of State," in the second sentence in the third paragraph in section 3;
- (k) inserting "the Secretary of Homeland Security," after "the Secretary of State," in the first sentence of the fifth paragraph of section 3;
- (l) striking "INS" in the first sentence of the sixth paragraph of section 3, and inserting "Department of Homeland Security" in lieu thereof;
- (m) striking "the Treasury" wherever it appears in section 4 and inserting "Homeland Security" in lieu thereof;
- (n) inserting ", the Secretary of Homeland Security," after "the Attorney General" in the first sentence in section 5; and

(o) inserting ", Homeland Security" after "State" in the first sentence of section 6.

Technical and Conforming Amendments to Homeland Security Presidential Directive-3 (HSPD-3)

(24) The Homeland Security Act of 2002 assigned the responsibility for administering the Homeland Security Advisory System to the Secretary of Homeland Security. Accordingly, HSPD-3 of March 11, 2002 ("Homeland Security Advisory System") is amended as follows:

(a) replacing the third sentence of the second paragraph entitled "Homeland Security Advisory System" with "Except in exigent circumstances, the Secretary of Homeland Security shall seek the views of the Attorney General, and any other federal agency heads the Secretary deems appropriate, including other members of the Homeland Security Council, on the Threat Condition to be assigned."

(b) inserting "At the request of the Secretary of Homeland Security, the Department of Justice shall permit and facilitate the use of delivery systems administered or managed by the Department of Justice for the purposes of delivering threat information pursuant to the Homeland Security Advisory System." as a new paragraph after the fifth paragraph of the section entitled "Homeland Security Advisory System."

(c) inserting ", the Secretary of Homeland Security" after "The Director of Central Intelligence" in the first sentence of the seventh paragraph of the section entitled "Homeland Security Advisory System".

(d) striking "Attorney General" wherever it appears (except in the sentences referred to in subsections (a) and (c) above), and inserting "the Secretary of Homeland Security" in lieu thereof; and

(e) striking the section entitled "Comment and Review Periods."

Excerpt from Delaware Code Title 20 Chapter 32 Section 3205

§ 3205. Participating political subdivisions responsibilities.

It shall be the responsibility of each participating political subdivision with jurisdiction over and responsibility for emergency management within that certain subdivision to do the following:

(1) Identify potential hazards that could affect the participant using an identification system common to all participating jurisdictions.

(2) Conduct joint planning, intelligence sharing and threat assessment development with contiguous participating political subdivisions, and conduct joint training at least biennially.

(3) Identify and inventory the current services, equipment, supplies, personnel and other resources related to planning, prevention, mitigation, response and recovery activities of the participating political subdivision.

(4) Adopt and put into practice the standardized incident management system approved by the Director of the Delaware Emergency Management Agency.

Department of Education Delaware Administrative Code §621, District and School Emergency Preparedness Policy, "School Safety Team" means the individuals identified in the district or charter school emergency preparedness or crisis response plan responsible for the planning and implementation of the plan at the school level or district level.

Delaware Code, Title 14, Subchapter II, Section 122 gives the Delaware Department of Education the

authority to adopt rules & regulations:

“The Department shall adopt rules and regulations, consistent with the laws of this State, for the maintenance, administration and supervision throughout the State of a general and efficient system of free public schools in accordance with this title, including the rules and regulations specified in subsection (b) of this section. Such rules and regulations, when prescribed and published, shall not extend, modify or conflict with any law of this State or the reasonable implications thereof, and shall be binding throughout the State.”

The Delaware Department of Education Administrative Code, which is derived from Title 14, Subchapter II, Section 122 of the Delaware Code, states the following:

“‘Emergency Preparedness Guidelines’ means the Department of Education developed documents that outline the steps, processes, procedures, audits and actions a school, local school district or charter school shall use to develop a plan to respond to an emergency event or crisis situation, including a major communicable disease event such as a Pandemic Influenza Outbreak that may occur in the school community. These documents may be revised from time to time. The documents shall be available on the Department of Education website.”

