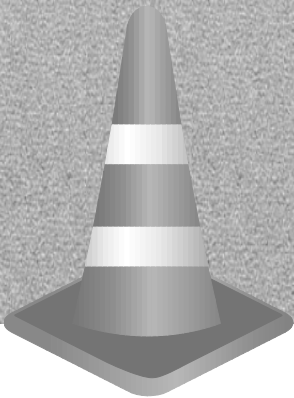


All Hazards Plan

Harrisburg School District

APRIL 2021



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All Hazards Plan: All Introduction

Purpose

Harrisburg School District is dedicated to help prepare students to lead successful lives as responsible, confident, caring individuals in a rapidly changing world. Harrisburg School District takes the education and support of its students and staff seriously. Safety is always a priority.

The Harrisburg School District's commitment to safety is supported by the Commonwealth's three broad goals for education:

1. High student standards,
2. High-quality teaching and administration, and
3. A safe, secure, and supportive environment for each school and every child.

This All Hazards Plan provides a framework from which Harrisburg School District can build a safe and secure learning environment with the ability to respond promptly and appropriately in the event of an emergency. Whether it is prevention and mitigation, preparedness, response, or recovery, Harrisburg School District strives to manage every phase of emergency readiness competently and effectively.

Scope

This All Hazards Plan contains general guidelines and procedures that are applicable to all Harrisburg School District staff and facilities. When Building Administrators receive this All Hazards Plan, they are tasked with reviewing the document thoroughly and recommending site-specific modifications based on their unique facility or program needs. The Director of Student Services/School Safety and Security Coordinator and the Safety Manager will review recommended site-specific modifications and assist the Building Contacts with finalizing their customized site plan.

The scope of this All Hazards Plan follows a recommended model provided by the Pennsylvania Emergency Management Agency (PEMA). The model has been modified to meet the specific needs of Harrisburg School District. Additionally, this plan meets the requirements of the Amended Emergency Management Services Code, 35 Pa. C.S. 7101 which states, *“Every school district and custodial child care facility, in cooperation with the local Emergency Management Agency, and the Pennsylvania Emergency Management Agency, shall develop and implement a comprehensive disaster response and emergency preparedness plan consistent with the guidelines developed by the Pennsylvania Emergency Management Agency and other pertinent State requirements. The plan shall be reviewed annually and modified as necessary. A copy of the plan shall be provided to the county Emergency Management Agency.”*

Format

The All Hazards Plan consists of four sections:

1. Prevention/Mitigation,
2. Preparedness,
3. Response, and
4. Recovery.

In addition, there are separate tabs for Contacts, Parent/Student Reunification, Forms, and Site-specific Information. The Response section is designed with a series of incident specific checklists that can be duplicated and used as working documents during an incident.

The following definitions are used throughout this publication:

Communications Plan refers to the coordination all communications during an emergency situation. The Public Relations Coordinator is the only individual, other than the Superintendent, who should provide information to the media, staff, parents or community. Harrisburg School District staff should refer all inquiries to the Public Relations Coordinator who will respond to them with the most accurate and up-to-date information available.

In locus parentis refers to the legal responsibility of the school to act as a parent while the student is under its care. This responsibility extends to all school-related activities regardless of whether the student is in the school building, on the playground, or riding the bus.

Key personnel refers to any Harrisburg School District employee who has the knowledge or skill set to assume a designated position with the Incident Command System or to offer support to one of those roles with no consideration of the person's current job position or seniority within Harrisburg School District .

Pandemic is a worldwide spread of a new disease. An influenza pandemic occurs when a new influenza virus emerges and spreads around the world, and most people do not have immunity.

Preparedness is a strategy used to inform the staff about how to keep staff and students safe in the event of an incident. Effective preparedness reduces the likelihood of panic during a stressful situation by offering periodic drills and preparing people for communicating with parents and the larger community during an incident.

Prevention/Mitigation refers to proactive efforts that lay the groundwork for avoiding and reducing the effects of incidents.

Parent includes single parent, foster parent, legal guardian, and other caregiver with parental rights under existing state and federal statutes and regulations.

Recovery encompasses the decisions and actions that occur after an incident to restore and/or to improve upon pre-incident conditions of the impacted facility and its community.

Response refers to action steps to be implemented when an incident occurs. Within the Harrisburg School District All Hazards Plan, the recommended action steps for a variety of scenarios are formatted in easy-to-follow checklists.

Student includes any child or adult enrolled in a Harrisburg School District building or program.*

Staff includes any employee or contractor of Harrisburg School District who offers assistance during an incident.

School includes the wide variety of both traditional and nontraditional instructional settings used by Harrisburg School District throughout Dauphin County.

*The definition of "student" is cited from: 2008 Center for Schools and Communities, a Division of the Central Susquehanna Intermediate Unit, *Parent Child Reunification After a School Emergency Guide*.

Situational Awareness

In today's world, every educational organization is at risk of both human-caused and natural disasters that have the potential for devastating impact on individuals and facilities. The following considerations contributed to the development of this comprehensive All Hazards Plan for the Harrisburg School District.*

- **Employee Number and Diversity** - Harrisburg School District employs over 700 full-time and part-time employees who come from a variety of backgrounds and home situations. Given the number and diversity of employees, from time to time an employee's personal life may precipitate a workplace incident. These employee incidents present an inherent risk to Harrisburg School District staff and students.
- **Student Transportation** - Every day Harrisburg School District staff members oversee the transportation of hundreds of students throughout the Harrisburg School District and numerous nonpublic schools. In addition, Dauphin County, most specifically Harrisburg City, suffers from highly congested traffic corridors with aging infrastructure and inadequate funding to address the number of poorly maintained bridges and roadways. This increases the potential for vehicular accidents involving Harrisburg School District staff and students traveling to and from Harrisburg School District programs.
- **Student Limitations** - Harrisburg School District provides educational services to all students some which are challenged with emotional, behavioral, psychological, and physical limitations. Some of these students exhibit severe behavioral issues which increase the likelihood of student-initiated school incidents.
- **Number of Locations** - Harrisburg School District has 12 distinct locations in its district. Having this many geographically separate locations makes it difficult for staff members to prevent/mitigate, prepare for, respond to, and recover from incidents in a consistent and timely manner. While our buildings are located in an urban setting, fences and perimeters surrounding the district buildings are evident.
- **Site Control** – Some Harrisburg School District students are sent to sites located in schools, community centers, and business settings not owned or controlled by Harrisburg School District. Multiple emergency plans can make effective preparedness difficult and confusing to Harrisburg School District staff. Extra attention must be given to supporting these sites so Harrisburg School District staff members have clear direction when an incident occurs. As a general rule, Harrisburg School District will follow the host organization's response plans.
- **Fire Departments** - The Harrisburg Bureau of Fire provides coverage to Harrisburg School District facilities.
- **Police Coverage** – The Harrisburg Bureau of Police responds to all and any police issues/concerns the district may encounter and provide coverage as needed to all Harrisburg School District facilities.
- **County Emergency Management Agencies** – Dauphin County Emergency Management Agency is available to assist in coordinating both emergency readiness and response efforts.

**Data as of August 2020.*

All Hazards Plan: All Introduction

Assumptions for Plan Development

The following assumptions were made during the design of this All Hazards Plan. These assumptions were based on the circumstances that existed at the time of plan development and may not reflect circumstances at the time of an actual incident.

- **This plan is designed for single-site incidents.** In the event that multiple Harrisburg School District sites are impacted simultaneously, the ability of the Superintendent's Office to render full assistance to all sites may be diminished. If this occurs, local supervisors and staff may need to proceed with life preserving measures independent of support and direction from the Superintendent's Office.
- **This plan addresses the incidents "most likely" to impact Harrisburg School District staff, students, and facilities** based on the vulnerability assessments completed in 2014 at Marshall School and 2017 at Harrisburg High School-John Harris Campus, and threats identified by Pennsylvania Emergency Management Agency (PEMA). The district continues to address the recommendations in these assessments that impact the incidents.
- **This plan is designed with no specific person(s) assigned to any given role** within Incident Command since the availability of key personnel is unknown until the time of an actual incident.
- **Harrisburg School District staff should not wait for directions from local first responders** (police, fire, Emergency Medical Agency (EMA)) before taking steps to protect the staff, students, and visitors at any Harrisburg School District facility. An incident could occur at any time without warning, and staff must immediately act to protect the safety and security of all individuals.
- **Many incidents such as a tornado or an act of terrorism may occur with little or no warning**, resulting in mass casualties, destruction of property, and damage to the environment.
- **Government agencies (local, state, and federal) may be overwhelmed and unable to provide significant assistance to Harrisburg School District for up to 72 hours** when major disasters occur. Government agencies will focus their limited resources on the most critical and life-threatening situations.
- **A major concern for most staff in the event of an emergency will be the safety and well-being of their own families.** Harrisburg School District leadership will make every effort to assist staff in addressing this concern while, at the same time, providing safety and security to all Harrisburg School District students.
- **Harrisburg School District has current Memoranda of Understanding on file** for all applicable first responders at the time an incident occurs.
- **Harrisburg School District has a "working" relationship with all first responders** servicing Harrisburg School District facilities.
- **Harrisburg School District staff members have reviewed the plan** and are familiar with its basic principles.

All Hazards Plan: All Introduction

Concept of Operations

Any Harrisburg School District staff or student incidents that require a structured response will follow the **National Incident Management System (NIMS)** as defined by the United States Department of Homeland Security. All staff involved in managing an incident is expected to be trained in how to work within the Incident Command System (See Harrisburg School District Incident Command Structure).

In an effort to maximize resources and coordinate activities effectively, the Superintendent's Office will form a **Unified Incident Command** to manage multiple location incidents from a single command center. Incident Command will manage with a Continuity of Operations Plan. This plan provides a framework to maintain organizational integrity during a crisis and assists in a timely restoration of normal services after the incident.

Continuity of Operations includes:

- Emergency Operation Center located in the district office which includes components and a team to handle public relations, transportation, accountability, medical, security, facilities and guidance.
- Each building has an individual unified incident command operation which includes a Command Post Leader. Each building staff member is trained in the incident command system so there is a continuity of operations even if key personnel are absent.
- Each building has their own incident command post, evacuation sites and reunification locations.
 - Clearly defined succession
 - Specific staff responsibilities
 - Identification of key personnel
 - Definition of essential functions
 - Requirements for vital records retention, and
 - An alternative Incident Command Post location.

1. Succession

The Superintendent will be the Incident Commander for all district wide incidents unless otherwise delegated. In the event the Superintendent is unavailable or becomes incapacitated, successions will be as follows:

- Director of Student Services/School Safety and Security Coordinator
- Director of Operations
- Director of Business Services
- Chief Academic Officer
- Safety and Security Manager
- Building Principal

2. Staff Responsibilities/Key Personnel

In the event that any member of the Incident Command System is unavailable or incapacitated, another qualified key personnel should assume the appropriate role within the Incident Command structure. If Incident Command must be maintained for extended periods of time, key personnel may need to be relieved for periodic breaks. During these times, additional key personnel will be identified and will assume specified roles.

3. Essential Functions of Key Personnel

- Protect the lives of staff, students, and visitors at all Harrisburg School District facilities.
- Reunite staff and students with their families as quickly as possible.
- Communicate effectively with staff, students, families, and the public.
- Protect Harrisburg School District facilities and property.
- Restore Harrisburg School District services and facilities as soon as possible.
- Follow-up with staff, students, and families after an incident and provide support, as needed.

