

Community High School

District 94

West Chicago High School

Crisis Action Plan

SCHOOL/DISTRICT INFORMATION

School Name: West Chicago Community High School

Building Street Address: 326 Joliet Street

City: West Chicago County: DuPage

School District: Community High School District 94

Major Intersection: Joliet and Ann Street

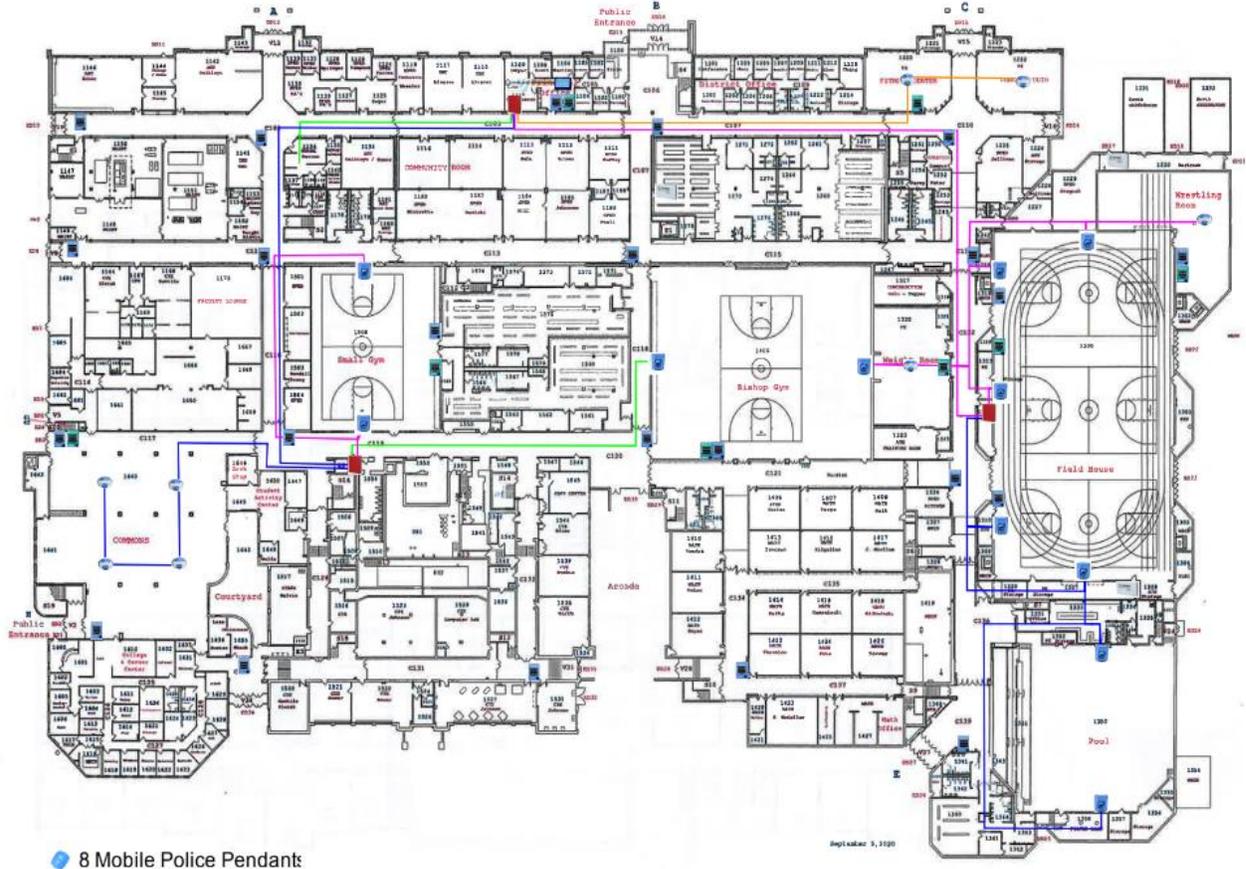
Enrollment: 2100

Key Crisis Responders – Contact Information

Superintendent, Dr. Moses Cheng	630-876-6212
Principal, Dr. Will Dwyer	630-876-6303
Assistant Principal, Pete Martino	630-876-6331
Assistant Principal, Mary Howard	630-876-6205
Director of Deans, Veronica Jimenez Winton	630-876-6380
Director of Student Services, Len Egan	630-876-6307
Dean, Antonio Del Real	630-876-6324
Dean, Janet Hurtado	630-876-6275
Police Liaison, Officer Mike Levato	630-876-6321
Nurse, Cathy Collins	630-876-6245
Counseling Department Chair, Keely Hanley-Anshel	630-876-6306