Title 14, Section 621, Sub-Section 2 of the Delaware Code also provides the following:

“Each school district and charter school shall have a written policy that outlines an emergency preparedness plan that is consistent with the Emergency Preparedness Guidelines. In addition, the district policy shall state how the emergency preparedness plan shall be implemented at each school within the district. The emergency preparedness plan shall be reviewed with students and staff annually.”

“The district policy shall describe how each school within the district shall plan and conduct at least one emergency event or crisis situation exercise annually. In addition, each district shall conduct at least one tabletop exercise on a major communicable disease event such as a Pandemic Influenza Outbreak every two years.”

“The charter school policy shall describe how the charter school will plan and conduct at least one emergency event or crisis situation exercise annually and at least one tabletop exercise on a major communicable disease event such as a Pandemic Influenza Outbreak every two years.”

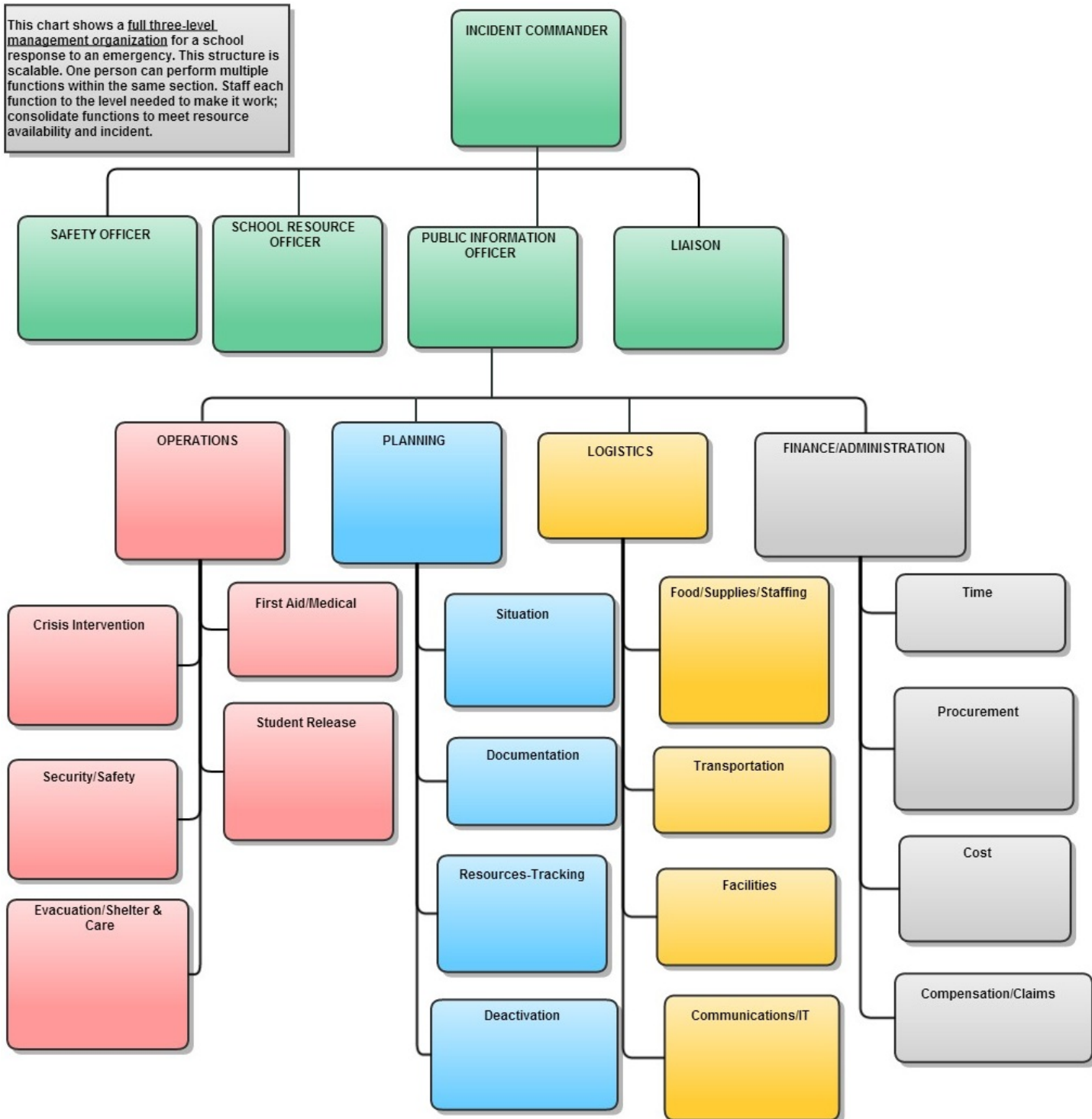
Checklists are available online at

https://de.erip.com/index.php/security_assessment

APPENDIX C NATIONAL INCIDENT MANAGEMENT SYSTEM

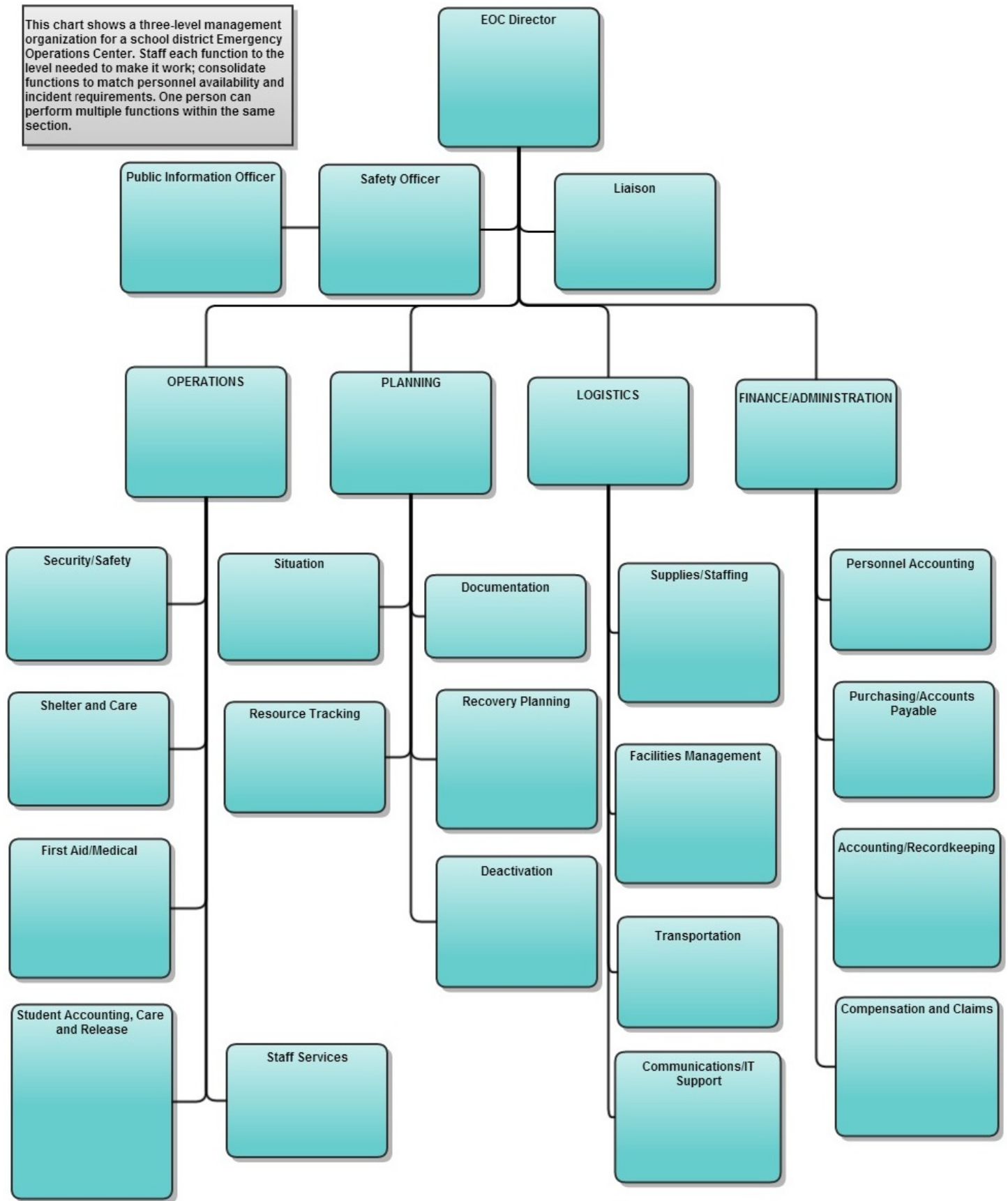
Incident Command System: Fully-Staffed Template

