



OChapter 3:

CREATING THE SCHOOL-CENTERED EMERGENCY MANAGEMENT PLAN

A. Introduction

This chapter is designed to provide a practical step-by-step approach to forming an Emergency Management Plan. It addresses issues from team formation through submission of the plan to the Risk Management and Safety office. The first step in creating the Emergency Management Plan is forming the School Emergency Team. As introduced earlier, the team should represent the diverse training and expertise of the school community.

Steps to Creating a School Plan:

1. Form a school team.
2. Members review this manual.
3. Follow the steps in this chapter to create your school's Emergency Management Plan.
4. Present the plan to certified and classified staff in your school
5. Send a copy of the school plan or submit electronically to Risk Management and Safety

6. Update all staff on universal emergency procedures, emergency management protocols and specific team assignments and roles in an emergency.

Components of the School-Centered Emergency Management Plan:

1. Clearly defined staff roles/responsibilities (an Emergency Team, Incident Command System, etc.)
2. Procedures for emergency evacuation, administering first aid, etc.
3. Setting up a "Command Post"
4. Establishing potential staging areas
5. Student accounting and release procedures
6. Assembly Areas – Main and alternate
7. Guidelines for communication with the media
8. Establishing primary and back-up methods for communication (within school, with Central Office, and with parents and community)

Each Emergency Management Plan shall be **updated yearly and submitted to Risk Management and Safety Office**, on or before September 30 of each year and shall reflect the actions required by all involved parties to minimize loss of life and injury to persons and property.

The **school principal is responsible** for supervising, monitoring and organizing the development of the school emergency plan. Further, the principal is responsible for arranging a faculty/staff meeting within one month of the beginning of the school year to review the school's plan and update staff regarding new procedures.



B. Forming the School E-Team

The school principal or facility director is responsible for overseeing the formation of the School E-Team and is the designated leader.

Depending on the size and needs of the school, an emergency team could have any number of staff ranging from approximately 5 to 10, depending on the size of the facility. Although these staff members make up the formal E-Team, it should be made clear to all staff that each will have a role in the implementation of effective emergency management protocols, and each is responsible for addressing the immediate safety needs of students in their care.

Suggested Steps for E-Team Formation:

1. Principal/facility director communicates with all staff identifying specific needs, and requesting volunteers to serve on the E-Team (see Staff Skills Inventory).
 2. Principal/facility director or designee creates list of interested staff, making sure all major areas of need are addressed, including:
 - Physical/medical needs
 - Emotional/mental health needs
 - Students with special needs
 - Staff from all areas of the building
 - Staff with knowledge of transportation needs
 - Staff with knowledge of utility cut offs, locks, etc.
 - Staff able to convey information to the media
 - Staff with knowledge of community resources
 3. A meeting is held with potential team members to discuss what will be expected for team membership.
 4. An initial meeting is held to formally establish the E-Team, and to begin the process of developing the school's Emergency Management Plan (using forms on the following pages).
 5. Conduct a formal presentation during a staff/faculty meeting at the beginning of each school year.
 6. Hold regular team meetings throughout the school year to review protocols and ongoing issues as they arise.
 7. Set dates to conduct orientation, staff training, review, updates, of plan.
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C. Checklist for Plan Development