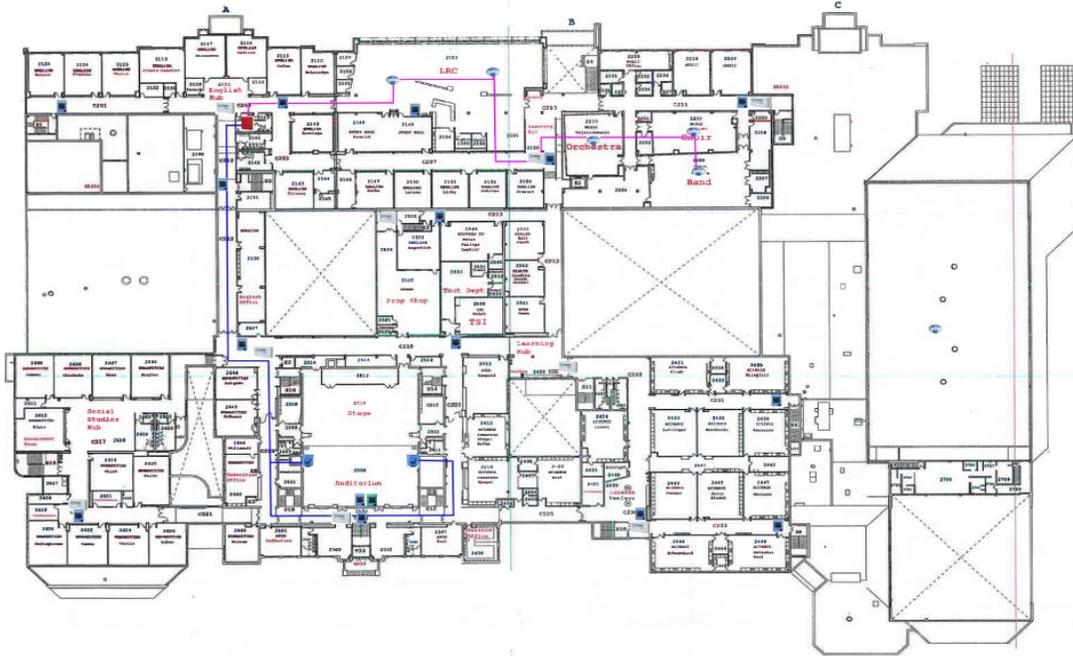
Building Maps (including Blue Point and Camera identification)