4. Vital Records Retention

Throughout an incident, the Harrisburg School District Incident Command Team is responsible for maintaining and preserving all documentation related to the incident. This material should be archived once the incident has been concluded. Documentation may include:

- Incident reports
- Parent/Student Reunification Center documentation
- Student Emergency Information Forms
- Incident Command logs
 - Internal/external memos
- E-mail and other electronic communications (when practical)
- Documents and paperwork provided to Harrisburg School District by cooperating agencies
- Copies of media coverage (print, TV, and radio if possible)
- After Action Reports
- Work Orders
- Purchase orders and financial records
- Individual statements from employees, students, visitors, and witnesses

Important: No incident documentation may be released to any person or agency without the specific written approval of the Superintendent's Office.

5. Alternate Incident Command Locations

Harrisburg School District should identify a primary and a secondary Incident Command location for each Harrisburg School District facility. In the event that a Unified Incident Command Center must be established, and the primary and secondary locations are not available, the Superintendent's Office may locate the Unified Command Center at any location deemed to be appropriate.

Emergency Management Responsibilities

The Superintendent oversees all facets of emergency management for Harrisburg School District. The Superintendent has delegated the following responsibilities to the individuals noted:

Director of Student Services/School Safety and Security Coordinator

Director of Operations

- Develop and update Harrisburg School District's All Hazards Plan annually or as needed.
- Conduct annual site visits at all locations to determine site vulnerabilities and recommend mitigating steps.
- Review incidents as they occur and make recommendations to prevent reoccurrences.
- Strategize with the Facilities Team to enhance workplace safety.
- Provide leadership and guidance for Harrisburg School District drills, safety, security, risk management, and emergency training.
- Convene and participate on the Safety Committee, the Crisis Response Team and Safe Schools Focus Group on a regular basis.
- Serve as liaison to Dauphin County Joint Safety and Security Team.

Incident Command Team

- Minimize the negative impact of an incident on Harrisburg School District staff, students, families, and facilities.
- Reduce the incident's long-term impact on Harrisburg School District and restore services as soon as practical.

Administration and Logistics

Clear direction, well-defined procedures, and properly managed logistical support significantly reduce the negative impact of an incident on Harrisburg School District and promote a timely restoration of services. The following practices contribute to the effective management of emergency situations:

- Harrisburg School District staff wear photo identification at all times.
- During an emergency situation, Harrisburg School District staff members provide a written receipt for equipment or supplies requisitioned through loan, lease, or purchase and track all such transactions for later payment. If the Harrisburg School District normal method of making purchases is not available or feasible, a temporary system of tracking purchases is established to manage finances related to the incident.
- During an emergency situation, Memoranda of Understanding are activated. Assistance rendered by other agencies and persons is accurately documented.
- The Superintendent's Office supports the Incident Command Post by providing copies of the All Hazards Plan and other supporting documentation, necessary equipment, supplies, services, or materials needed to effectively maintain the Incident Command Post.
- The Superintendent's Office remains active during incident response and recovery to facilitate the restoration of Harrisburg School District programming and services as quickly as possible.
- The Superintendent's Office ensures that staff members or students requiring emotional support during a crisis have access to trained counselors or others who can provide that support.

Training and Practice Exercises

Emergency training and practice exercises help to determine the level of staff and student emergency readiness and the overall effectiveness of the All Hazards Plan. In addition to conducting those exercises required by state and federal regulations, Harrisburg School District provides periodic drills at its facilities to evaluate individual staff performances, familiarity with the All Hazards Plan, and necessary site-specific modifications. At the conclusion of these exercises and drills, a thorough after-action review is conducted and revisions are made to the plan as needed.

Emergency response is most effective when first responders are familiar with the facilities. Each year, police, fire, and ambulance departments are invited to tour each site and participate in scheduled drills and exercises.

Plan Development, Maintenance, and Distribution

Development

This All Hazards Plan was developed in accordance with the recommendations made by the Commonwealth of Pennsylvania in the publication, *“All Hazards” School Safety Planning Toolkit* (June, 2009). This plan was written by Lancaster- Lebanon IU 13 and customized for the Harrisburg School District by a team of administrators and staff. This plan was reviewed by the Director of Student Services, Director of Operations, Director of Business Services, Chief Academic Officer, and School Safety and Security Manager, and all applicable Department Directors within Harrisburg School District. Additionally, this plan was reviewed and endorsed by the Superintendent and presented to the Harrisburg School District Board of School Directors for review prior to adoption.

Vulnerability studies were conducted at all Harrisburg School District facilities in March 2014 and February 2017.

Harrisburg School District used a team approach in developing the All Hazards Plan. Members of the Crisis Response Team, the Safety Committee, and representatives from each department provided input into the content of the plan. Additionally, Harrisburg School District actively sought feedback from its partners within the educational community to share “best practices” and incorporate lessons learned into the plan.

All Hazards Plan: All Introduction

Maintenance

This All Hazards Plan is maintained by the Harrisburg School District Director of Student Services/School Safety and Security Coordinator who recommends revisions to the Superintendent's Office. The Superintendent approves all changes.

In accordance with the Emergency Management Services Code, this plan is reviewed annually and revisions are made as necessary and appropriate. Suggestions for additions or revisions are forwarded to the Director of Student Services/School Safety and Security Coordinator for consideration. The Director of Student Services/School Safety and Security Coordinator is also responsible for analyzing incident and drill reports to determine the effectiveness of the plan as an emergency management tool.

Distribution

The All Hazards Plan is distributed to each location and facility within Harrisburg School District and is available to all Harrisburg School District staff members via the Intranet.

An abbreviated version of the plan, known as the *Standard Response Protocol*, is also distributed throughout Harrisburg School District and is formatted for quick reference during an emergency situation. Electronic versions of the plan are maintained on flash drives and distributed to key personnel throughout Harrisburg School District for easy access during incidents.

A copy of the Harrisburg School District plan is submitted to the Dauphin County Emergency Management Agency and Pennsylvania Emergency Management Agency. Revisions are distributed annually or as needed.

References

Emergency Management Services Code, 35 Pa. C.S. 7101 et seq., as amended.

The Commonwealth of Pennsylvania's *Emergency Operations Plan*, dated December 23, 2008.

The Commonwealth of Pennsylvania's "*All Hazards*" *School Safety Planning Toolkit*, dated June 2009.

The Pennsylvania Emergency Management Agency (PEMA) Integrating the PEMA "*All Hazards*" *School Safety Planning Toolkit* into a Practical Comprehensive School Safety and Emergency Management program manual as presented July 12, 14, and 16, 2010, John Sparmblack, Instructor.

All Hazards Plan: Prevention and Mitigation

– Page 1

Prevention/Mitigation– Proactive efforts laying the groundwork for avoiding and reducing the effects of incidents.

Harrisburg School District is committed to preventing emergency incidents and mitigating those factors that might contribute to future incidents.

This commitment is demonstrated by:

- Participating in the 2009-2021 Readiness and Emergency Management for Schools (REMS) grant project to better educate and equip the organization in the area of emergency readiness.
- Engaging the Director of Student Services/School Safety and Security Coordinator to monitor the organization's emergency readiness, safety, security, and risk, and to take corrective actions as needed. The Director of Student Services/School Safety and Security Coordinator also attends professional meetings, stays current on research in the field of safety and security, and disseminates current information throughout the organization.
- Identifying key personnel within the Harrisburg School District organization and providing National Incident Management System (NIMS) training to better prepare them to respond in the event of an actual incident.
- Conducting vulnerability studies of all Harrisburg School District facilities and analyzing those studies to determine site-specific areas requiring mitigation.
- Identifying organizational vulnerabilities that can be mitigated through Harrisburg School District staff education.
- Facilitating regular discussions and training sessions with designated Building Contacts.
- Meeting regularly with the Harrisburg School District Safety Committee.
- Meeting regularly with the Harrisburg School District Emergency Response Team.
- Meeting regularly with the Harrisburg School District Leadership Team to discuss areas of potential risk and to recommend actions to mitigate those risks.
- Conducting annual inspections of Harrisburg School District facilities to evaluate conditions and to mitigate vulnerabilities.
- Reviewing the Harrisburg School District Workplace Harassment and Workplace Violence policies with all staff annually.
- Adopting a zero tolerance policy for acts of workplace harassment or workplace violence.
- Following-up on all reports of workplace harassment or violence and recommending appropriate disciplinary action, as warranted.
- Cooperating fully with police investigations.
- Communicating regularly with Harrisburg School District staff about the importance of emergency readiness, safety, security, and risk management.
- Maintaining an incident report system to document incidents involving safety, security, and risk.
- Analyzing incident reports to determine trends that may require mitigation and follow-up.
- Supporting an organizational culture which fosters concern for others and provides confidential assistance to staff struggling emotionally, physically, or mentally before their behaviors negatively impact the workplace.

All Hazards Plan: Prevention and Mitigation

– Page 2

- Maintaining a Student Code of Conduct detailing appropriate school behavior, as well as student policies related to violence, harassment, bullying, and weapons.
- Applying student policies to all students in a uniform manner as outlined in the Student Handbook.
- Maintaining an Employee Handbook with the Human Resources Department that oversees the application of employee policies and procedures.
- Implementing a progressive discipline model to help supervisory and Human Resources staff consistently and fairly deal with inappropriate employee behavior and/or performance before it escalates to an unsafe level.
- Communicating regularly with local police about community trends that require mitigation.
- Convening the District Emergency Response Team to evaluate specific threats made against Harrisburg School District, its staff, and/or students. The District Emergency Response Team determines the credibility of the threat and recommends mitigation strategies.
- Supporting site-specific planning for primary and secondary shelter-in-place, evacuation assembly areas, off-site evacuation assembly areas, responder assembly areas, evacuation routes and 24-hour contact information for all evacuation sites.
- Maintaining a pre-plan for staff or students with special needs who may require additional assistance during emergency situations.
- Maintaining copies of all site-specific special needs or care plan information in the Office Incident Command Kit

All Hazards Plan: Preparedness – Page 1

Preparedness– The strategy used to inform the staff about how to keep staff and students safe in the event of an incident. Effective preparedness reduces the likelihood of panic during a stressful situation by offering periodic drills, and prepares people for communicating with parents and the larger community during an incident.

Harrisburg School District staff members are committed to preparing for emergency incidents so the impact is reduced when an actual incident occurs.

Harrisburg School District preparation efforts include:

- Conducting monthly fire drills as required by School Code.
- Conducting periodic disaster drills as required by School Code.
- Creating an All Hazards Plan to guide staff during emergency situations.
- Distributing *Standard Response Protocol* to all work and instructional areas within Harrisburg School District.
- Distributing the All Hazards Plan throughout Harrisburg School District.
- Providing employee access to the All Hazards Plan on the Harrisburg School District Intranet site.
- Training Harrisburg School District staff on emergency preparedness.
- Facilitating regular meetings and training sessions with the Harrisburg School District Emergency Response Team.
- Attending regular meetings and facilitating training sessions with the Dauphin County Safe Schools Committee.
- Developing a comprehensive Parent/Student Reunification Program, including periodic drills for staff on operating a Reunification Center.
- Facilitating regular emergency readiness communication with staff through employee newsletters, staff meetings, the Intranet, and other internal Harrisburg School District communication structures.
- Providing periodic drills and tours of Harrisburg School District facilities for police and fire personnel to become familiar with the facilities.
- Updating the Emergency Contact List annually, or as needed.
- Reviewing the All Hazards Plan annually and making recommendations to the Superintendent's Office for revisions to the plan.
- Maintaining excellent communication with all local media to facilitate the timely and accurate dissemination of information when incidents occur.
- Maintaining regular communication with the Dauphin County Emergency Management Agency and participation in the Dauphin County Joint School Safety Team.
- Maintaining regular communication with the Pennsylvania Emergency Management Agency (PEMA).
- Maintaining a Student Code of Conduct detailing appropriate school behavior, as well as student policies related to violence, harassment, bullying, and weapons.
- Applying student policies to all students in a uniform manner as outlined in the Student Handbook.
- Maintaining an Employee Handbook with the Human Resources Department that oversees the employee policies and procedures.
- Participating in an annual PEMA severe weather drill.