- Under the direction of the principal, each school is to complete the following according to its unique needs and circumstances.
 - Have each team member become familiar with this School-Centered Emergency Management and Recovery Guide
 - Note the following E-Plan Sheets:
 - D. Cover Page
 - E. Staff Skills Inventory
 - F. E-Team Roles and Responsibilities
 - G. E-Team Assignments
 - H. Teacher Survey: Students Needing Special Assistance
 - I. Health Emergency - Staff Member
 - J. Classroom and Building "Hazard Hunt"
 - K. Students Special Assistance: Master List
 - L. Classroom and Building "Hazard Hunt" Master List
 - M. Assembly Area (outdoors)
 - N. Alternate Building Location (walking distance)
 - O. Alternate Building Location (requiring transport)
 - P. Student Accounting and Release
 - Q. Orientation and Training Schedule
 - R. Drill Schedule and Log
 - S. Emergency Team Toolbox
 - T. Emergency Quick Reference Guide (T-1 and T-2, pg. 53-54)
 - U. Emergency District Communication
 - Create an Emergency Team "Toolbox" using checklist provided (S).
 - Adopt Visitor Screening Policy consistent with local board policy (See Chapter 2).
 - Adopt General Dismissal Procedures consistent with board policy (See Chapter 2).
 - Review the Emergency Management Protocols ("Response" section); make necessary modifications for school-specific needs (using feedback from Staff Surveys and E-Team input, local or district phone numbers and titles, etc.)
 - Review and update Severe Weather Safe Area for each room of the building.
 - Review and update Shelter in Place Plan (See Quick Reference Guide, Chapter 3)
 - Prepare your school's Emergency Quick Reference Guide (final 2-sided form to be modified)
 - Provide Emergency Quick Reference forms to all staff members
 - Establish a schedule and procedures for orientation, training, and drill practicing
 - Submit the school's plan to Risk Management and Safety, (include Cover Page [Form D] and completed Forms G, L, M, N, O, P and T-1
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- Practice the plan scheduled, update and submit the plan by September 30, annually

D. Cover Page for School-Centered Plan (E-Plan)

Each school is responsible for creating and updating its School-Centered Emergency Management and Recovery Plan on a yearly basis. This cover page should accompany the school's completed plan according to the guidelines established by the District E-Team. The school principal needs to sign this cover prior to submitting the plan to the central office.

School-Centered Emergency Management and Recovery Guide for:

Julius Marks Elementary



Principal Signature

Date August 1, 2022

Please submit the following completed forms to the Office of Risk Management and Safety by September 30th annually. Forms: D, G, L, M, N, O, P, T-1.

E. Staff Skills Inventory (for Emergency Management Planning)

Staff: As part of the development of our School-Centered Emergency Management Plan, and in accordance with district policy, please complete the following survey and return to the administration office. The information provided will be used to help design and update our Emergency Management Plan in order to be fully prepared for an emergency situation should one arise.

NAME: _____

ROOM _____

I. Emergency response:

Please check any of the following areas in which you have training or expertise:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> First aid | <input type="checkbox"/> Search & rescue | <input checked="" type="checkbox"/> Counseling/mental health |
| <input checked="" type="checkbox"/> CPR | <input type="checkbox"/> Hazardous materials | <input type="checkbox"/> Firefighting |
| <input type="checkbox"/> Emergency medical | <input type="checkbox"/> Media relations | <input type="checkbox"/> Incident debriefing |

Explain or clarify items checked, if needed _____

II. Special Considerations:

Please check and list special skills or resources you feel would be an asset in an emergency situation. Explain items checked:

- Multilingual, list language(s) _____
- Experience with disabilities _____
- Ham radio or CB radio experience _____
- Knowledge of community resources _____
- Other knowledge or skills _____
- Other knowledge or skills _____
- Check if you have a cell phone that could be used in an emergency _____
- Check if you have a 2-way radio that could be used in an emergency _____

III. School Emergency E-Team

Each school is to form a School E-Team to provide leadership and direction in response and recovery activities related to emergency management.

Please check here if you are interested in becoming a member of our school's E-Team

F. E-Team Roles and Responsibilities

The principal, as Incident Commander (IC) is in charge. As appropriate, the IC activates those in the Incident Command System (ICS), who in turn, activate others needed to fulfill emergency response tasks.

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

G. E-Team Assignments In general, Incident Command System (ICS) or E-Team roles should be a logical, reasonable parallel to day-to-day work assignments. Complete the form below to reflect your school E-Team assignments. Descriptions of roles and responsibilities for each assignment are provided in the preceding page (p. 39).

*Note: If selected person is on an extended leave of absence, the substitute selected in place of the staff member will assume the role indicated below.