First Floor

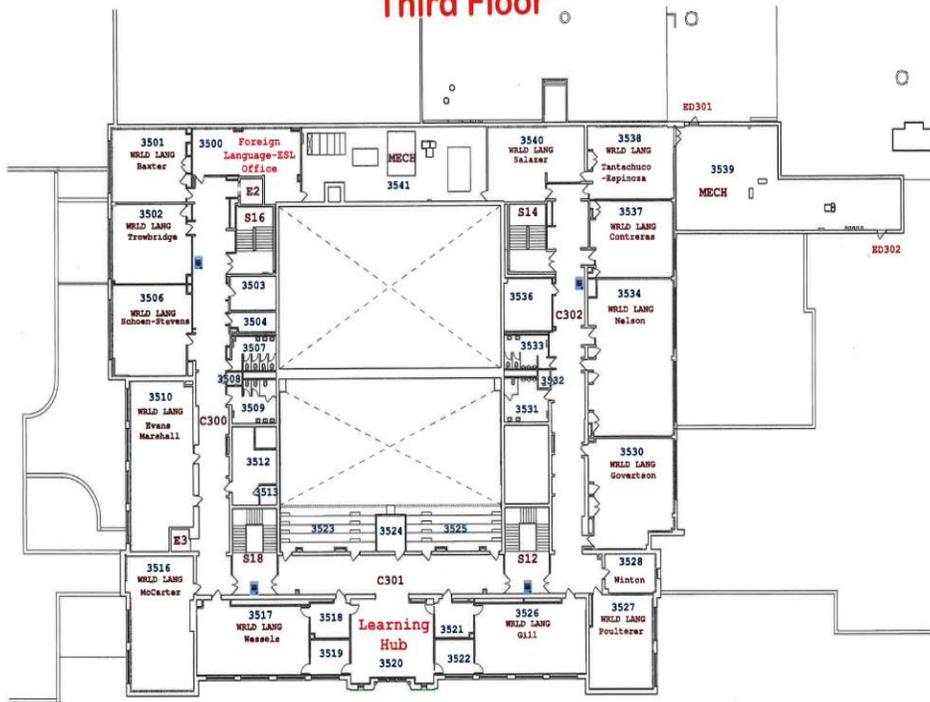


Building Maps (including Blue Point and Camera identification)

Second Floor



Third Floor



SAFETY PLAN

Introduction	6
Organization and Assignment of Responsibilities	8
Communications	11
Recovery After An Incident.....	12
Take Action Language	Error! Bookmark not defined.
Drop, Cover, and Hold.....	14
Evacuation Procedure.....	15
Lockdown Procedure	16
Threat Assessment Protocol	Error! Bookmark not defined.
Active Shooter.....	18
Bomb Threat	19
Fire	211
Severe Weather	233

I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Crisis Action Plan is to provide information on how to respond to emergency incidents by outlining the responsibilities and duties of West Chicago High School and its employees. Developing, maintaining, and exercising the plan empowers employees to act quickly and knowledgeably. The plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that West Chicago High School has established guidelines and procedures to respond to incidents/hazards in an effective way.

B. Scope of the Plan

The School Crisis Action Plan provides guidelines and procedures for dealing with existing and potential school incidents. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. The plan discusses the expectations of staff; roles and responsibilities; direction and control systems; internal and external communications; training and sustainability; authority and references as defined by local, state, and federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

C. Coordination with Emergency First Responders

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, safety, fire, emergency agencies, as well as mental health and other community organizations. An important component of the School Crisis Action Plan is advanced planning with various federal, state, and/or local agencies and community service providers to aid in timely communication and response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school. If mutual aid agreements are created, a copy should be maintained with other important documents related to this safety plan. Advanced planning should specify the type of communication and services provided by one agency to another.

D. Planning Assumptions and Limitations

1. Planning Assumptions

Planning assumptions allow for deviation from the plan if certain assumptions prove not to be true during operations. The following are standard assumptions. Additional assumptions may be needed depending on your school’s circumstances:

- A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local emergency response agencies. Action is required immediately to save lives and protect school property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire and safety inspections, will prevent or reduce incident- related losses.

2. Planning Limitations

It is the policy of West Chicago High School that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, West Chicago High School can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time

II. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

A building principal and/or assistant principals are not always able to manage all the aspects associated with an incident without assistance. As indicated, the Incident Command System (ICS) uses a team approach to manage incidents and allows school officials to assign tasks to other key school personnel.

During an incident in which the Crisis Action Plan is deemed necessary; West Chicago Police Department and/or West Chicago Fire Department will establish an Incident Command Post. Authorities and school personnel at the Incident Command Post (ICP) will provide an assessment of the situation, identify resources required, and direct the on-scene incident management activities.

A. Principal/Building Administrator

The principal/designee may serve as the School Incident Commander or delegate that authority to a qualified individual. The principal shall coordinate between the Superintendent’s office and the School Building Administrative Team.

B. School Building Administrative Team

- Assuming overall direction of all incident management activities based on procedures outlined in the School Crisis Action Plan.
- Taking steps deemed necessary to ensure the safety of students, staff and other individuals.
- Determining whether to implement incident management protocols established in the School Crisis Action Plan (e.g., Evacuation, Reverse Evacuation, Shelter in Place, etc. as described more fully in the annexes).
- Arranging for transfer of students, staff and other individuals when safety is threatened by a disaster.
- Working with and ensuring communication with emergency services personnel.
- Keeping the principal and other officials informed of the situation.
- Building level communication center will be established to communicate with building staff any necessary information. i.e concession stand at the stadium.
- Directors, Division Heads, Deans and Assistant Directors

C. Teachers

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

- Supervising students under their charge.
- Taking steps to ensure the safety of students, staff and other individuals in the implementation of incident management protocols established in the School Crisis Action Plan.
- Directing students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification or intercom orders according to incident management procedures established in the School Crisis Action Plan
- Reporting missing students to the Incident Commander.
- Executing assignments as directed by the Incident Commander.
- Obtaining first-aid services for injured students from the school nurse or person trained in first-aid. Arrange for first-aid for those unable to be moved.