All Hazards Plan: Preparedness – Page 2

- Maintaining site-specific planning for primary and secondary shelter-in-place, evacuation assembly areas, off-site evacuation assembly areas, responder assembly areas, evacuation routes, and 24-hour contact information for all evacuation sites.
- Maintaining a pre-plan for staff or students with special needs who may require additional assistance during emergencies.
- Maintaining copies of all site-specific special needs/care plan information in the Superintendent's Office Incident Command Kit.

All Hazards Plan: Response

Response– Action steps to be implemented when an incident occurs. Within the HARRISBURG SCHOOL DISTRICT All Hazards Plan, the recommended action steps for a variety of scenarios are formatted in easy-to-follow checklists.

This All Hazards Plan was developed by the Director of Student Services/School Safety and Security Coordinator based on guidance offered during the PEMA *“All Hazards” School Safety Planning Toolkit* training.

The following checklists are not designed to address every “what if” or unique variable that could occur during an incident, but rather, they provide general guidelines to assist the Incident Command and others in effectively managing an emergency situation. These checklists are not intended to be used by a single individual working in isolation. Effective Incident Command is a team effort where key personnel work collaboratively to respond to a crisis.

Important: Sound management decisions based on actual circumstances must take precedence over general guidelines. In the event of an actual emergency, Harrisburg School District staff members are empowered and expected to adapt guidelines as required to protect the safety and security of students, staff members and others.

HARRISBURG SCHOOL DISTRICT

All Hazards Plan: Checklists for Specific Incidents

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Bomb Threat Checklist – Page 1

Over 90% of bomb threats turn out to be pranks designed to be disruptive and cause chaos. Since hoax calls are often made by students who are absent from school, absentee lists should be examined carefully to identify possible perpetrators. In those cases where the threat is either a note or a message on the wall, Harrisburg School District staff members should review security camera tapes for possible information.

Because of the potential for death and serious injury, it is important to take all bomb threats seriously.

Cell phones and radios should not be used while responding to bomb threat incidents.

Bomb Threat to an UNSPECIFIED Harrisburg School District LOCATION

Action Item	Completed
Keep the Bomb Threat Checklist near each school office telephone.	
Obtain as much information as possible from the caller using the Bomb Threat Checklist.	
Complete the bomb threat checklist at the end of the call while details are fresh.	
Do not use radios or cell phones.	
Call 911 and inform the police about the threat.	
Notify the Building Administrators.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Search evacuation and exit routes.	
Implement evacuation procedure.	
Personnel should not be staged around vehicles or trash containers.	
Activate the Communications Plan by calling the Public Relations Coordinator.	

Bomb Threat Checklist – Page 2

Bomb Threat to a SPECIFIED Harrisburg School District LOCATION

Action Item	Completed
Keep the Bomb Threat Checklist near telephones in the school office.	
Obtain as much information as possible from the caller using the Bomb Threat Checklist.	
Complete the Bomb Threat Checklist at the end of the call while details are fresh.	
Notify the Principal/ Building Administrator/ or individual in charge at the facility. He/she determines the facts and takes over Incident Command.	
Activate SUPERINTENDENT Incident Command by calling the Superintendent's Office	
Call 911 and inform police about the threat.	
Search evacuation and exit routes.	
Implement evacuation procedure.	
Activate the Communications Plan by calling the Public Relations Coordinator.	
Remain at the scene and act as a liaison between the on-site Incident Commander and the SUPERINTENDENT Incident Commander.	
Search Procedures:	
Conduct a quick visual search of the exterior grounds and public areas of the building.	
Search student evacuation and exit routes. Do not evacuate students until determining evacuation and exit routes are clear.	
Conduct a comprehensive search of the building by searching work/instructional areas as well as the grounds and common areas such as restrooms and storage facilities.	
<p>Important: When conducting a search:</p> <ul style="list-style-type: none"> • Do not use two-way radios or cell phones. • Do not turn off lights or electrical equipment. • Search areas quietly and quickly without alarming or informing pupils. <p>Suspicious objects should not be touched or moved.</p>	

Building Loss of Use or Structural Failure

Checklist – Page 1

Incidents such as flood and/or fire can prohibit the use of a building or cause a building to structurally fail. When this occurs, it is vital to properly inspect the building and surrounding grounds before Harrisburg School District staff and students reoccupy the facility.

Building Loss of Use Procedures

Action Item	Completed
Determine the extent of building loss and, in consultation with the SUPERINTENDENT Incident Command, determine school cancellation timeline.	
Implement school cancellation/evacuation procedures.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communications Plan by calling the Public Relations Coordinator.	
Notify the building insurance carrier.	
Identify temporary sites to hold classes and negotiate the lease of these spaces in collaboration with SUPERINTENDENT Incident Command.	
Arrange relocation of educational materials and equipment to temporary sites.	
Revise pupil transportation routes.	
Notify staff, parents/guardians, and students of relocation measures, timelines and transportation routes.	
Continue instruction at alternate sites until the building is restored.	
Plan return to facility in collaboration with SUPERINTENDENT Incident Command.	
Notify staff, parents/guardians, and students of planned return to the facility.	
Conduct an After Action Review to evaluate the response to the building loss.	

Building Loss of Use or Structural Failure Checklist – Page 2

Building Structural Failure Procedures

Action Item	Completed
Notify the Building Principal or individual in charge upon discovery or detection of an actual or potential structural failure and Director of Administration	
Notify the Facilities Manager of the potential structural failure and Director of Technology.	
Assess the seriousness of the situation in consultation with the Facilities Manager, contractors and/or structural engineers.	
If Hazard Is Imminent:	
Implement evacuation procedures if hazard is imminent.	
Take vital records such as attendance, emergency information, the All Hazards Plan, and building Go Kits out of the building if an evacuation is implemented.	
Call 911 for assistance in the event of building collapse or injuries.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office if the structural failure is determined to be serious.	
Set up an On-Site Incident Command Post safely away from the building.	
Implement Parent/Student Reunification Plan, if appropriate.	
Implement Building Loss of Use Procedures, as applicable.	
If Hazard is NOT Imminent:	
Take appropriate remedial actions to mitigate the hazard or provide such barriers as may be required to prevent injury to building occupants.	
Notify Building Principal/Designee of mitigation actions taken.	
Assess the seriousness of the situation in consultation with the Facilities Manager, contractors and/or structural engineers.	
Implement evacuation procedures if the building is determined to be unsafe.	
Contact insurance representative.	
Implement Building Loss of Use Procedures, as applicable.	

Student Aduction/Lost Student Checklist

In the event a student is abducted or lost while at school, these guidelines will assist in establishing a clear and timely response. If there is any possibility that the missing child has been abducted, the police must be called immediately. Staff should have an awareness of those students who have custody arrangements and domestic situations that could result in abductions. Often custody-related abductions are not violent, and the child willingly goes with the abductor.

Student Abduction/Lost Student

Action Item	Completed
Conduct a thorough search of the area where the student was last seen. Check any surveillance video for signs of the student.	
Obtain information from the student's friends or those children who were last seen with the student.	
Dial 911 immediately after it has been determined that a student has been lost and was not located during a search of the area.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communications Plan by calling the Public Relations Coordinator.	
Coordinate parental notification with SUPERINTENDENT Incident Command.	
Supply law enforcement with a school picture and full description, including clothing worn by the student, along with any description of possible suspect(s).	
Activate the Emergency Response Team to make counseling services available to family, staff, and students who might need assistance.	

Death of a Student/Staff Member

Checklist – Page 1

While every person responds to death differently, many students and staff will have an emotional reaction when they learn about the death of another student or staff member. Those who witnessed the death, discovered the body, or were exposed to the death scene may have the most severe reaction. While each death is different in nature and cause, there are some basic guidelines to follow in helping students and staff cope with a loss.

Death of a Student: During Normal Business Hours

Action Item	Completed
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communications Plan by calling the Public Relations Coordinator.	
Notify the student's home district. Remember this? Career Technology Center (when needed).	
Activate the Emergency Response Team.	
Notify the staff to review the procedures for the day, support services and referral procedures for students who require assistance.	
Give teachers a statement of death to read to their students.	
Establish a safe room within the facility to support counseling services.	
Contact the family of the deceased. A Harrisburg School District administrator and a Emergency Response Team member should visit the family at their home to offer assistance.	
Identify students closely associated with the deceased (friends, classmates, teammates, club members, etc.) and offer appropriate support.	
Offer support to the staff members close to the deceased. Remember to include any District staff who may have worked closely with the deceased. Remind staff of EAP benefits.	
Notify the Transportation Coordinator to alert the bus driver covering the deceased student's normal route, if applicable. Deploy a school staff member to ride the bus if it seems necessary.	
Monitor the reactions of any students who experienced recent deaths in their family.	
Shadow the schedule of the deceased student for a day.	
Secure all of the deceased student's personal property, and collect from teachers items such as book reports, artwork, and tests. Arrange a time and place to give these items to the family.	
Remove the student's name from the Harrisburg School District active rolls to <u>prevent accidental correspondence</u> being sent to the family. Remove from phone system; do not delete schedule, grades, and demographic information.	
Hold a staff meeting at the end of the day to review the day's events and discuss any staff concerns.	

Death of a Student/Staff Member Checklist – Page 2

Death of Staff: During Normal Business Hours

Action Item	Completed
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communications Plan by calling the Public Relations Coordinator.	
Send counselors to meet with each of the staff's students or co-workers.	
Assign several substitute teachers to allow regular teachers to seek additional emotional support.	
Coordinate staff schedules to facilitate attendance at funeral services. Important to keep school open.	
Important: All media inquiries should be referred to the Public Relations Coordinator.	

Write announcement for teacher meeting; write announcement for students; write a statement/letter for parents

NOTES

Earthquake Checklist

While earthquakes are rare in Pennsylvania, they do occasionally occur and tend to strike with no warning. Many local buildings are not constructed with the same structural safeguards that earthquake-prone states require. Even a moderate earthquake could result in structural damage or occupant injury.

Action Item	Completed
Assess the situation inside and outside the building.	
Call 911 for assistance if there are injuries or the building sustains significant damage.	
Determine whether evacuation or shelter-in-place is most appropriate based on the condition of the building.	
Communicate with staff to let them know whether to evacuate or shelter-in-place.	
Activate the evacuation or shelter-in-place procedure, as appropriate.	
Protect injured students or staff from anything that might injure them further during an aftershock.	
Direct a staff member to remain with each injured individual until help arrives unless doing so places the staff member in significant danger.	
Place a highly visible marker near injured individuals in the event the victim must be abandoned. This will allow first responders to locate him/her more quickly.	
Keep evacuees away from any structures that may collapse with aftershocks.	
Direct shelter-in-place individuals toward structurally sound areas (load-bearing walls, lower-level stairwells) that can block falling debris (e.g., large tables, bookshelves, cabinets).	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communications Plan by calling the Public Relations Coordinator.	
Provide support for staff and students until the incident is resolved.	
<p>Important:</p> <ul style="list-style-type: none"> • Do not automatically rush students or co-workers in the corridor or outside the building during an earthquake. This may be more dangerous than sheltering-in-place. • If evacuation is the best option, inspect evacuation and exit routes before moving the group. 	

Field Trip Emergency Checklist

Any type of incident that could occur while staff and students are at school can also happen during field trips. When on a field trip, a few additional steps need to be taken to provide for the needs of the group and to get help as quickly as possible. These guidelines are implemented in conjunction with the applicable incident checklist found in this plan (i.e., if while on a field trip a student is lost, refer both to this checklist and the lost student checklist).