Title	Name Location & Numbers	Alternate Name Location & Numbers
<u>Incident Command:</u> Principal	Jennifer Spencer 381-3470 Cell: (304)545-9800	Laura Kegan 381-3470 Cell:
<u>Safety Official:</u> Security, Law Enforcement	FCPS 381-4200	Officer Scott Gibbons Cell: 608-9428
<u>Public Information Official:</u> Media Liaison	Lisa Deffendahl 381-4201	Bethany Smith 381-3470 cell: 606-627-9999
<u>Liaison Official:</u> Liaison to Outside Agencies	Shakesha Brown 381-3470 Cell:859-489-6626	Bethany Smith 381-3470 Cell: (606)627-9999
<u>Planning/Intelligence:</u> Situation Analysis and Reports, Records	Jennifer Spencer 381-3470 Cell: (304)545-9800	Shakesha Brown 381-3470 cell: 859-489-6626
<u>Operations:</u> Student Accounting & Release/Reunion	Peggy Elam 381-3470 Cell:	Shakesha Brown 381-3470 cell: 859-489-6626
<u>Operations:</u> Facility & Environmental Shelter	Teresa Agee 381-3470 Cell: 402-6492	Phillip Bowman 381-3470 Cell: (859)948-3307
<u>Operations:</u> First Aid, CPR, Medical	Jessica Maynard 381-3470 859- 321-8762	Angel Brock 381-3470 Cell: (606)215-1508
<u>Operations:</u> Crisis Intervention & Response	Shakesha Brown 381-3470 cell: 859-489-6626	Maria Abbott 381-3470 Cell: (859)803-2918
<u>Operations:</u> Food, water, sanitation	Maggie Nelson 381-3472 Cell: (859)971-3323	Amy Barrentine 381-3470 Cell: (859)312-9690
<u>Logistics:</u> Communications	Maggie Taylor 381-3470 Cell:(606) 699-9463	Mareesa Welch 381-3470 (859)338-0435
<u>Logistics:</u> Supplies distribution, procurement	Laura Kegan 381-3470 Cell: 276-870-9292	Maria Abbott 381-3470 Cell: (859)803-2918

<u>Administration & Finance:</u> Documentation	Peggy Elam 381-3470 (859)333-1828	Maria Abbott 381-3470 Cell: (859)803-2918
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H. Teacher Survey: Students Needing Special Assistance

Instructions: Teachers are to fill in the name of any student in their class who will require special assistance in the event of an emergency (considering a variety of emergency conditions which may alter needs, such as severe weather, evacuation needs, hazardous materials, etc.):

STUDENT NAME

ASSISTANCE NEEDED

Makenzie Short Visually Impaired- needs para support

SIGNATURE: _____ ROOM
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I. HEALTH EMERGENCY - STAFF MEMBER FAYETTE COUNTY PUBLIC SCHOOLS

School Year: 2022-23 (Staff Emergency Information Details will be included in a Google Sheet that Jenny Spencer and Laura Kegan can access.)

This optional form will alert your principal if you have a pre-existing health condition (i.e., diabetes, seizure disorder, severe asthma, allergic reaction) and guide assistance should you have a medical emergency.

Name School _____ Room # _____

Name of Primary Care Physician _____

Address _____ Phone # _____

Health Insurance Company _____

Hospital Preference _____

In an emergency, please notify _____ Phone # _____

Back up Emergency Contact _____ Phone # _____

Health Condition(s)	Medication(s)	Location of Medication(s)	How Administered?
1.			
2.			
3.			

Special Instructions to Those Who May Provide Assistance

Please return this form to your principal to keep in a personnel file. The employee completing this form may wish to share this information or the existence of this form with a co-worker.