D. Instructional Assistants

Responsibilities include assisting teachers as directed.

E. Counselors, Social Workers, and Psychologists

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

- Taking steps to ensure the safety of students, staff and other individuals in the implementation of incident management protocols established in the School Crisis Action Plan
- Assisting in the transfer of students, staff and other individuals when their safety is threatened by a disaster.
- Executing assignments as directed by the Incident Commander.
- Assisting with crisis intervention and recovery processes.

F. School Nurses/Health Assistants

Responsibilities include:

- Administering first-aid or emergency treatment as needed.
- Supervising administration of first-aid by those trained to provide it.
- Organizing first-aid and medical supplies.

G. Custodians/Maintenance Personnel

Responsibilities include:

- Surveying and reporting building damage to the Incident Commander.
- Controlling main shutoff valves for gas, water and electricity and ensure that no hazard results from broken or downed lines.
- Providing damage control as needed.
- Assisting in the conservation, use and disbursement of supplies and equipment.
- Keeping the Incident Commander informed of school conditions.

H. School Secretary/Office Staff

Responsibilities include:

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

I. Food Service/Cafeteria Workers

Responsibilities include:

- Using, preparing, and serving food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident.
- Executing assignments as directed by the Incident Commander.

J. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include reporting to the Incident Commander for assignments, if requested to do so.

K. Students

Responsibilities include:

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

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

L. Parents/Guardians

Responsibilities include:

- Encouraging and supporting school safety, violence prevention and incident preparedness programs within the school.
- Participating in volunteer service projects for promoting school incident preparedness.
- Providing the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practicing incident management preparedness in the home to reinforce school training and ensure family safety.

III. COMMUNICATIONS

Communication is a critical part of incident management. West Chicago High School’s communications plan supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community and media.

1. External

- In the event of a Crisis, District Communications Director will oversee the communication to parents, community and media, regarding crisis updates, release of information and the correction of all misinformation.

2. Internal

- The building communications team will oversee communication to faculty, staff and students regarding procedures, updates and logistics pertinent to the crisis.

IV. RECOVERY AFTER AN INCIDENT

After the safety and status of staff and students have been assured and emergency conditions have abated following an incident, staff, teachers and school officials will assemble to support the restoration of the school's educational programs.

West Chicago High School and the Community High School District 94 will designate appropriate personnel and collaborate with external resources to work in teams to accomplish the following:

- Conduct a comprehensive assessment of the facilities and the operational recovery needs.
- Assess physical security, data access and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students and parents on available crisis counseling services.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms)

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

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

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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DROP, COVER AND HOLD/EARTHQUAKE

I. PURPOSE

Drop, Cover and Hold procedures may be used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or an earthquake.

II. NOTIFICATION

Announcement via the intercom system or mass text communication.

III. PROCEDURES

A. Indoor Procedure

When indoors, students/staff should:

- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
- Hold on to the table or desk until directed to stop.
- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

Note: Staff and students do not use the elevators to evacuate.

B. Outdoor Procedure

When outdoors, students/staff should:

- Move away from buildings, streetlights and utility wires.
- Drop to the ground.
- Cover their face and head with their arms.
- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

EVACUATION PROCEDURE

I. PURPOSE

Evacuation should take place if it is determined that it is safer outside than inside the building and staff, students and visitors can safely reach the evacuation location without danger.

II. RESPONSIBILITIES

A. NOTIFICATION

- Announcement via intercom or fire alarm

B. Teachers/Staff

- Instruct students to exit the building using the designated emergency fire evacuation routes or as directed by the School Incident Commander/Principal.
- Use a secondary route if the primary route is blocked or hazardous.
- Help those needing special assistance.
- Do not lock classroom doors when leaving, close door and turn off lights.
- Do not stop for student or staff belongings.
- Take electronic device that allows access to: class roster and student information
- Go to designated evacuation assembly area
- Wait for additional instructions.