Action Item	Completed
Determine the nature of the emergency, and the number of staff, students, and others affected.	
Call 911 if any personal injury, missing person(s), or damage to vehicles has occurred.	
Render first aid, if necessary.	
Advise the appropriate Building Administrator of the incident.	
Notify the Superintendent's Office (SUPERINTENDENT). Activate SUPERINTENDENT Incident Command. Activate the Communications Plan. Notify appropriate school and administration.	
Document all events, noting time, date, severity of injuries, names of injured persons, witnesses, and emergency personnel, etc. Provide a complete Harrisburg School District incident report.	
Coordinate parental notification and alternative transportation with Incident Command.	
Provide counseling for students and staff involved in the accident. Debrief staff as soon as practical.	

Group Fights Checklist – Page 1

Group fights can cause interruptions of normal school programming and pose a serious danger to staff and students in the vicinity of the altercation.

Action Item	Completed
If immediate police assistance is needed Dial 911 and inform the dispatcher of a group fight in progress..	
Notify the building Administrators and building safety monitors of a group fight in progress.	
Much thanks	
Assess and evaluate: <ul style="list-style-type: none"> • The number of students involved • The physical location of the disturbance • Weapons that may be involved • Items in the area that could be used as a weapon (e.g., scissors, heavy items used to strike, brooms) • The proximity of individuals who can help diffuse the situation • Subtle things occurring simultaneously that are being expressed in the conflict • Alliances that might exist 	
If a weapon is identified , seek cover and move all bystanders to a safe location. Follow the armed intruder checklist.	
If no weapon is involved , identify yourself to the fighters in a loud voice. Call students by name, if known.	
Separate the aggressors from the victims, if possible, and place them in separate rooms with staff supervision.	
Identify potential witnesses. Remove witnesses and separate them for questioning and written statements.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communication Plan, if needed, by contacting the Public Relations Coordinator.	
Record where the injured parties are being transported.	
Relay critical information to police when they arrive and relinquish site command.	
Obtain identification from involved parties, if possible.	
Contact parents and inform them of their student's status. If necessary, report the location of the hospital or other place where the student was taken.	
Direct staff to describe the incident in writing, providing as much detail as possible while the incident is fresh in their minds.	
Debrief students and teachers who were involved in the incident.	
Arrange protection and support for victim(s), if applicable.	
Arrange counseling for victims, if appropriate.	

Group Fights Checklist – Page 2

Important:

When responding to a group fight or other violent situation:

- Walk briskly, but do not run.
- Use common sense and good judgment to protect students and diffuse the situation.
- Stay away from the middle of the conflict. Do not place yourself in a dangerous situation.
- Avoid the use of physical force. Use force only to defend yourself or to prevent students from hurting themselves or others. Utilize all training from Safe Crisis Management.
- Do not allow anyone to hit you.
- Give specific commands in a firm, authoritative voice.
- Defer to rules, not personal authority.
- Use extreme caution if blood is present. Take care to avoid exposure of open skin lesions or mucous membranes to the blood.
- Use latex-free gloves to deal with injuries, following biohazards guidelines.

Fire/Explosion Checklist

Fires and explosions can precipitate smoke, heat, loss of vision, and difficulty breathing. Each of these situations poses a serious health risk to students and staff.

Action Item	Completed
Activate a fire pull station immediately upon detection of smoke or fire, or a credible report of a fire.	
Call 911 to request Fire Department and rescue/ambulance assistance.	
Evacuate the building taking the student roster and possibly Go Kit.	
Investigate source of fire or alarm activation, if feasible.	
Extinguish or control fire with fire extinguishers only if it can be done without injury.	
Assemble at designated assembly areas and verify the attendance of all staff and students.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communications Plan by calling the Public Relations Coordinator.	
Turn over Incident Command to the ranking fire officer when the Fire Department arrives.	
Brief Fire Incident Commander of the situation including location of injured individuals, building damage, and any special sources of hazard (e.g., hazardous materials, power supply sources).	
Inform the Fire Department of any missing staff or students.	
Dispatch the School Nurse to attend to any injuries until medical help arrives.	
Implement Building Loss Procedure, if applicable.	
Remain at the evacuation site until the "all clear message" is given or the Parent/Student Reunification Plan is activated.	

Flood Checklist

Flooding, the number one natural hazard in the Commonwealth of Pennsylvania, has impacted every county in the state. It is not uncommon for school district facilities to sustain damage during a flood.

Action Item	Completed
Monitor the National Oceanic and Atmospheric Administration (NOAA) Weather Radio for Emergency Alert System (EAS) notifications during periods of heavy rain. Pay particular attention to Flood Watches and Flood Warnings.	
Before leaving the school review with all bus drivers and other transportation personnel policies related to flood water and debris obstacles. Maintain staff presence at the school until delivery of all students has been confirmed.	
Anticipate the impact of flooding on facilities and normal bus routes when a Flood Watch is issued.	
Recommend to SUPERINTENDENT Incident Command early dismissal, school cancellation or shelter-in-place based on the situation at the site and the National Weather Service reports.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communications Plan by contacting the Public Relations Coordinator.	
Implement cancellation, early dismissal, or shelter-in-place procedures as directed by SUPERINTENDENT Incident Command.	
Notify the Transportation Coordinator and staff of cancellation, early dismissal, or shelter-in-place decision.	
Notify parents of school cancellation, early dismissal, or shelter-in-place in accordance with those specific procedures. Use Blackboard Mass Notification and contact radio and TV.	
<p>Important:</p> <ul style="list-style-type: none"> • Consider the accessibility of all transportation routes before implementing school cancellation or early dismissal procedures. Once these procedures are implemented, key staff should remain at each building until the Transportation Coordinator confirms that all students have arrived home safely. • Staff and students unable to reach their homes due to the flood conditions will be returned to the building and sheltered until other arrangements can be made. 	

Hazardous Materials/Chemical Spill Checklist Page - 1

Hazardous materials and chemical spills are the number one man-made hazard in Pennsylvania. Many schools are either located near a facility that uses or manufactures hazardous materials, or a major roadway upon which hazardous materials are transported.

Hazardous Materials/Chemical Spills Off-Site Procedures

Action Item	Completed
Conduct an immediate hazard assessment when notified by a municipal Fire Department or Emergency Management Agency that a hazard exists off-site. This assessment includes: <ul style="list-style-type: none"> • The nature of the hazardous material or chemical spill that has occurred • The physical location of the hazardous material or chemical spill • The potential health threat associated with the hazard 	
Close off all outside air intakes and curtail all outdoor activities.	
Determine whether to implement shelter-in-place or evacuation procedures.	
Implement evacuation or shelter-in-place procedure.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communication Plan by contacting the Public Relations Coordinator.	
Notify the Transportation Coordinator of cancellation decisions.	

Hazardous Materials/Chemical Spill Checklist Page - 2

Hazardous Materials/Chemical Spills On-Site Procedures

Action Item	Completed
Notify the Principal or Building Administrators in charge upon detection or notification of a spill of any hazardous materials (including any petroleum product). Verify safety.	
Call 911 and request Fire Department assistance.	
Evacuate the building immediately if the spill creates an immediate danger to students or staff. For example: <ul style="list-style-type: none"> • Fumes • Vapors • Odors • Smoke • Physical affectations – headache, dizziness, distress, fainting, skin rash, blurred vision, sweating, etc. 	
Implement the evacuation procedure.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communication Plan by contacting the Public Relations Coordinator.	
Notify the Transportation Coordinator of any cancellation decisions or evacuation.	
Implement shelter-in-place procedure if there is no immediate danger to students or staff.	
Relinquish Incident Command to the Fire Department when they arrive.	
With assistance of the Fire Department, determine the cause and extent of the incident.	
Obtain Material Safety Data Sheet(s) for spilled hazardous materials, if appropriate.	
Confirm with the fire department that the appropriate Department of Environmental Protection Regional Office to assist with development of a clean up plan, cleaning, and decontamination of the area, if needed.	

Hostage Situation Checklist – Page 1

A hostage situation occurs when individuals are forced to stay in one location against their will. Weapons are usually in the possession of the hostage taker(s), and hostage(s) are threatened with some degree of physical harm. All hostage situations should be considered dangerous events. The dynamics of hostage situations vary greatly, and no two incidents will be the same.

Action Item	Completed
Call 911 to report a hostage situation as soon as you become aware of it.	
Notify the Principal or Building Administrators in charge, building safety monitors, Manager of Safety and Security, and police.	
Initiate the Interior lockdown procedure.	
Determine whether the hostage taker is in possession of a Harrisburg School District or school district radio, or has a classroom phone available.	
Evacuate everyone from the hostage area.	
Relinquish Incident Command to the Police when they arrive.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communications Plan, if needed, by contacting the Public Relations Coordinator.	
Brief Police Incident Commander on the known facts including the cause of the incident, the identity of the hostage(s) and hostage taker(s), and their location in the building.	
Provide police with information on camera and monitoring locations, hearing and broadcast devices, motion sensors, radios, and telephones.	
Provide building master keys and detailed building plans to the Incident Command Post.	
Direct staff who have knowledge of the building design to be available for police support.	
Police will: <ul style="list-style-type: none"> • Secure entrances to the school campus and the perimeter of the building. • Contact the hostage taker(s) to begin negotiations. • Oversee the arrest of the hostage taker(s). • Oversee the release of any hostages. 	
Coordinate parental notifications with SUPERINTENDENT Incident Command.	
Provide police with a private room to meet with hostage(s), witness (es) and others.	
Arrange hostage medical care, food/beverages, access to restrooms, and safe room.	
Coordinate reunification of hostages and families with SUPERINTENDENT Incident Command.	
Evacuation Procedures	
Implement evacuation procedure in consultation with police.	
Direct staff and students to proceed to a prearranged location out of sight of the building so that any possibility of injury from gunfire is minimized.	

Hostage Situation Checklist – Page 2

School Bus Hostage Situation

Action Item	Completed
Call 911, if possible, to notify police of the situation. Turn on radio (CB).	
Make the students on the bus aware of the behavior that is required in order to keep them safe. Contact Transportation Coordinator by radio if possible.	
Activate SUPERINTENDENT Incident Command, if possible, by contacting the Superintendent's Office.	
Activate the Communications Plan, if possible, by contacting the Public Relations Coordinator.	
Do the following, if these tasks can be accomplished in a safe manner: <ul style="list-style-type: none"> • Disable the bus or throw the keys away from the bus. • Evacuate as many students as possible from the bus and direct them to an assembly area out-of-sight of the bus. • Notify the Transportation Coordinator with as much information as possible regarding the situation and location. 	
Evacuation: <ul style="list-style-type: none"> • Move students and staff moving away from the area controlled by hostage taker(s). • Do not enter or re-enter the bus. • Do not return to the bus until it has been declared safe by municipal law enforcement. 	
Negotiations: Allow local police to handle all negotiations.	
Important: If the hostage situation occurs on a school bus, the bus driver must assume the responsibility for the safety and welfare of everyone present.	

Intruder or Trespasser Checklist

Visitors are required to register when entering a Harrisburg School District facility and will be issued a temporary Visitor Badge. Staff should approach any person without a badge and escort him/her to the lobby or administrative office. It is important to notify the Safety Monitor or Building Administration in charge immediately if the person refuses to accompany you to the lobby or office.

Action Item	Completed
Initiate the Interior Lock Down Procedure. Attempt to locate the intruder. Take radio with you.	
Isolate the intruder from the rest of building and students, if possible, without placing staff at significant risk.	
Attempt to determine the identity and purpose of the intruder.	
Inform the intruder that he/she must return to the building lobby or office immediately.	
Call 911 if the intruder has a weapon, is highly agitated, refuses to cooperate or appears unstable.	
Initiate lockdown procedures if a weapon is involved if person is agitated.	
Relinquish Incident Command when the police arrive.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communications Plan, if needed, by contacting the Public Relations Coordinator.	
Provide police with situation facts and an accurate description of the intruder.	
Provide police with information required to press charges.	
Document the situation as fully as possible for a future court case.	
Activate the Harrisburg School District Emergency Response Team and determine what, if any, support is needed for staff and students involved in the incident.	