This chart shows a full three-level management organization for a school response to an emergency. This structure is scalable. One person can perform multiple functions within the same section. Staff each function to the level needed to make it work; consolidate functions to meet resource availability and incident.



Emergency Operations Center: Fully-Staffed Template

This chart shows a three-level management organization for a school district Emergency Operations Center. Staff each function to the level needed to make it work; consolidate functions to match personnel availability and incident requirements. One person can perform multiple functions within the same section.



To obtain forms, visit your ERIP Resources online at:
<https://de.erip.com/index.php/resource/?page=2>

Form Links

ICS 203 - Organizational Assignment List (School)

https://de.erip.com/index.php/resource/download_doc/?id=4

ICS 203 - Organizational Assignment List (District)

https://de.erip.com/index.php/resource/download_doc/?id=5

ICS 201 - Incident Briefing

https://de.erip.com/index.php/resource/download_doc/?id=6

ICS 214 - Activity Log

https://de.erip.com/index.php/resource/download_doc/?id=7

Management Situation Report

https://de.erip.com/index.php/resource/download_doc/?id=8

Check-In/Check-Out

https://de.erip.com/index.php/resource/download_doc/?id=9

ICS 213 - General Message

https://de.erip.com/index.php/resource/download_doc/?id=10

ICS 209 - Incident Status Summary

https://de.erip.com/index.php/resource/download_doc/?id=11

Student Status Report - Initial Assessment

https://de.erip.com/index.php/resource/download_doc/?id=12

Staff Status Report - Initial Assessment

https://de.erip.com/index.php/resource/download_doc/?id=13

Student Status Report

https://de.erip.com/index.php/resource/download_doc/?id=14

Staff Status Report

https://de.erip.com/index.php/resource/download_doc/?id=15

ICS 221 - Demobilization Check-Out

https://de.erip.com/index.php/resource/download_doc/?id=16

SCHOOL STAFF SKILLS SURVEY

- School
- School Year

As part of the development of the Delaware Comprehensive School Emergency Plan, and in accordance with district policy, please complete the following survey and return it to the school office. The information provided will be used to update our Emergency Plan in order to be fully prepared for an emergency situation on campus.

- NAME:
- HOME PHONE:
- EMAIL:
- DATE:
- CELL PHONE:
-

I. Emergency Response:

Please check any of the following areas in which you have expertise or training:

- First Aid
- Counseling/Mental Health
- CPR
- Hazardous Materials
- Firefighting
- Emergency Medical
- Media Relations
- Incident Debriefing

Please explain or clarify items checked

II. Special Consideration:

Please check and list special skills or resources you feel would be an asset in an emergency situation. Explain items checked:

- ☐ Multilingual, list language(s)
- ☐ Experience with disabilities
- ☐ Ham radio or CB radio experience
- ☐ Knowledge of community resources
- ☐ Other knowledge or skills
- ☐ Check if you have a cell phone that could be used in an emergency
- ☐ Check if you have a 2-way radio that could be used in an emergency

For more information, see your ERIP Drill Scheduler online at:
<https://de.erip.com/index.php/drill>

When to Miss School

If your child says she doesn't feel well, ask yourself, 'If she were healthy, would I want her near someone with these symptoms?' Robert Hoekelman, M.D., contributing editor of *The Merck Manual of Medical Information- Home Edition*, offers these guidelines to help you decide when to keep your child at home. If symptoms persist after 24 hours or worsen, call your pediatrician.