C. Staff

- Exit the building using the designated emergency fire evacuation routes or as directed by the School Incident

LOCKDOWN PROCEDURE

I. PURPOSE

The lockdown procedure provides a refuge for students, staff and the public inside the school building during an emergency.

II. NOTIFICATION

- Announcement using the building intercom system or text

Teachers

- Clear the hallway by your room, moving everyone into the classroom.
- Lock your doors.
- Take attendance and be prepared to notify administration of missing students or additional students, staff or guests sheltered in your classroom.
- Allow no one outside of the classroom until the “All Clear” signal is given unless a life-threatening situation exists and a means to safe exit is available.

Staff

- Clear the hallway by your location/area and move into a secure office space or classroom
- Take attendance and be prepared to notify administration of missing students or additional students, staff or guests sheltered in your classroom
- Allow no one outside of the office area or classroom until the “All Clear” signal is given unless a life-threatening situation exists and a means to safe exit is available.

Custodians

- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.

If students and school personnel are outside of the school building at the time of a LOCKDOWN, teachers or other school personnel will move students to the designated off-site assembly location.

THREAT ASSESSMENT PROTOCOL

ACTIVE SHOOTER

I. PURPOSE

An active shooter or armed assailant on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

II. NOTIFICATIONS

- Announcement using the building intercom system or text

A. Teachers and Staff

- Initiate RUN-HIDE-FIGHT procedures.
- If you are the first to note indication of an armed intruder, immediately CALL 911, then notify administration, and execute RUN-HIDE-FIGHT procedures.
- Gather information about your classroom's immediate situation. Account for all students or other individuals sheltered in your room.
- RUN - Assess your ability to evacuate the building. If clear, proceed to evacuate.
- HIDE - If there is no safe manner to evacuate the building, have students remain in Lockdown until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- FIGHT - If an active shooter or intruder enters the classroom use WHATEVER means necessary to keep your students safe. This may include any and all forms of resistance to the threat.
- FIGHT - If an intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to create confusion, exiting out windows, and confronting (assault, subdue, choke) to stop the intruder. Tell students to get out anyway possible and move to another location.

BOMB THREAT

I. PURPOSE

To ensure that there are procedures in place to protect staff, students and school property in the event of a communicated threat regarding the presence of destructive devices on school property. A bomb threat will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene.

II. RESPONSIBILITIES

A. Staff who received the bomb threat message:

- Make a record of the exact wording of the threat.
- If a bomb threat is received by phone:
 - Remain calm. Keep the caller on the line as long as possible. DO NOT HANG UP, even if the caller does
 - Listen closely to caller's voice and speech patterns and to noises in background. Make a record of that information
- Listen carefully. Be polite and show interest
- Try to keep the caller talking to learn more information
- If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
- If your phone has a display, copy the number and/or letters on the window display
- Immediately upon termination of the call, do not hang up, but from a different phone, contact administration immediately with information and await instructions.

B. Notification

- Notify law enforcement, fire and emergency services by calling 911 if not already notified.
- Assign staff to meet and brief emergency responder agencies.
- Notify staff through the intercom system or text:
- If a suspicious item is located, determine if evacuation procedures should be activated, selecting routes and assembly areas away from the suspicious item. Determine if further response should await arrival of law enforcement and other emergency services. See subsection D below.
- If evacuation occurs, students and staff must be evacuated to a safe distance outside of school building

- Arrange for person who found a suspicious item to talk with law enforcement official.
- Notify the Superintendent.
- Active communications plan to inform parents, media, and community of incident as determined in consultation with law enforcement.

C. Teachers and staff

- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located.
- Account for students and be prepared to evacuate if ordered.
- Evacuate using standard procedures and exit routes to assembly area.
- Open classroom windows and leave classroom doors open when exiting.
- Take roll after being evacuated. Be prepared to report the names of any missing persons to school administration.
- Keep students together at the assembly area until given further instructions. Be prepared to go to off-site relocation if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

D. Incident Commander/Law Enforcement, Fire & Emergency Agencies

Once emergency responders are on scene, decisions must be made to:

- Evacuate immediately, if this has not already occurred and if warranted, selecting routes and assembly areas away from the suspicious item.
- Speak to staff who received the threat and obtain information.
- Search the building.
- If a search is to be conducted, assemble and brief a search team at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, order an evacuation, if that has not already occurred.
- No one may re-enter the building until fire or police personnel declare it is safe to do so.
- After consulting with the Superintendent and School Incident Commander / Principal determine if staff and students should be relocated to an alternative safe site.
- If danger is over, notify staff and students of the termination of the emergency and to resume normal operations.