Life-Threatening Crisis Checklist

When a life-threatening medical emergency or injury occurs, time is of the essence. Staff at the scene of the incident should render first aid and assist emergency medical personnel in any way possible.

Action Item	Completed
Identify the individual(s) who need assistance.	
Call 911 for the Fire Department and rescue/ambulance response.	
Notify the School Nurse, building Administrator, and Director of Student Services/School Safety and Security Coordinator.	
Initiate the Administrative Lock Down Procedure. Keep staff and students in place to avoid congestion which may delay Emergency Medical Service (EMS) response.	
Activate SUPERINTENDENT Incident Command, if possible, by contacting the Superintendent's Office.	
Activate the Communications Plan, if possible, by contacting the Public Relations Coordinator.	
Coordinate parental/family notification with SUPERINTENDENT.	
Activate the District Emergency Response Team to provide support, if needed.	

Mass Contamination of Food/Beverage Checklist

The potential for mass contamination of food and drink is always present. A rapid response to these incidents is required to limit the contamination and avoid serious health consequences, including loss of life.

Action Item	Completed
Determine the scope of the contamination and areas affected. Call school nurse.	
Call 911 to seek police support and medical assistance, if appropriate.	
Implement Life Threatening Crisis Checklist, if appropriate.	
Notify the cafeteria staff to secure all food and beverages.	
Call the Department of Agriculture, and Emergency Management Agency to report the contamination and to request ongoing assistance with the incident, as needed.	
Determine the route of contaminant (e.g., ingestion, inhalation, absorption, skin contact).	
Determine the source of the contaminated food or drink (hepatitis A, salmonella, E-Coli, etc.), prescription or over-the-counter medicines, alcohol, illegal drugs, pesticides, hazardous materials, etc.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communications Plan, if needed, by contacting the Public Relations Coordinator.	
Obtain the Material Safety Data Sheet, if necessary. Call manufacturer.	
Monitor potential victims.	
Coordinate parental/family notification with SUPERINTENDENT Incident Command.	
Activate the Emergency Response Team, if needed, to provide counseling for staff and students.	

Pandemic Illness (Influenza) Checklist – Page 1

A pandemic is a worldwide spread of a new disease. An influenza pandemic occurs when a new influenza virus emerges, spreads around the world, and most people do not have immunity. Should a pandemic occur in Dauphin County, Harrisburg School District must evaluate whether the continuation of programming unnecessarily exposes staff/students to risk.

Action Item	Completed
Activate SUPERINTENDENT Incident Command upon suspicion of pandemic illness and begin determining the exact impact of the illness on the Harrisburg School District staff and student population.	
Activate the Communication Plan by contacting the Public Relations Coordinator.	
Form a Harrisburg School District task force to evaluate the current conditions and provide guidance to school sites regarding the pandemic illness response and continuation of services. Representatives from SUPERINTENDENT, Human Resources Services, and all impacted programs should be involved in the task force.	
Meet with Department Directors to determine what percentage of their workforce is required to continue services and what steps should be taken if services need to be modified or suspended.	
Activate Building Nurses to educate staff and students about pandemic illness and recommended preventative measures.	
Work with the Public Relations Coordinator to coordinate a Harrisburg School District family education campaign about pandemic illness and the Harrisburg School District plan to minimize its impact on programming.	
Ensure each room has soap/water for hand washing or alcohol-based hand washing products.	
Distribute and post pandemic illness posters in each classroom.	
Review the succession policy in case of illness. Establish a back-up succession plan, if necessary.	
Review procedures for sending ill students and staff home and make adjustments, as necessary.	
Track the number of staff and students absent daily.	
Hold staff meetings to provide information on the extent of the infection at the school site and potential changes that may take place.	
Identify and pre-screen health and grief service providers.	
Provide training to staff on grief and possible health problems associated with pandemic illness.	
Mobilize the Emergency Response Team as needed to provide emotional-psychological support.	
Establish sites for counseling services in the event of the death of a Harrisburg School District employee or student. Activate the Emergency Response Team.	
Hold staff meetings and provide information on the extent of pandemic illness in the community and activities that may assist students with recognizing the signs and symptoms of grief. Clearly identify the location and function of all safe rooms.	

Pandemic Illness (Influenza) Checklist – Page 2

Action Item	Completed
Announce counseling support services available to staff and students.	
Provide physical assessments, if needed, or make appropriate community health referrals.	
Recommend Employee Assistance Programs to deal with loss and grief.	
Identify students, families, and staff who may need long-term physical and mental health support or intervention, and connect with school and community resources to support these needs.	
Monitor the effects of cumulative stress on caregivers, such as office staff, school nurses, teachers, aides, school counselors, and other Emergency Response Team members.	
Modify work roles and responsibilities, or add volunteer support staff, as needed.	
Conduct debriefings with the SUPERINTENDENT.	

Severe Weather Checklist

Pennsylvania has many types of severe weather including tornadoes, lightning, ice, and heavy snowstorms. It is important to be prepared for, and respond appropriately to severe weather situations in order to minimize the impact on students and staff.

Action Item	Completed
Listen to NOAA or Emergency Alert System broadcasts during severe weather watches or warnings.	
Direct all staff and students to come indoors if the hazard is a lightning storm or another weather situation that poses an immediate threat.	
Implement shelter-in-place or evacuation based on National Weather Service forecasts and Emergency Management Agency advice. (Yearly Drill)	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communications Plan by contacting the Public Relations Coordinator.	
Notify the Director of Operations and the Transportation Coordinator of evacuation or shelter-in-place.	
Warn staff and students to stay away from glass doors and windows, telephones, and all electrical appliances, including computers.	
Move staff and students to interior rooms with no windows if a Tornado Warning is issued (Shelter in Place).	
Issue an all clear when the weather emergency is over.	
Check the facility, including all rooms, for damage.	
Debrief with staff and/or students.	

Sexual Assault/Rape Checklist

When a sexual assault or rape is reported, it is critical to offer support to the victim, call the police promptly, and preserve any evidence in order to assist the police in their investigation.

If the assault occurred at a Harrisburg School District facility or if the assault occurred off-site and was later revealed to staff, the following actions should be taken:

Action Item	Completed
Notify the police immediately, regardless of whether or not the victim chooses to cooperate. Notify the Principal and Superintendent	
Notify the School Nurse and, if needed, Emergency Medical Services (EMS).	
Remove the victim from view and have a same sex adult stay with the victim.	
Encourage the victim not to use the bathroom in order to preserve potential evidence.	
If the assault suspect is known to the victim and believed to still be in the area, staff should attempt to monitor the suspect until police arrive.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communication Plan by contacting the Public Relations Coordinator.	
Coordinate parental/family/emergency contact notification with the SUPERINTENDENT.	
Protect the crime scene for police investigation (if it occurred on school property).	
Identify any witnesses and isolate them until the police can interview them.	
Activate the Emergency Response Team to provide support for others impacted.	
Debrief staff and determine any follow-up activities.	

Active Shooter Checklist- Page 1

Protection of life is always the number one priority when responding to an active shooter. While each active shooter incident is very unique, the following checklist provides general guidance on key actions to be implemented.

Action Item	Completed
Implement a building lockdown.	
Call 911. Remain on the phone until the situation is resolved or you are directed to hang up.	
Take cover and stay out of view.	
Provide any information available on the number and location of the perpetrator(s), as well as the number of victims.	
Turn over incident command to the highest ranking police officer who then becomes the overall Incident Commander.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communications Plan by contacting the Public Relations Coordinator.	
Brief the Police Incident Commander of the situation/facts including descriptions and/or types of weapons involved.	
Direct staff with specific building knowledge to be available for consultation with police.	
Make master keys and building plans available to the Police Incident Commander.	
Provide details on camera and monitoring locations, hearing and broadcast devices, motion sensors, location of radios, and telephones.	
Determine, in consultation with the police, whether to maintain lockdown or evacuate the building.	
Outside shooter: Maintain lockdown, stay away from windows, and await instructions.	
Inside shooter: Maintain lockdown. Activate Response to Violent Intruder protocols: RUN, HIDE, FIGHT	
Have police check exterior of building for any fleeing staff or students.	
Expect the following police actions: <ul style="list-style-type: none"> • Entrances to the school campus will be sealed. • Officers will neutralize the shooter or negotiate with the perpetrator(s) in the event of a hostage situation. • The building will be treated as a crime scene once the shooter has been neutralized. • Police will interview students and staff in order to accurately document the incident. 	
Direct Emergency Medical Services (EMS) personnel to injured parties and give any required assistance.	
Designate a staff member to accompany victim(s) in the ambulance.	
Document which hospital each victim is transported to, if possible, to assist with Parent/Student Reunification.	
Upon arrest/neutralization of the shooter(s), the removal of the victim(s), and the processing of crime scene evidence, the control of the school is returned to the SUPERINTENDENT Incident Command.	

Provide area for law enforcement to meet with victim(s) and pertinent staff to document and record information.	
Activate the Emergency Response Team to provide counseling for staff, students, victims, and their families.	
Activate the Parent/Student Reunification Plan.	

Student Unrest and/or Demonstration Checklist

Depending on the magnitude of the student demonstration, it is important to notify police early in the incident. This allows time to assemble adequate police officers from surrounding agencies and to determine any legal limitations.

Action Item	Completed
Call 911 if immediate police assistance is required.	
Notify the building administration.	
Assess the situation as follows: <ul style="list-style-type: none"> • What exactly is happening? • Where is the disturbance occurring? • Who are the leaders or key people involved in the disturbance? • When did it begin? • How many people are actually involved? • Has any actual violence occurred at this time? • What is the purpose or intent of the group? • Are the identities of participants known? 	
Attempt to isolate and contain the area of the disturbance.	
Turn off bells	
Advise group to return to normal classes immediately.	
Videotape group activities and any damage.	
Implement the AKristh okadministrative lockdown procedures, if appropriate.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communications Plan by contacting the Public Relations Coordinator.	
Direct teachers to make a list of students absent from their class.	
Request a meeting with the leaders of the disturbance in exchange for the students becoming orderly and remaining together until the issues are resolved.	
Remove the leaders and meet with them to address their concerns.	
Document the issues identified and develop a plan to address the issues.	
Request police assistance if there is significant damage to property or it is not possible to restore order.	
Assist police, as appropriate, taking into consideration staff knowledge of, and relationships with, the participants.	
Debrief staff once the situation is resolved, Determine follow-up communication protocol.	

Threat or Attempted Suicide Checklist – Page 1

It is important to take **all** threats of suicide very seriously. Teen suicide is the third leading cause of death for adolescents. Males are four times more likely to die from a suicide attempt than females; however, females are far more likely to attempt suicide.

Threat of Suicide

Action Item	Completed
Locate the student who has threatened suicide and take him/her to a quiet, comfortable room. AT NO TIME SHOULD THE SUICIDAL PERSON BE LEFT UNATTENDED.	
Search the student and the surrounding area, and remove any personal property or objects that he/she may use to harm him/herself (pills, obvious weapons, furnishing, articles of clothing such as a belt, etc.).	
Notify the building administration immediately.	
Have staff trained in suicide assessment (school psychologists) interview the student and complete the Threat Assessment Worksheet (See Forms section).	
Contact the parents or the student's emergency contact and recommend immediate medical and/or psychological treatment.	
Take the student to an area hospital or county mental health crisis unit if the determination for suicide potential is high and the parents or emergency contact cannot be located. <u>Call Dauphin County Crisis Intervention</u>	
Call 911 to request assistance if the student is uncooperative or potentially violent.	