SYMPTOM	Keep your child home if:
FEVER	He/she has a morning temperature of 100 degrees Fahrenheit or higher, or her temperature is below 100 but she is achy, pale or tired.
STOMACH ACHE	He/she has had two or more episodes of vomiting or diarrhea, or has had one in the past 24 hours and feels tired or ill.
SNEEZING OR RUNNY NOSE	He/she is sneezing a lot, and his/her nose won't stop running.
SORE THROAT	He/she has tender, swollen glands and a fever of 100 or higher.
COUGH	He/she coughs frequently, coughs up phlegm, or the cough sounds like a bark or is accompanied by a sore throat or wheezing.
EAR ACHE	His/her pain is constant or severe—a sign of otitis media.
RASH	The rash blisters, develops pus, or is uncomfortable, which signals chicken pox or impetigo.

Sick children seldom, if ever, gain anything by attending school. They are much better off at home where they are most likely to get the necessary care for recovery and early return to school. Keeping ill children at home also protects other children, their family, and the school staff from infection.

A child must be kept home at least 24 hours after a fever and 24 hours after starting antibiotics.

For children who need to take medication at school, send an authorization form signed by a parent and the health care provider with the medication.

School Nurse

Phone Number

Parent Information Letter - Student Health

Dear Parents;

We are concerned for the health and welfare of our students and we want to maintain a healthy school environment for your children.

From experience we have learned that sick children seldom, if ever, gain anything by attending school. They are much better off at home where they are most likely to get the necessary care they need to recover. Keeping ill children at home also protects other children, their family and school staff.

Your child may be contagious if you observe the following symptoms:

DIARRHEA	NAUSEA OR VOMITING
SKIN RASH	EAR INFECTIONS/EARACHES
SORE THROAT	EYE DRAINAGE/PAIN
ELEVATED TEMPERATURE	PAIN/BODY ACHES
GENERAL FATIGUE OR LISTLESSNESS	

Your child should be kept at home. If these signs persist, contact your physician.

Keep your child home at least 24 hours after a fever and 24 hours after starting antibiotics. Reminder: If your child needs to take medication at school, you are required to send an authorization form signed by you and your health care provider with the medication.

Prompt care and isolation of a sick child will minimize the total time/school days lost by your child and/or other children. Regular attendance at school is necessary for your child to receive the full benefit from school.

If your child is kept at home, please notify the school that your child will be absent and the reason for the absence.

Please call your school nurse if you have questions.

Sincerely,

School Nurse

Phone Number

Sample Parent Information Letter - Incident Update

Dear Parents,

As you may or may not be aware, our school (or district) has recently experienced (***specify event such as death, fire, etc.***) which has deeply affected us. Let me briefly review the facts (***give brief description of incident and known facts***).

We have implemented our school's Emergency Plan to respond to the situation and to help our students and their families. Students and staff will react in different ways to emergencies of this nature, so it will be important to have support available to assist students in need. Counselors are available in the school setting to assist students as they express their feelings related to (the specific event). We have included a reference sheet to help you recognize possible reactions you may observe in your child. If you feel your child is in need of special assistance or is having a great deal of difficulty coping with (the loss, disaster, etc.), please do not hesitate to call.

In an effort to assist students in dealing with grief, loss, anger and fear reactions, the following modifications in our school's regular schedule will be in effect (***specify dates and needed information such as memorial services, possible changes in classroom locations, alterations to school operating hours, etc.***) After this time, all regular schedules and routines will resume.

Thank you for your support of our school system as we work together to cope with (specify event). Please observe your child closely over the next several days and weeks to watch for signs of distress which may indicate a need for additional support and guidance. Please feel free to call if you have any concerns or questions regarding your child, or steps being taken by the school to address this (***loss, tragedy, etc.***).

Sincerely,

Principal
(***Phone***)

Sample Parent Information Letter - Death of a Student or Staff Member

(Date)

Dear Parent/Guardian:

We are saddened to learn of the death of our **(teacher or student)**, **(name of teacher or student)**, who died on **(date)**. We are concerned about the safety and well-being of all students and staff. A specially trained team of professionals is in our school to offer support and counseling to all who need or request such help.