FIRE

I. PURPOSE

West Chicago High School has a policy and procedures governing fire drills and conducts fire drills as required by law. All staff are trained on how to respond in the event of a fire.

- Any staff discovering fire or smoke will activate the fire alarm, and report the fire to the Principal, or call 911 if conditions require and/or injured are in need of medical assistance.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- No one may re-enter building(s) until it is declared safe by the fire department.

Once an emergency Incident Commander arrives (fire department), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

II. RESPONSIBILITIES

A. Incident Commander/Principal

- Call or direct staff to call 911 [insert the actual sequence to dial 9-1-1 from your phone system] to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, if any staff or students are injured, state the building is being evacuated and identify the location of the school command post.
- Activate an EVACUATION.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Notify the district office and institute communications plan.
- Direct office staff to take the visitor log, student sign-out sheet and the critical incident response documents, floor plans, information, items, supplies to the designated school command post.
- Designate staff to obtain student roll from teachers and identify any missing students.
- Upon consultation with Superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center.
- If relocation occurs, activate FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.

- Do not allow staff and students to return to the building until the fire department or emergency Incident Commander with jurisdiction over the scene has determined that it is safe to do so and given the “All Clear”.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.

B. Teachers

- ☐ Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- ☐ Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- ☐ Assist or designate others to assist students with functional needs.
- ☐ Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.
- ☐ Take attendance at the assembly area. Report any missing students or staff members and/or any injuries to the Principal and/or emergency Incident Commander at the scene.
- ☐ Keep class together and wait for further instructions.
- ☐ Remain in safe area until the “All Clear” signal has been issued.
- ☐ No one may re-enter building(s) until it is declared safe by the fire department.

SEVERE WEATHER/TORNADO

I. PURPOSE

The purpose of this annex is to have procedures in place when a Severe Weather Watch or Warning has been issued in the area near the school.

II. RESPONSIBILITIES

A. School Incident Commander/ Principal

When a Severe Weather Watch has been issued.

- ☐ Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
- ☐ Bring all persons inside building(s).
- ☐ Be prepared to move students from mobile classrooms into the building.
- ☐ Close windows and blinds.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- ☐ Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- ☐ Review “DROP COVER and HOLD” procedures with students.
- ☐ Assign support staff to monitor all entrances and weather conditions.

When Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school.

- ☐ Announce SHELTER-IN-PLACE alert signal.
- ☐ Direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- ☐ Ensure that students are in “DROP, COVER and HOLD” positions until the danger passes.
- ☐ Direct students and staff outside to REVERSE EVACUATE into the building.
- ☐ If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- ☐ Relocate students and staff from any mobile classrooms in to the building.
- ☐ Remain in safe area until warning expires or until emergency personnel have issued an “All-Clear”.

ATTACHMENT B

School Emergency Operations Plan (CRISIS ACTION PLAN) Development & Review Checklist

School: _____

Date of Review: _____ Reviewer: _____

Base Plan

Provides an overview of the School’s emergency program and the ability to prepare for, respond to, and recover from disasters/emergencies.

A. Introductory Material

Standard Minimum Planning Elements	Plan Location: Section & Page	Comments
Emergency First Responder Information		
School floor plans		
Signatory page		
Table of Contents - outlines the plan’s format, major sections/key elements, chapters, and charts/attachments/ diagrams.		
Plan Development and Review Checklist – reflects current plan content and location information.		

B. Purpose, Situation Overview, and Assumptions – Explains the plan’s intent, who it involves, and why it was developed.

Standard Minimum Planning Elements	Plan Location: Section & Page	Comments

Purpose - describes the purpose for developing and maintaining the CRISIS ACTION PLAN.		
Scope - explains that the plan provides guidelines and procedures for dealing with incidents through a basic plan and functional and hazard-specific annexes.		
Coordination with Emergency First Responders – Describes coordination and cooperation with first responders and outside agencies to develop the plan and any mutual aid agreements.		
Situation Overview - describes where school population information is kept and provides relevant building information		
Hazard Analysis Summary - Identifies and describes the hazards (natural, technological, public health, and man-made) that pose a unique risk to the school and that would create a need to activate this plan.		
Planning Assumptions - identifies what the planning team assumes to be facts for planning purposes in order to make it possible to execute the CRISIS ACTION PLAN.		