Attempted Suicide

Action Item	Completed
Call 911 for an ambulance and request police assistance, as appropriate.	
Direct the School Nurse to administer first aid, as appropriate.	
Contact the student's parents or emergency contact and inform them of the situation and where the student has been transported.	
Inform the student's family that he/she may not return to school until a mental health assessment has been conducted and the results are shared with Harrisburg School District.	
Refer the case to the building Administrators and Director of Student Services/School Safety and Security Coordinator for further action if the family refuses a mental health assessment.	
Document the incident and follow-up action plan.	
Monitor any other persons who may be at risk.	
Monitor the student, as needed, and maintain contact with the family.	

Threat or Attempted Suicide Checklist – Page 2

Confirmed Suicide on Program Site

Action Item	Completed
Call 911 immediately and request assistance by the police and emergency medical technicians.	
Institute administrative lockdown procedures.	
Direct the School Nurse to evaluate the person to determine if any lifesaving aid should be rendered.	
Block off the area and treat it as a crime scene. Do not allow anyone to touch evidence, including weapons at the scene.	
Relocate students and staff exposed to the scene to another area of the building.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communications Plan by contacting the Public Relations Coordinator.	
Activate the district Emergency Response Team.	
Keep the location of the incident secured until it can be cleaned.	
Contact an outside vendor to complete the cleaning task if needed.	
Determine whether to return to the daily schedule or to implement an early dismissal.	
Debrief staff and students and identify those individuals who may require emotional support.	
Arrange on-site counseling support for staff and/or students.	
Assign a seasoned staff member to the deceased individual's class since they are most likely to be familiar with the students.	
*Utilize the district's consistent statement of death that should be communicated to staff and students.	

Important:

- Keep information about suicidal threats or attempts confidential unless rumors get out of control or others witnessed the student being removed from the building.
- If a suicide occurs, it is extremely important that the number of students and staff exposed to the body and surrounding area be kept to a minimum.
- All staff, including the School Nurses who were exposed to the body, will need additional support.
- Do not ask custodial staff to clean the scene. It can be very traumatic.
- Allow students to grieve the loss, but be careful not to allow them to glorify the person.
- Do not cancel classes for the funeral or organize memorial services for the student.
- Do not permit any dedication of yearbook, yearbook pages, or school newspapers to the deceased individual.
- Discourage and remove any spontaneous memorials at the death scene.
- Do not allow the establishment of a scholarship by either students or grieving parents. Instead, encourage contributions to a suicide prevention organization.

Suspicious Substance and Bio-Terrorism Threat Checklist – Page 1

Acts of terrorism can occur anywhere and anytime. While there is no way to anticipate every type of incident that might occur, the following checklist provides general guidelines for responding to this type of incident.

Action Item	Completed
Telephone Threat: <ul style="list-style-type: none"> • Write down all information from the caller. • Prolong the conversation as much as possible. • Identify any background noises. • Note distinguishing voice characteristics. • Ask about the nature of the threat, placement of the substance or bomb, and when it is to explode or be released. • Determine caller's knowledge of the facility. • Note the time of the call. 	
Call 911 if the threat is immediate.	
Inform Building Administration of the threat.	
Follow Bomb Threat Procedure.	

Suspicious Substance

Action Item	Completed
Attempt to identify the substance and its origin but do not touch it.	
Isolate the area so exposure is limited and notify the principal.	
Shut down HVAC systems.	
If the substance and its origin are unknown, call 911 to request police, Fire Department, HAZMAT teams, and Rescue/Ambulance assistance.	
If injuries or illness have resulted from the suspicious substance, notify the School Nurse and other trained staff to administer First Aid.	
Implement Hazardous Materials Procedures.	

Suspicious Substance and Bio-Terrorism Threat Checklist – Page 2

Suspicious Mail

Action Item	Completed
<p>Mail with the following characteristics should be handled cautiously.</p> <ul style="list-style-type: none"> • Mail that is unexpected or from someone unknown. • The address is handwritten, and there is no return address or bears one that you cannot confirm as legitimate. • The package is lumpy or lopsided. • The wrapping is stained. • The mail is sealed with an excessive amount of tape. • The package is marked with excessive restrictions such as “personal” or “confidential.” • The package is marked with excessive postage. 	
<p>Take the following precautions when handling suspicious mail:</p> <ul style="list-style-type: none"> • Handle as little as possible. • Wear protective gloves. • Do not shake, bump, or sniff it. • Place item in plastic bag. • Wash hands thoroughly with soap and water. 	
<p>Call 911 to request that police investigate mail that you believe to be suspicious.</p>	
<p>Activate SUPERINTENDENT Incident Command by contacting the Superintendent’s Office.</p>	

Utility Failure Checklist – Page 1

During a disaster, homes and other facilities may suffer utility outages for an extended period of time. This checklist is often used in conjunction with the Severe Weather checklist.

Gas Leak Procedure

Action Item	Completed
Notify the Principal/head custodian or Director of Operations, and Facilities Manager of a suspected gas leak.	
Evacuate the building if the leak is confirmed.	
Call 911 to request Fire Department assistance.	
Call the gas company to report the leak.	
Do not turn on light switches or electrical appliances.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communication Plan by contacting the Public Relations Coordinator.	
Set up the Incident Command Post at a safe distance from the facility.	
Relinquish Incident Command to the Fire Department when they arrive.	
Determine whether to cancel school or resume normal activities.	
Notify the Transportation Coordinator if school is to be cancelled.	
Refer to Building-Structural Failure procedures, if appropriate.	
Debrief staff following the incident.	
Important: Do not pull the fire alarm during a suspected gas leak as it may cause sparks.	

Utility Failure Checklist – Page 2

Heating & Cooling (HVAC) System Failure

Action Item	Completed
Notify the Principal/Head Custodian, Director of Operations, and Facilities Manager upon discovery of an HVAC system failure.	
Evaluate current weather conditions to determine the potential impact of the HVAC failure on staff and students.	
Curtail building activities that may accelerate heat or cooling loss (i.e., close all windows and doors, and delay class change activity).	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communication Plan by contacting the Public Relations Coordinator.	
Implement school cancellation procedures, if appropriate.	
Take steps to protect water lines, computers, equipment, etc. from damage.	

Power Outage Procedure

Action Item	Completed
Report electrical system failure to the Principal/Head Custodian, Director of Operations, and Facilities Manager.	
Evaluate the problem to determine whether the cause is on-site or off-site.	
On-site Problem <ul style="list-style-type: none"> • Determine whether the outage can be corrected by staff. • Identify safety hazards that could affect building occupants. • Evaluate whether life-safety systems have been affected. • Decide whether to isolate the hazardous areas or evacuate the building. 	
Off-site Problem <ul style="list-style-type: none"> • Ask the utility supplier to estimate the duration of the outage. • Evaluate whether life-safety systems have been affected. • Decide whether to isolate the hazardous areas or evacuate the building. 	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communication Plan by contacting the Public Relations Coordinator.	
Decide whether to cancel school or resume normal activities.	
Notify Transportation Coordinator if school is cancelled.	

Utility Failure Checklist – Page 3

Water Supply Disruption Procedures

Action Item	Completed
Notify the Principal/Designee, the Director of Operations, and the Facilities Manager of drinking water contamination or supply system interruption.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communication Plan by contacting the Public Relations Coordinator.	
Contact the local health department in the event of contamination to determine the extent of problem.	
Notify water supplier of contamination or interruption problem.	
Determine if restrooms and all sanitation systems are functional.	
Determine whether fire suppression systems are operable.	
Secure all contaminated water sources if school remains open.	
Arrange for bottled water to be delivered.	
Implement school cancellation procedures, if appropriate.	
Notify staff, parents/guardians, and students when normal operations resume.	

Vehicle Accident Checklist

School bus accidents occur more frequently than most people realize and present a serious safety threat. Highly congested roadways and inattentive drivers are two of the main causes of vehicle accidents. When accidents do occur, protection of life is the number one priority.

Action Item	Completed
Call 911 to request fire, police, and rescue/ambulance assistance, as appropriate.	
Report the accident to the Transportation Coordinator, Director of Operations, and building principal.	
Off-load students to a safe holding area if it is unsafe to stay on the bus.	
Render first aid to injured persons.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Activate the Communication Plan by contacting the Public Relations Coordinator.	
Deploy the Transportation Coordinator and Director of Operations, building principal, and nurse to the scene of the accident to assist, if practical.	
Arrange for a replacement bus at the scene for shelter and transportation of uninjured passengers.	
Document all injuries including the nature of injury, the ambulance company, and the hospital the passenger was transported to.	
Implement the Parent/Student Reunification Program in the event of serious injury or emotional trauma to the passengers.	
Secure all personal belongings from the bus and take them to the Parent/Student Reunification Site if possible.	
Arrange for post-accident drug and alcohol testing for the bus driver if there are injuries.	
Important: Expect Emergency Medical Services (EMS) to require releases to be signed by all passengers. For all passengers under 18 years of age, a parent will be required to sign for the minor before he/she can be released from EMS care. (This can generally be done at the Parent/Student Reunification Site.)	

Incident Involving Weapon(s) Checklist

Supervisors and staff should be trained to recognize signs of hidden weapons on students or intruders. All students should be encouraged to report rumors that someone has a weapon or any information about weapon possession. All building safety staff will have metal detector, wand training and search of person training.

Action Item	Completed
Report information about a weapon on campus to the Building Administrator and Manager of Safety and Security.	
Call 911 and request a police response immediately.	
Institute lockdown procedures if necessary.	
Activate SUPERINTENDENT Incident Command by contacting the Superintendent's Office.	
Assess the situation and gather as much information about the person, weapon, and the intent of the person.	
Locate and observe the individual. APPROACH THE INDIVIDUAL OR ASK ABOUT THE WEAPON UNLESS IT MAY PROVOKE A REACTION.	
Seek cover if the individual becomes agitated.	
Relinquish Incident Command to the police when they arrive on the scene.	
Brief the police upon arrival at the school as to the identity of the individual, type of weapon, and his/her location in the building.	
Debrief staff and students, as appropriate, once the individual has been arrested or detained by police and the situation returns to normal.	

All Hazards Plan: Recovery

Recovery refers to the decisions and actions that occur after an incident to restore and/or to improve upon pre-incident conditions of the impacted facility and its community. The focus is on both short-term intervention and long-term solutions. Recovery efforts take into account not only the restoration of facilities impacted by an incident, but also the physical, emotional, and psychological well-being of all participants. Finally, during the recovery phase, after-action reviews are completed to mitigate circumstances that may have contributed to the incident.

The resource lists include trades, services, and materials not previously listed, with 24-hour contact information, when available.

An interruption in normal operations can have a serious impact on staff, students, and families. Effective and timely communication with everyone impacted by the incident is crucial to the recovery process. Harrisburg School District, in conjunction with partnering districts and insurance carriers, is committed to complete recovery after an incident and the timely restoration of normal operations.

The Recovery Phase covers:

- **Administration**– Effective record keeping of the entire incident and steps taken to restore normal operations.
- **Psychological Care (Staff and Students)**– Recognizing the turmoil caused by a traumatic situation, Harrisburg School District assists those in need in connecting with professional care.
- **Student Assistance Program**– Harrisburg School District will provide assistance to those students requiring additional support after a traumatic incident.
- **Addressing Parent Concerns**– School-based incidents impact the entire family. Effectively communicating with families of students accelerates the restoration process.
- **Memorial Services**– When a staff or student death occurs, Harrisburg School District staff will assist family and friends with finding an appropriate way to memorialize the deceased.
- **Anniversaries**– Anniversary dates of traumatic events can be difficult, and Harrisburg School District will provide additional resources to those in need of extra care during these times.
- **First Day Back to School**– Harrisburg School District can activate Emergency Res Teams to assist staff and students as they resume normal school operations. The teams will also coordinate with family members as part of the “first day back” transition.
- **Debriefing**– Incident Command and Mental Health Teams will gather to debrief the incident and thoroughly review all aspects of prevention/mitigation, prevention, response, and recovery. “Lessons learned” will be incorporated into additional training and revisions of the All Hazards Plan to reduce the likelihood of a reoccurrence.