You may notice some changes in your child's behavior as a result of this tragedy. He or she may feel shocked, sad, angry, confused, afraid, worried or numb. Any of these feelings are normal after such an incident. Your child might not feel like eating, or may eat more than usual. He or she may also sleep considerably more or less than usual and may experience unpleasant dreams or nightmares. Your child may seem preoccupied, argumentative, less cooperative or communicative, or simply different. Headaches and/or stomach aches are other common responses to tragic incidents. Your child may also have trouble completing school assignments or preparing for exams.

We encourage you to talk with your child about what has happened. Talking with a parent/guardian and/or trusted adult is very helpful for children as they try to cope with and work through tragedies in their lives. **(Reference any handout that you may decide to enclose.)**

If you notice that your child is not feeling better within the next few weeks, or if you wish to talk with a counselor, please feel free to call us so that we can help. The [Student Services Department] will be glad to answer any questions or provide support and guidance as needed. Please call **(name of Counselor/Intervention Advisor)** at **(telephone number)**.

(Insert information on funeral arrangements, if known)

Sincerely,

[Principal's Name]

[Name of Counselor/Intervention Advisor]

MEMORANDUM

To: All Staff

From:

Date

Re: Special Needs Evacuation Plan

In the event of an emergency, we are committed to the safe evacuation of our entire school community. As part of our disability evacuation planning, we request that all staff provide us with information concerning their special evacuation needs.

Please provide a list of accommodations you require to safely evacuate should it become necessary.

If you have any questions, contact _____ at _____.

Emergency Supply forms are available online at
<https://de.erip.com/index.php/resource/?page=2>

Form Links

Classroom Backpack

https://de.erip.com/index.php/resource/download_doc/?id=17

Classroom Lockdown Kit / Student Release File Box

https://de.erip.com/index.php/resource/download_doc/?id=18

Incident Command Center (ICC) Box

https://de.erip.com/index.php/resource/download_doc/?id=19

Medical Supplies

https://de.erip.com/index.php/resource/download_doc/?id=20

Building Safety/Damage Assessment Supplies

https://de.erip.com/index.php/resource/download_doc/?id=21

Traffic/Crownd Control

https://de.erip.com/index.php/resource/download_doc/?id=22

School Bus/Auto Emergency Supplies

https://de.erip.com/index.php/resource/download_doc/?id=22

School Shelter Supplies

https://de.erip.com/index.php/resource/download_doc/?id=23

Emergency Toolbox - Supplies Needed

https://de.erip.com/index.php/resource/download_doc/?id=24

EMERGENCY ACTIONS

ALL CLEAR	Signifies the end of the ACTION that was initiated.
DIRECTED TRANSPORTATION	Students and staff will be loaded into school buses, cars and any other available means of transportation, and moved to an area of lesser danger.
EVACUATION/LEAVE BUILDING	The orderly movement of students and staff along prescribed routes from inside school buildings to another area, when conditions outside are safer than inside.
LOCKDOWN also called SECURE ROOM	Lockdown is used when there is an immediate or imminent threat to the occupants of a school building. The concept of lockdown involves a "no one in, no one out" scenario. Teachers and other staff members should immediately lock doors of the rooms they are in and have students lie on the floor. Close any shades or blinds if it appears safe to do so. Teachers and students remain on the floor until a staff member they recognize assures them that the situation has been resolved and it is safe to unlock doors.
REVERSE EVACUATION	Students and staff move immediately into designated areas in the building when the conditions inside are safer than outside.
SHELTER IN PLACE	When conditions outside the building are unsafe, staff and students remain in the rooms or move to the hallway or the other side of the building. Commonly used during external chemical release and hazardous materials spills, shelter in place may involve sealing windows and doors and shutting down air conditioning systems to prevent exposure to outdoor airborne contaminants.
TAKE COVER	Move to and take refuge in the best-shielded areas within the school buildings.