J. Classroom and Building "Hazard Hunt"

ALL STAFF Instructions: The E-Team is interested in identifying any special circumstances which exist in our school or near our campus which present unique problems or potential risk to persons or property. These may include materials used in classes, issues specific to your location in the building, situations which may impede evacuation from the building, community issues (factories, airport, water plant, rivers/streams), safety at bus stops or walking to school, etc. Please describe any such potential hazards below, and actions requested to mitigate:

<u>Potential Hazard</u>	<u>Action Requested to Mitigate the Hazard</u>
No wheelchair access to gym for severe weather	Use of elevator. If electricity is out, staff will assist students/staff to the gym.
Lockdown while students are at recess	Have purchased walkie-talkies and can use cell phones.
Speeding traffic in front of school	Request police department to occasionally monitor
Portable in Severe Weather	Risk management instructed us to follow severe weather rules for the building
Property line by playground, shared with townhomes, cars drive down the fence line with no barrier to playground	Ask district to investigate property line to determine how to prevent cars from driving on playground between 7:15-2:45
Classes on the playground during a lockdown	Give RED signs labeled LOCKDOWN to classrooms with windows located by entry doors from playground to alert staff to take students to upper playground close to fence
Too many classes using the stairwell by located near the art room to enter the gym for a severe weather drill	Assign specific stairwells to grade levels and specific classrooms as needed, list in emergency checklist cheat-sheet for staff
Congestion in halls during fire drill	Assign and monitor exiting during fire drills at all times of the day
Students and adults may not know the procedure for exiting the cafeteria for a fire drill	Intentionally practice fire drill during the lunch period, communicate with cafeteria staff prior to practice
Trees and branches prohibit view of all areas of the playground, sidewalks in the bus lane, and main entrance	Report concerns to FCPS grounds crew and request maintenance in specified areas

SIGNATURE: _____ ROOM _____

K.Students Needing Special Assistance MASTER LIST

Using the information from individual Teacher/Staff Survey forms, the E-Team maintains a master list of students needing special assistance in the event of an emergency (make copies of this sheet as necessary):

STUDENT NAME

ASSISTANCE NEEDED
AND INDIVIDUAL TO PROVIDE ASSISTANCE

Makenzie Short - visually impaired

L. Classroom and Building "Hazard Hunt" MASTER LIST (and Mitigation Plans)

Each E-Team is required to identify circumstances unique to its school/campus/facility that present unique risks to persons or property. These may include materials used within the building, potentially troublesome evacuation routes, dangers due to geographic location, safety at bus stops or walking to school, proximity to potentially hazardous buildings in the community, issues related to sharing a campus with another school, etc.

Using information from "Classroom and Building 'Hazard Hunt'" forms, as well as insights from E-Team members, list below any specific risks or potential hazards needing special consideration and plans to address them (copy form as needed):

<u>Potential Hazard</u>	<u>Action Taken (or Planned) to Mitigate the Hazard</u>
<u>No wheelchair access to gym for severe weather</u>	Use of elevator. If electricity is out staff will assist students to gym.
Lockdown while students are at recess.	Walkie talkies will be utilized as well as cell phones.
Congested traffic pattern in street out front.	Cones will be placed at the entrance to keep traffic from turning left into the parking lot.
Portables are unable to hear announcements /alarms.	Working with electronics.

M. Assembly Area (Outdoors, for Standard Evacuation)

Use the following worksheet to plan for evacuation from the building to an on-site, or near-site Assembly Area (e.g., on-site football field). The Assembly Area should minimize exposure of students to dangers or hazards around the school.

1. Examine floor plans and maps for your school grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as: gas, sewer, power lines; chain link fences (electrical hazard); facilities containing toxic or radioactive material, water towers, multiple story buildings (vulnerable to collapse), transformers, balconies (which may fall from buildings), etc.
 - [JME Floor Plan/Emergency Evacuation Map](#)
1. When conducting emergency drills evacuate students to areas that:
 - a. Will not block emergency vehicle access to critical areas on campus
 - b. Will not conflict with emergency staging areas.