All Hazards Plan: Site-Specific Details

Purpose

Harrisburg School District has many different locations each of which has unique circumstances and/or student populations. Because of this network of facilities, site-specific details need to supplement these general guidelines. While much of the All Hazards Plan applies to every facility, there are certain details that must be developed at the site-specific level. Some of these details are:

- Primary and secondary locations for Shelter-in-Place, evacuation assembly areas, off-site evacuation assembly areas, transportation, evacuation routes, responder assembly areas, and Parent/Student Reunification areas.
- Identification of staff and students with special needs or care plans that may require additional assistance during an emergency.
- Identification of unique facility issues.
- Identification of unique responder issues (no full-time police department, volunteer Fire Department with low participation, etc.).

By identifying site-specific details before an emergency occurs, leaders are able to effectively prevent, prepare, mitigate, respond, and recover from incidents with less impact to Harrisburg School District staff, students, facilities, and programming.

All Hazards Plan: Site-Specific Details

Assembly Area Selection

An assembly area should minimize the danger to staff and students in the event of an emergency. Take the following into consideration when selecting appropriate assembly areas:

1. Review building floor plans and neighborhood maps to determine those areas inside and outside of the building that are most appropriate for providing shelter.
2. Determine primary and secondary exits for each room in the building.
3. Note factors such as: gas, sewer, power lines, chain-link fences (electrical hazards), facilities containing toxic or radioactive material, water towers, multiple story buildings (vulnerable to collapse), transformers, balconies (which may fall from buildings), etc.
4. Identify assembly areas for the following:
 - a. Incident Command Post
 - b. Staging for emergency vehicles
 - c. Primary student and staff assembly
 - d. Triage and treatment
 - e. Heli-pad for medical evacuation
 - f. Parent/Student Reunification
 - g. Media
 - h. Potential morgue
 - i. Mental health respite/psychological first aid
5. Designate an inside assembly area for students and staff to Shelter-in-Place.
6. Determine an alternate student and staff assembly area within walking distance that can be used if the primary assembly area is not appropriate for some reason.
 - a. Examine maps and site plans for possible alternate assembly areas in the immediate vicinity of the school property.
 - b. Consider factors such as highly traveled roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
 - c. Establish Memoranda of Understanding with nearby schools, community centers, businesses, churches, etc. Keep the Memoranda of Understanding, locations, point of contact, and 24-hour emergency numbers with the primary assembly area information.

7. Designate an alternate student and staff assembly area requiring transportation. There may be certain instances where it is safer to evacuate staff and students to an off-site location requiring transportation.
 - a. Contact the Transportation Coordinator to coordinate and plan for transporting students and staff to the off-site assembly area.
 - b. Examine local area maps for primary and secondary evacuation routes.
 - c. Consider factors such as highly traveled roadways, traffic gridlock and other hazards.
 - d. Establish Memoranda of Understanding with schools, community centers, businesses, churches, etc. Keep the Memoranda of Understanding, locations, point of contact, and 24-hour emergency numbers with the primary assembly area information.
8. Place copies of floor plans and evacuation routes, highlighted as appropriate, in the Response Section of the school/school district *"All Hazards" School Safety Planning Toolkit*. They should also be posted throughout the building. In addition, this information should be given to municipal emergency management and first responder organizations to expedite response efforts.
9. Communicate Parent/Student Reunification Procedures to students' families.
10. Determine whether facilities and structures identified as shelters can withstand severe weather with minimal damage.
11. Find out whether the shelter location is used for other purposes during an emergency (e.g., Red Cross Shelter).
12. Determine whether there are spaces within the shelter that reduce the probability of staff and students being injured by flying debris and shattered window glass in the event of severe weather.
13. Determine the shelter's HVAC/fresh air intake systems be manually shut down and the exterior shell of the building be reasonably sealed to prevent hazardous material from entering the building in the event of a HAZMAT incident.
14. Determine whether the shelter has sanitation facilities capable of handling the staff and student population for an extended period of time.
15. Ascertain whether perimeter doors can be secured to prohibit unauthorized access to the shelter.
16. Note whether there are reliable modes of communication in the shelter (telephones, cell phones, Internet access, etc.).
17. Determine whether furniture or closet space can be used to shield staff and students from plain view, if necessary.
18. For off-campus evacuations, make sure there is a current Memorandum of Understanding on file.
19. For off-campus evacuations, determine whether the evacuation site is within a reasonable walking distance from the campus regardless of weather conditions.

Evacuation and Sheltering: Site Specific Plan – Page 1

Program Name and Location: _____

Date Prepared: _____ Prepared By: _____

Shelter-in-Place

Primary Location:

Secondary Location:

Building Evacuation Assembly Areas

Primary Location:

Secondary Location:

Transportation for Off-Site Evacuation

Primary Transportation Provider:

Secondary Transportation Provider:

Evacuation Route to Off-Site Assembly Area

Primary Route:

Secondary Route:

Off-Site Assembly Area

Primary Location/24-hour Contact Numbers:

Secondary Location/24-hour Contact Numbers:

Evacuation and Sheltering: Site Specific Plan – Page 2

On-Site Assembly Areas for Responders/Incident Command

Fire/Police/EMS (generally in the parking lot near a command vehicle).

Primary:

Secondary:

Incident Command (locate an isolated area that provides relief and reduces interruptions from public, staff, and students). Needs to accommodate up to 10 staff at one time.

Primary:

Secondary:

Media Staging (Select a location either off-site or at a significant distance from the incident).

Primary:

Secondary:

Parent/Student Reunification (Find a location that can accommodate a significant amount of vehicular and pedestrian traffic. This location needs to provide individual spaces for parents, students, mental health, medical, staff, and Incident Command).

Primary:

Secondary:

Special Needs Checklist: Site Specific Plan – Page 1

	Yes	No
Do you have a current list of the student medications?		
Do you have a CURRENT Emergency Information Card filled out for each child/staff member?		
Do you have the supplies necessary to accommodate student/staff disabilities (e.g., batteries, emergency/medical supplies)?		
Have you identified a back-up system for equipment that requires electricity (e.g., electric wheelchairs)?		
Are municipal emergency management and first responders aware that you have students/staff with special needs that will require extra care during an incident?		
Have municipal emergency management and first responders visited Harrisburg School District and noted where students/staff with special needs are located in the facility?		
Do you have a plan for evacuation of students/staff?		
Have you checked your evacuation route? Does it lend itself well to the evacuation of your students and staff with special needs? Important: Alternate routes may be needed to accommodate students/staff with special needs. It is important to ensure that all students and staff are evacuated and no one is left behind due to an evacuation route accessibility issue.		
Have you informed visually impaired students and staff about obstacles that may be in along the evacuation route?		
Are you prepared to offer verbal or physical guidance through hazardous areas during an incident?		
Have you conducted All Hazards Plan drills and practiced evacuation procedures? Remember, during an incident people react as they have been trained and are more comfortable in doing so the more they have practiced. This is especially true for evacuations, lock-downs, and shelter-in-place situations.		
Have you identified staff and students who may be able to assist students with special needs during evacuation?		
Do you have pre-signed agreements with parents of students you will ask to assist in the evacuation of students with special needs?		
Have you discussed alert mechanisms that will be used for deaf and/or blind students in an incident?		
Have you discussed disasters and preparedness with the students, explaining what will be done to make them safe if an incident occurs?		

Special Needs Checklist: Site Specific Plan– Page 2

Mobility Impaired

Action Item	Completed
Store emergency supplies in a pack or backpack attached to the student's wheelchair, walker, or scooter.	
Store needed mobility aids (e.g., canes, crutches, walkers) close to the student in a consistent, convenient, and secured location. If possible, store extra aids in several other locations in case of damage.	
Keep a pair of heavy gloves in the Nurse's station and building Go Kit and a pair in the student's pack to use while wheeling or making your way over glass or other debris.	
Consider having an extra battery available, if possible, for motorized wheelchairs. Important: During an emergency situation, power may be out, and an alternative method of charging the wheelchair will be necessary. A car battery can be substituted for a wheelchair battery, but this type of battery will not last as long as a wheelchair's deep-cycle battery. Check with a vendor to see if you will be able to charge batteries by either connecting jumper cables to a vehicle battery or by connecting batteries to a specific type of convertor that plugs into a vehicle's power plug.	
Keep a patch kit or can of "seal-in-air" product to repair flat wheelchair tires. You might also consider keeping an extra inner tube for the wheelchair's tires.	
Store at least one extra MANUAL wheelchair in the classroom.	
Arrange furniture to allow for easy egress from the classroom.	
Make sure evacuation routes are unobstructed for easy movement.	
Store portable wheelchairs at the top of stairs if students or staff members spend time above the first floor of a building.	
Discuss lifting and carrying techniques for students and staff who cannot use stairs. Important: There may be instances when wheelchairs may need to be abandoned in order to safely evacuate a structure. The student or staff member might be able to bump down the stairs on their hindquarters, crawl, etc. Would they need something to strap on their hindquarters if this becomes an option? Gloves to protect their hands might also be needed. Discuss these issues with your municipal Fire Department. Firefighters can come to Harrisburg School District and give you needed assistance and instruction before an incident occurs.	
Practice transferring to and from wheelchairs with students/staff who have limited mobility.	
Prepare students and staff with limited mobility to give brief instructions regarding how they can best be moved in the event of an incident.	
Inform students and staff about the location of all fire extinguishers.	
Consider installing extended handles on fire extinguishers to make them accessible to individuals with mobility impairments.	

Special Needs Checklist: Site Specific Plan– Page 3

Visually Impaired

Action Item	Completed
Consider developing signage in Braille or with larger print for exits, directions to exits, information on exit routes, and floors designated by numbers or letters – including floor level designations provided in stairwells.	
Determine whether visually impaired students and staff will be able to evacuate independently without relying on the usual auditory clues found in their environment, such as the hum of a copy machine. If there is a power outage, these everyday clues may be absent.	
Consider installing emergency lighting along evacuation routes that will be used during an incident. If the power is out, students and staff with visual impairments might rely on emergency lighting for a safe egress from the building.	
Encourage students to keep an extra pair of glasses in their pack, if appropriate.	
Consider the impact of smoke, dust, or fumes on individuals with contact lenses. Discuss this possibility ahead of time with the student’s parents/guardians and the staff member.	
Train staff members to be a “sighted guides” in the event of an emergency situation. This training is available from community service agencies.	
Store extra canes in the classroom. Consider storing an extra cane with the school first aid emergency supplies.	
Store high-powered flashlights with wide beams and extra batteries in the classroom. Be aware of battery expiration dates.	
Keep service animals securely leashed or harnessed close to their owners, if possible. Service animals may become confused, panicked, frightened, or disoriented during and after an incident.	
Mark emergency supplies with large print, fluorescent tape, or Braille.	
Make every effort to give directions calmly and clearly, recognizing the student or staff member may not be able to read signage or visually observe the damage that has taken place.	