C. Concept of Operations - Explains the decision maker’s or leader’s intent with regard to an operation, and how the school accomplishes a mission or set of objectives in order to reach a desired end-state.

Standard Minimum Planning Elements	Plan Location: Section & Page	Comments
Describes who has the authority to activate the plan.		
Describes the responsibilities of school officials until an emergency responders arrive		

D. Organization and Assignment of Responsibilities - Overview of the key functions that school staff and local agencies will accomplish to support the school during an emergency.

Standard Minimum Planning Elements	Plan Location:	Comments

	Section & Page	
Outlines the responsibilities assigned to each individual or organization that has an emergency response and/or recovery assignment of responsibility in the plan. Include school Principal or building administrator, teachers, instructional assistants, counselors, school nurse, custodian/maintenance staff, administrative/office staff, food service staff, bus drivers, students, parents and guardians, and other staff as applicable.		

E. Direction, Control, and Coordination - describes the framework for all direction, control, and coordination activities.

Standard Minimum Planning Elements	Plan Location: Section & Page	Comments
Describes the school’s coordination systems and processes used during an emergency.		
Assigns staff to serve within the School Incident Command System based on their expertise and training and the needs of the incident.		
Identifies and describes mutual aid agreements that are in place. Identifies and briefly summarizes who is covered by the agreement, for what goods or services, and what limitations apply if any. (Notes: The actual agreements should not be included in the plan. Mutual aid may be addressed separately in each section of the CRISIS ACTION PLAN if it helps to better explain how a mutual aid agreement directly supports a specific function.)		

F. Communications - the system for providing reliable and effective communications among responders and the school during an emergency.

Standard Minimum Planning Elements	Plan Location:	Comments

	Section & Page	
Describes the framework for communicating internally and externally. Providing communications support and how the jurisdiction's communications network integrates with the regional or national disaster communications network.		
Internal communications should include:		
a. Communicating with staff and faculty members		
b. Communicating with the school district office		
External communications should include:		
a. Communicating with parents		
b. Communicating with first responders		
c. Communicating with media		
Describes the school's framework for addressing rumors.		
Describes the school's framework for addressing communicating the recovery process.		
Describes the school's communications tools.		

G. Recovery After an Incident - describes the procedures for restoration of the school's educational programs after an incident

Standard Minimum Planning Elements	Plan Location: Section & Page	Comments
Describes the process for evaluating recovery needs and preparing to provide for post-incident educational and recovery needs.		

H. Administration, Finance, and Logistics - describes administrative, finance, and logistic actions during an emergency.

Standard Minimum Planning Elements	Plan Location: Section & Page	Comments

Administration - describes the administrative actions used during an emergency operation, including requests for assistance from outside agencies		
Describes the following record keeping activities		
– Administrative controls		
– Activity logs		
– Incident costs		
– Preservation of records		

I. Plan Development and Maintenance - describes the process used to regularly review and update the CRISIS ACTION PLAN.

Standard Minimum Planning Elements	Plan Location: Section & Page	Comments
Describes the process used to develop the plan including the role of support agencies in the process.		
Describes the process used to disseminate the plan including record of changes and record of distribution.		
Describes the process for plan review and revision.		
Describes the process for training and exercising the plan.		

Functional and Hazard Specific Annexes

Annexes that contain detailed descriptions of the methods the school follows for critical operational functions or specific hazards during emergency operations. These functional and hazard-specific annexes are optional but should be included if a specific function or functions require special planning consideration. Any hazards identified during the hazard analysis should be addressed in a hazard-specific annex. Functional and hazard-specific annexes should be organized in the same manner as the base CRISIS ACTION PLAN.

A. _____ (insert function or hazard name) (repeat as necessary to include all annexes)

Purpose & Responsibilities – Explains the annex intent and the responsibilities of school staff.

Standard Minimum Planning Elements	Plan Location: Section & Page	Comments
i. Purpose - describes the purpose for developing and maintaining the Annex.		
ii. Responsibilities/Procedures - describes responsibilities of the school incident commander/principal, key planning teams/leaders, teachers, and other staff.		