GLOSSARY

AGENCY	A division of government with a specific function, or a nongovernmental organization (e.g., private contractor, business, etc.) that offers a particular kind of assistance. In ICS, agencies are defined as jurisdictional (having statutory responsibility for incident mitigation) or assisting and/or providing resources and/or assistance).
COMMAND	The act of directing and/or controlling resources by virtue of explicit legal, agency, or delegated authority. May also refer to the Incident Commander.
COMMAND POST	(See Incident Command Post)
COMMAND STAFF	Consists of the Public Information Officer, Safety Officer, and Liaison Officer. They report directly to the Incident Commander and may have an assistant(s), as needed.
COMMUNICATIONS UNIT	An organizational unit in the Logistics Section responsible for providing communication services at an incident. A Communications Unit may also be a facility (e.g., trailer or mobile van) used to provide the major part of an Incident Communications Center.
COST UNIT	Functional unit within the Finance/Administration Section responsible for tracking costs, analyzing cost data, making cost estimates, and recommending cost-saving measures.
DIRECTOR	The ICS title for individuals responsible for supervision of a branch.
DISPATCH	The implementation of a command decision to move resources from one place to another.
DELAYED TREATMENT	Second priority in patient treatment. These people require aid, but injuries are less severe.
DOCUMENTATION UNIT	Functional unit within the Planning Section responsible for collecting, recording and safeguarding all documents relevant to the incident.
EMERGENCY OPERATIONS CENTER (EOC)	A pre-designated facility established by a district and/or operational area to coordinate the overall response and support to an emergency.
EMERGENCY OPERATIONS PLAN	The plan that each jurisdiction maintains and implements for responding to hazards and threats.
FINANCE/ADMINISTRATION SECTION	The section responsible for all incident costs and financial considerations. Includes timekeeping, expense tracking, procurement, compensation and claims.
FIRST RESPONDERS	Personnel who have responsibility to initially respond to emergencies such as firefighters, law enforcement, lifeguards, forestry, EMS, ambulance, and other public service personnel.
FULL-SCALE EXERCISE	Evaluates the operational capability of emergency response management systems in an interactive manner. Includes the mobilization of emergency personnel and resources required to demonstrate coordination and response capability. Tests total response capability as close to a real emergency as possible.
FUNCTION	Refers to the five major activities in ICS, i.e., Command, Operations, Planning, Logistics, and Finance/Administration. The term function is also used when describing the activity involved, e.g., the planning function.
FUNCTIONAL EXERCISE	A fully simulated, interactive exercise that tests one or more functions in a time-sensitive, realistic simulation. Focuses on policies, procedures, roles and responsibilities.
HAZARDOUS MATERIAL	Any material that is explosive, flammable, poisonous, corrosive, reactive, or radioactive, or any combination, and requires special care in handling because of the hazards it poses to public health, safety, and/or the environment.
IMMEDIATE TREATMENT	A patient who requires rapid assessment and medical intervention for survival.
INCIDENT	An occurrence, either human caused or by natural phenomena, that requires action by emergency service personnel to prevent or minimize loss of life or damage to property and/or natural resources.