2. Designate each of the following in the Assembly Area:

Command Post_Park Playground

Access for emergency vehicles Bus Lane

Student assembly areas

Front Lawn by marquee 301-328 exit Intermediate Doors

330-348 exit Primary Doors

Playground, upper portion Anyone at JME playground

Playground, lower portion – Art, Science, Gym and GT

Side Yard- Preschool and Front Office, Music

First aid area Park Playground

Heliport landing area for air medical Baseball Field

Student/Parent reunification area Basketball Court by Park Playground

Media area Side of Bottom Parking Lot

Potential morgue Cafeteria or left of baseball field outside fenced area

3. Place copies of floor plans and evacuation routes, highlighted as appropriate, in this section of the guide, and post throughout the building.
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4. Communicate Student Accounting and Release procedures to parents.

N. Alternate Building Location: Walking Distance

In inclement weather, it may be necessary to move students to an Alternate Building Location rather than using the typical Outdoor Assembly Area. Use the following worksheet to plan for evacuation from the building to an off-site building location within walking distance from the school. Coordinate your planning with Central Office, other schools, etc.

1. Examine maps and site plans for possible Alternate Building Location in the immediate vicinity of the school property.
2. Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with nearby schools, community centers, businesses, churches, etc. to establish relationships for Alternate Building Location.
4. Designate each of the following:

Alternate Building Location	Lead Contact / Phone
<u>Tates Creek Christian Church</u>	Rich Pannell
<u>3150 Tates Creek Road</u>	_____
_____	_____
(Address)	

Secondary Location	Lead Contact / Phone
<u>Tates Creek Elementary School</u>	Carrie Paul 381-3606
<u>1113 Centre Parkway</u>	_____
_____	_____
(Address)	

USE SPACE BELOW for any special planning needs, routes, alternate routes, access to keys or for coordinating your school's plan with other schools or buildings on the same campus.

O. Alternate Building Location: Requiring Transport

Use the following worksheet to plan for evacuation from the building to an off-site building location requiring transport from the school. Coordinate your planning with Central Office, other schools, etc.

1. Contact Director of Transportation in Central Office to coordinate and plan for transporting students and staff to an Alternate Building Location. Examine local area maps for primary and secondary roadways to transport students and staff to an Alternate Building Location.
2. Consider factors such as roadways (for potential traffic "gridlock"), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with other schools, community centers, businesses, churches, etc. to establish reciprocal relationships for Alternate Building Location (schools across town may serve as alternate site for each other).
4. Consider an alternate building location across town as incidents may effect the entire neighborhood of the school.
5. Designate each of the following:

Alternate Building Location	Lead Contact / Phone
<u>Tates Creek Christian Church</u>	Rich Pannell
<u>3150 Tates Creek Road</u>	_____
_____	_____
_____	_____
(Address)	

Secondary Location	Lead Contact / Phone
<u>Tates Creek Elementary School</u>	Carrie Paul 381-3606
<u>1113 Centre Parkway</u>	_____
_____	_____
(Address)	

USE SPACE BELOW for any special planning needs or for coordinating your school's plan with other schools or buildings on the same campus.

P. Student Accounting and Release

Each school needs to establish a specific plan for student accounting and release. Use the following worksheet to describe how your school will account for students and staff in the building in the event of an evacuation. Teachers must carry roll books, grade books, or student attendance sheets when exiting the building during an evacuation. A staff roster should also be available to take during an evacuation.

1. List below steps or procedures staff will take to assure student or staff accounting (i.e., teachers report to team leader, who reports to "Student Accounting and Release" member of the school's E-Team, who reports to principal):

Teachers will check the class list and report to the team leader. The team leader will report any concerns regarding accounting of students/staff to the Student Accounting and Release Team with information passed to the principal or assistant principal. The administrative team will take a record of students not accounted for and will move forward with an established plan to locate students.

Student Accounting & Release: Peggy Elam, Maria Abbott

Team Leader Front Lawn: Laura Kegan and Upper Playground

Team Leader Lower Playground: Bethany Smith

Team Leader Side Yard: Meagan Carroll

2. What procedures will be in place to release students to parents, guardians, or other designated adults during an emergency? If an alternate building location is chosen, consider a method for parent vehicle pick-up of students.