INCIDENT ACTION PLAN	Contains objectives reflecting the overall incident strategy, specific tactical actions and supporting information for the next operational period. The Plan may have a number of forms as attachments (e.g., Traffic Plan, Student Release Plan, Communications Plan, site map).
INCIDENT COMMAND POST (ICP)	The location where the primary command functions are deployed.
INCIDENT COMMAND SYSTEM (ICS)	A standardized on-scene emergency management concept specifically designed to allow its users to adopt an integrated organizational structure equal to the complexity of single or multiple incidents without being hindered by jurisdictional boundaries.
INCIDENT COMMANDER	The individual responsible for the management of all incident operations at the incident site.
INCIDENT MANAGEMENT TEAM	The Incident Commander, appropriate Command and General Staff personnel assigned to an incident.
INCIDENT OBJECTIVES	Statements of guidance and direction necessary for the selection of appropriate strategies and the tactical direction of resources. Incident objectives are based on realistic expectations of what can be accomplished when all allocated resources have been effectively deployed. Incident objectives must be achievable and measurable, yet flexible enough to allow for strategic and tactical alternatives.
INITIAL RESPONSE	Resources initially committed to an incident.
JURISDICTION	The range or sphere of authority. Public agencies have jurisdiction at an incident related to their legal responsibilities and authority for incident mitigation. Jurisdictional authority at an incident can be political or geographical (e.g., city, county, state, or federal boundary lines) or functional (e.g., police department, health department, etc.).
JURISDICTIONAL AGENCY	The agency having jurisdiction and responsibility for a specific geographical area, or a mandated function.
LIAISON OFFICER	A member of the Command Staff responsible for coordinating with representatives from cooperating and assisting agencies.
LOGISTICS SECTION	Responsible for providing facilities, services, and materials for the incident.
MESSAGE CENTER	Part of the Incident Communications Center and co-located or placed adjacent to it. It receives, records, and routes information about resources reporting to the incident, resource status, and administrative and tactical traffic.
MITIGATION	Any action employed to contain, reduce or eliminate the harmful effects of a hazard.
MOBILIZATION	The process and procedures used by all organizations federal, state, and local for activating, assembling, and transporting all resources that have been requested to respond to or support an incident.
MULTIJURISDICTION INCIDENT	An incident requiring action from multiple agencies that have a statutory responsibility for incident mitigation.
MUTUAL AID AGREEMENT	Written agreement between agencies and/or jurisdictions in which they agree to assist one another upon request, by furnishing personnel and equipment.
OPERATIONAL PERIOD	The period of time scheduled for execution of a given set of operational actions as specified in the Incident Action Plan. Operational Periods can be of various lengths, although not over 24 hours.
PERSONAL PROTECTIVE EQUIPMENT (PPE)	The equipment and clothing required to shield or to isolate personnel from the chemical, physical, and biologic hazards that may be encountered at a hazardous materials incident.
PLANNING SECTION	Responsible for the collection, evaluation, and dissemination of tactical information related to the incident, and for the preparation and documentation of Incident Action Plans. The Section also maintains information on the current and forecasted situation, and on the status of resources assigned to the incident.
PROCUREMENT	Functional unit within the Finance/Administration Section responsible for financial matters involving vendor contracts.
PUBLIC INFORMATION OFFICER	A member of the Command Staff responsible for interfacing with the public and media or with other agencies requiring information directly from the incident. There is only one Public Information Officer per incident.

REFUGE AREA	An area identified within the Exclusion Zone, if needed, for the assemblage of contaminated individuals in order to reduce the risk of further contamination or injury. The Refuge Area may provide for gross decontamination and triage.
RESOURCES	Personnel and equipment available, or potentially available, for assignment to incidents. Resources are described by kind and type, e.g., ground, water, air, etc., and may be used in tactical support or overhead capacities at an incident.
RESOURCES UNIT	Functional unit within the Planning Section responsible for recording the status of resources committed to the incident. The Unit also evaluates resources currently committed to the incident, the impact that additional responding resources will have on the incident, and anticipated resource needs.
SAFETY OFFICER	A member of the Command Staff responsible for monitoring and assessing safety hazards or unsafe situations, and for developing measures for ensuring personnel safety. The Safety Officer may have assistants.
STAGING AREA	Locations set up at an incident where resources can be placed while awaiting a tactical assignment. Staging Areas are managed by the Operations Section.
START - S.T.A.R.T.	Acronym for Simple Triage And Rapid Transport.
SUPPLY UNIT	Functional unit within the Support Branch of the Logistics Section responsible for ordering equipment and supplies required for incident operations.
TABLETOP EXERCISE	Simulates an emergency situation in an informal, stress-free environment. Designed to elicit discussion as participants examine and resolve problems based on existing emergency management plans.
TRIAGE	The screening and classification of sick, wounded, or injured persons to determine priority needs in order to ensure the efficient use of medical personnel, equipment and facilities.
TRIAGE TAG	A tag used by triage personnel to identify and document the patient's medical condition.
UNIFIED COMMAND	A unified team effort in the ICS that allows all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility, or accountability.