Once the OK is given to team leaders, teachers will move all students to the basketball area by the public playground. The release of students will proceed as follows: parents/adults will come to the student release office staff (Elam and TBD) and sign out each student and the student will be called to the sign out spot. Any adult not known to staff will be required to show photo identification and the Authorized Pick Up list will be referenced for each student.

Q. Orientation and Training Schedule

Annually, each school should prepare a schedule of orientation and training events. Use the worksheet below to outline a schedule for training events, drills, etc. Training events may be for an entire staff, for the school's E-Team, for an administrator, or for some combination of these individuals.

Month	Training Event and Who is to be Trained	Person Responsible	Comments
July			
August	Drill procedure, Emergency Plan Procedures, faculty and staff August 9, 2022	Principal	Covered in staff meetings held at the beginning of the year.
September	Required Drills Assess August drill procedures, check toolbox, organize staff skills inventory, student assistance list Sept. 20- Staff agenda	Principal	JS
October	Required Drills Faculty, staff October 18, Staff Agenda	Principal	
November	Review Emergency Plan Required Drills Faculty, staff Nov 22, Staff Agenda	Principal	
December	Required Drills Faculty, staff Dec. 13 Staff Agenda	Principal	
January	Review Lock Down Drills Required Drills Faculty, staff Jan 24 Staff Agenda	Principal	
February	Required Drills Faculty, staff Feb 21 Staff Agenda	Principal	
March	Required Drills Faculty, staff Review Evacuation Procedures March 21 Staff Agenda	Principal	

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April	Required Drills Faculty, staff April 18, Staff Agenda	Principal	
May	Required Drills Faculty, staff May 2, staff Agenda	Principal	
June			

R. Drill Schedule and Log

Use the following worksheet to plan drills for your school. Submit a copy of the schedule with your school's plan, and use the original to document drills when they actually occur.

Fire Drills: Two fire drills in the first month of school, and one per month each following month.					
Monthly Schedule	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments, Notes
1 st :	August 18	clear	476	1:00	great
1 st :	August 24	clear	476	1:00	great
2 nd :	September 14				
3 rd :	Oct. 11				
4 th :	November 18				
5 th :	December 1				
6 th :	January 9				
7 th :	February 23				
8 th :	March 10				
9 th :	April 13				
10 th :	May 8				

Earthquake Drills: Three each year.				
Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1 st :	August 29			
2 nd :	October 14			
3 rd :	February 1			

Severe Weather Safe Area: Four each year (including one in March).				
Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1 st :	November 4			
2 nd :	January 19			
3 rd :	March 13			
4 th :	April 17			

Other Drills Or Practice: Such as Lockdown, Shelter in Place, etc.

School-Centered Emergency Management and Recovery Guide

Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1st:	August 23	476		facilitated with FCPS
2nd :	TBD			
3rd :	TBD			

S. Emergency Team "Toolbox"

Each school's Emergency Management Team is to develop and annually update a "toolbox" to have available for use during an emergency situation. Items in the toolbox should not be used for anything other than emergency preparedness training activities. A member of the E-Team should be assigned to keep the toolbox updated (change batteries, update phone numbers, etc.). The toolbox should be portable and readily accessible for use in an emergency.

Items to consider for the Emergency Toolbox

- Copies of all forms completed in the development of the school or facility Emergency Management Plan (Chain of Command, Students Needing Assistance, etc.)**
- Map of building(s) with location of Exits, Phones, First Aid Kits, Assembly Areas**
- Blueprints of school building(s), including utilities grounds**
- Map of local streets with evacuation route (Alternate Building Location requiring Transport)**
- Flash lights with extra batteries**
- First aid kit and latex-free gloves**
- First aid manual**
- Space Blankets (several)**
- Faculty/staff roster (including emergency contacts)**
- Student roster (including emergency contacts for parents)**
- School Yearbook**
- Master schedule**
- Two-way radios and/or cellular phones (available)**
- Battery powered radio and spare batteries**
- Several legal pads and ball point pens**
- Grease boards and markers (or dry erase boards)**
- White peel-off stickers and markers (for name tags)**
- Orange vests to identify key persons**
- Local telephone directory**
- Lists of the district personnel's phone, fax, and beeper numbers**
- Lists of other emergency phone numbers**
- Five black markers**
- Five face masks**
- Duct tape and plastic (for Shelter in Place)**

Other items that should be taken during an evacuation:

- Emergency Toolbox**
 - Student emergency cards**
 - Current attendance roster**
 - Cell phones**
 - Two way radios**
 - Megaphone**
-

School-Centered Emergency Management and Recovery
FORM T-2. Emergency Quick Reference Guide for
Julius Marks Elementary

<u>Teacher's Responsibilities</u>		<u>Universal Emergency Procedures</u>
<p>In an emergency, teachers are responsible for the supervision of students in their care, and shall remain with students until directed otherwise. They shall:</p> <ul style="list-style-type: none"> ● Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols. ● Direct students in their charge according to established Universal Emergency Procedures (to Assembly Area, Severe Weather Safe Area, etc.) ● Render first aid if necessary. ● Take roll book or attendance sheet with them for student accounting. ● Take roll when the class relocates in Assembly Area. 		<p>Universal Emergency Procedures are standard, clear directives that may be implemented across a variety of emergency situations. The principal as Incident Commander, or designee, will activate appropriate emergency procedures, based on the situation. There are six basic procedures which can be utilized in responding to various emergencies. Each is outlined below.</p>
<p><u>Evacuation</u> <i>(For use when conditions are directed by the Principal, inside)</i></p> <p>When announcement or alarm sounded:</p> <ul style="list-style-type: none"> ■ Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous) ■ Take roll book or class roster for student accounting ■ Assist those needing special assistance ■ Do not stop for student/staff belongings ■ Go to designated Assembly Area ■ Check for injuries 	<p><u>Reverse Evacuation</u> <i>(For use when conditions are directed by the Principal, outside)</i></p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> ■ Move students and staff inside as quickly as possible ■ Assist those needing special assistance ■ Report to classroom ■ Check for injuries ■ Take attendance; report missing students according to Student Accounting and Release procedures ■ Wait for further instructions 	<p><u>Severe Weather Safe Area</u> <i>(For use in severe weather emergencies)</i></p> <p>When announcement or alarm sounded:</p> <ul style="list-style-type: none"> ■ Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous) ■ Occupants of portable classrooms shall move to the main building to designated safe areas ■ Take roll book for student accounting ■ Take attendance; report missing students according to Student Accounting and Release procedures ■ Assist those needing special assistance
<p><u>Shelter in Place</u> <i>(For use in external gas or chemical release)</i></p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> ■ Take closest and safest route to shelter in designated shelter in place area ■ Assist those needing special assistance ■ Close and tape all windows and doors (that can be opened) in designated shelter in place area ■ Take attendance; report missing students according to Student Accounting and Release procedures ■ Do not allow anyone to leave the shelter area ■ Stay away from all doors and windows 	<p><u>Lockdown</u> <i>(For use to protect building occupants from potential dangers in the building)</i></p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> ■ Students are to be cleared from the halls immediately and to report to nearest available classroom ■ Assist those needing special assistance ■ Close and lock all windows and doors and do not leave for any reason ■ Leave all room and door windows uncovered ■ Stay away from all doors and windows and move students to interior walls and drop 	<p><u>Drop, Cover and Hold</u> <i>(For use in earthquake or other imminent danger to building or immediate surroundings)</i></p> <p>When the command "Drop" is made:</p> <ul style="list-style-type: none"> ■ DROP – to the floor, take cover under a nearby desk or table and face away from the windows ■ COVER – your eyes by leaning your face against your arms ■ HOLD – on to the table or desk legs, and maintain present location/position ■ Assist those needing special assistance ■ Wait for further instructions

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