Special Needs Checklist: Site Specific Plan– Page 4

Hearing Impaired and/or Deaf

Action Item	Completed
Install an emergency alert mechanism for hearing impaired or deaf students and staff. These students and staff may not be able to hear an audible alert. Consider flashing lights, strobes, flashing blue lights, etc., to alert hearing impaired or deaf students and staff.	
Place alert mechanisms strategically throughout the building. Don't forget the cafeteria, restrooms, gymnasium, halls, etc. Ask yourself where your hearing impaired students are and staff may be located and insure an alert mechanism is available.	
Instruct students and staff on the location of alert mechanisms and practice responding to visual alerts.	
Determine the best way to communicate emergency information to students and staff with impaired hearing. Remember, hearing aids will amplify background noise, so the sound of the audible alarms may interfere or drown-out voice announcements. Remember to speak directly to your students and staff, and repeat critical announcements.	
Consider storing spare hearing aids in the Nurse's Office Go Kit. Hearing aids may sustain damage from the activation of sprinkler systems. It could be difficult to replace or fix hearing aids immediately after a major incident.	
Store extra batteries for hearing aids and implants in the Nurse's Office Go Kit. Be aware of the expiration dates on the stored batteries. Set a schedule for checking expiration dates of items in the Nurse's Office Go Kit.	
Consider having students and/or staff carry a pre-printed message during an incident. These messages might include, "I speak American sign language and need an interpreter," or "If you make announcements, I will need to have them written or signed." Students and staff who have low literacy skills in written and oral English should carry a pre-printed message saying "I do not write or read English well." Special accommodations for communicating must be made before the incident to ensure the safety of students and staff.	
Have a battery-operated lantern in the Nurse's Office Go Kit to assist students and staff in reading and writing notes or reading lips.	

Special Needs: Site Specific Plan

Facility/Program: _____

Date Prepared: _____ Prepared By: _____

Staff With Special Needs

Name(s)	Department/Room	Special Need	Support Required

Student With Special Needs

Name(s)	Department/Room	Special Need	Support Required

Individual Care Plan: Site-Specific Plan

This form must be updated at the beginning of each school year.

Facility/Program: _____

Date Prepared: _____ Prepared By: _____

Staff With Special Needs

Name:	
Typical Room or Work Area Assignment:	
Special Need(s) (be specific):	
Medications:	
Transportation Needs:	
Assistance With Evacuation:	
Care Plan While at Evacuation Site:	
Primary Contact Person/Contact Numbers:	

Incident Command Supplies Worksheet

Location: _____

Date: _____

Item	Yes	No
Copies of all of the forms and lists completed during the development of the school/school district All Hazards Plan		
Aerial photos of the campus and surrounding area		
Map of streets, intersections, vacant lots, and major utilities surrounding each facility		
Blueprints of building(s), including utilities, alarm and fire sprinkler systems, location of exits, phones/cable, first aid kits, assembly areas, hazardous materials location, and elevators		
Maps of staging areas and Command Post		
A DVD or Flash Drive with maps of the inside and outside of all buildings and grounds, if available		
Map of local streets with evacuation routes to the alternate assembly areas		
Flashlights and spare batteries		
First aid kit and latex-free gloves		
Staff Roster (including emergency contact, classroom location, and special medical needs)		
Student Roster (including copy of emergency cards for contact information of parents/guardians)		
Visitor/Volunteer/Substitute Teacher List		
Inventory of staff resources or skills		
Master key and an extra set for those rooms where a master does not work (Keys should be clearly tagged and put in a locked container within the Tool Box for added security.)		
Fire Alarm Reset Procedures		
Fire Sprinkler System Reset Procedures		
Master schedule		
Two-way radios and/or cellular phones		
Battery powered radio and spare batteries		
Several legal pads and ball point pens		
White peel-off stickers and markers (for name tags)		
Local telephone directory		

Incident Command Summary of Duties

The **Incident Commander** is solely responsible for emergency operations and will remain at the Command Post to observe and direct all operations.

The **Superintendent or Designee** ensures that all activities are conducted as safely as possible under the existing circumstances and has the authority to immediately stop any activity deemed unsafe.

The **Public Relations Coordinator** is solely responsible for coordinating communications with the media, general public, and Harrisburg School District staff. The Public Relations Coordinator will craft all written statements and designate Harrisburg School District staff to provide interviews to the media as required.

The **Liaison Officer** serves as the point of contact for agency representatives from assisting organizations and agencies outside of Harrisburg School District and ensures the proper flow of information between agencies.

The **Operations Section Chief** manages the direct response to the disaster, which includes facilities, security, attendance, actual accountability for all staff and students, staff care, medical, student care, and student release.

The **Planning Section Chief** is responsible for the collection, evaluation, documentation, and use of information about the development of the incident and the status of resources. He/she maintains accurate records, a site map, and provides ongoing analysis of the situation and resource status.

The **Logistics Section Chief** is responsible for providing facilities, services, personnel, equipment, and materials to support the incident response and to stockpile and stage materials for anticipated operations so delays in operations are minimized.

The **Finance/Administration Section Chief** is responsible for financial tracking, procurement, and cost analysis related to the emergency. He/she maintains financial records, and tracks and records staff hours.

The **Student Support Team Leader** is responsible for ensuring that all the needs of students impacted by the incident are identified and steps are taken to meet each unique need whether physical, emotional, or psychological. Students with special needs and care plans are also tracked and monitored by the Student Support Team to make sure their special needs are being met. In addition, the Student Support Team oversees Parent/Student Reunification as well as the Harrisburg School District Crisis Response Team and Flight Team when they are activated.

The **Staff Support Team Leader** is responsible for ensuring that all the needs of the staff members impacted by the incident are identified and steps are taken to meet these unique needs whether physical, emotional, or psychological. Staff with special needs or care plans are also overseen by the Staff Support Team.

Incident Command Supplies Form 201 – Page 1

ICS Form 201

INCIDENT BRIEFING	1. Incident Name	2. Date Prepared	3. Time Prepared
4. Map Sketch			
ICS 201 Page 1 of 4	5. Prepared by (Name and Position)		

Incident Command Supplies Form 201 – Page 2

6. Summary of Current Actions

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ICS 201

Page 2

Incident Command Supplies Form 201 – Page 3

7. Current Organization

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ICS 201

Page 3

Incident Command Supplies Form 202 – Page 1

ICS Form 202

INCIDENT OBJECTIVES	1. INCIDENT NAME	2. DATE	3. TIME
4. OPERATIONAL PERIOD (DATE/TIME)			
5. GENERAL CONTROL OBJECTIVES FOR THE INCIDENT (INCLUDE ALTERNATIVES)			
6. WEATHER FORECAST FOR OPERATIONAL PERIOD			
7. GENERAL SAFETY MESSAGE			
8. Attachments <input checked="" type="checkbox"/> if attached			
<input type="checkbox"/> Organization List (ICS 203)	<input type="checkbox"/> Medical Plan (ICS 206)	<input type="checkbox"/> Weather Forecast	
<input type="checkbox"/> Assignment List (ICS 204)	<input type="checkbox"/> Incident Map	<input type="checkbox"/> _____	
<input type="checkbox"/> Communications Plan (ICS 205)	<input type="checkbox"/> Traffic Plan	<input type="checkbox"/> _____	
9. PREPARED BY (PLANNING SECTION CHIEF)	10. APPROVED BY (INCIDENT COMMANDER)		

Parent/Student Reunification Program

Purpose

The purpose of the Parent/Student Reunification Program is to create a safe, systematic and controlled procedure for reunifying parents and students when normal modes of student transportation are not possible.

Many Harrisburg School District instructional sites are nontraditional due to both the number of students assigned to a particular facility and the special needs of students. Depending on the unique circumstances of the facility requiring a reunification, local supervisors and staff may need to modify this program to best meet the needs of the students, staff, and parents.

For the purposes of this program, the terms “parent,” “student,” “staff,” and “school” are generic. The following definitions apply to each of these terms:

Parent includes single parent, foster parent, legal guardian, and other caregiver with parental rights under existing state and federal statutes and regulations.

Student includes any child or adult enrolled in a Harrisburg School District program; including students up to age 21 if they have an IEP. This protocol does not apply to adult students (18 or older) who are able to be released on their own from the Reunification Center after signing themselves out.*

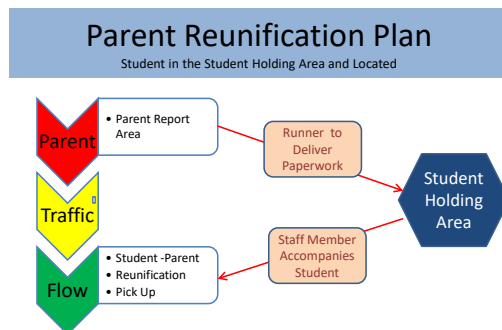
Staff includes any employee or contractor of Harrisburg School District that offers assistance with an incident or the Parent/Student Reunification Protocol.

School includes the wide variety of both traditional and nontraditional school settings utilized within Harrisburg School District.

Program refers to the Harrisburg School District Parent/Student Reunification Program in its entirety.

Many Harrisburg School District staff and students are embedded within member school districts and/or other settings governed by a host organization. In the event the host organization has established an All Hazards Plan and Parent/Student Reunification Plan, every effort should be made to follow the host organization’s protocol. Harrisburg School District staff assigned to an embedded location must familiarize themselves with the host’s emergency procedures. Any concerns or confusion related to these procedures should be brought to a supervisor’s attention immediately for clarification and direction.

*The definition of “student” is cited from: 2008 Center for Schools and Communities, a Division of the Central Susquehanna Intermediate Unit, *Parent Child Reunification After a School Emergency Guide*.



Incident Pre-Planning – Page 1

Pre-planning is critical to a successful parent and student reunification. Staff, students, and parents must all be aware of their responsibilities since failure on any one group's part can significantly impact the timely reunification of families. This section describes each group's unique responsibilities.

Staff

Beginning of the School Year

At the beginning of each school year, the Harrisburg School District supervisors will review with staff the key components of parent and student reunification.

At the beginning of each school year, Harrisburg School District staff will distribute to all parents an information sheet containing specific details related to reunification. Included with this information will be the Emergency Information Form that authorizes Harrisburg School District to release the student to individuals listed on the form.

The staff will educate students about how to respond in the event of an incident and the importance of maintaining accurate attendance.

At a minimum, parent/student reunification forms and literature shall be available in both English and Spanish.

Daily Responsibilities

Accurate attendance records of students, staff, and visitors must be maintained throughout the school day. Failure to maintain accurate records could put first responders in harm's way as they search for an unaccounted for person. Additionally, being unable to account for someone during an incident often results in increased stress and trauma to staff, students, and family members. It is every staff member's daily duty to make sure an accurate attendance record is maintained and updated as changes occur throughout the school day.

Maintaining Records and Supplies

In addition to the Nurse's Office and Building-Level Go Kits, supervisors should ensure that when any evacuation occurs (drill or actual incident), staff exit the building with all paperwork required to carry out a successful parent/student reunification. What might appear to be an evacuation for a minor incident could escalate resulting in the need for reunification. A weather-resistant container should include copies of all the Emergency Information Forms, release logs to be completed on the day of the incident, and an adequate quantity of office supplies to complete the reunification process (pens, note pads, clipboards, paperclips, Post-it® Notes, folders, etc.). This container should be brought outside during EVERY evacuation.

Incident Pre-Planning – Page 2

The Superintendent's Office maintains an updated list of media contacts to be notified when the parent/student reunification program is activated.

All release logs must be archived for any incident involving parent/student reunification. These logs may be required in the event a release is challenged in the future.

In order for the parent/student reunification program to be successful, the staff must:

- Review the key program components at the beginning of each school year.
- Distribute and collect all emergency information forms completed by parents.
- Educate the students about their role during an incident.
- Make sure accurate attendance records are constantly maintained throughout the day.
- Evacuate EVERY time with all the supplies needed to execute the Parent/Student Reunification Program.
- Remain calm during an incident and be willing to assist with the program in any way necessary.
- Continue with assigned duties during an incident until released by a Supervisor.

Parents

Parents should read reunification instructions carefully and keep them in a place that is easily accessible. Parents will also be encouraged to share reunification information with people listed on the student Emergency Information Form so they are aware of reunification procedures.

In order to pick-up a student at the reunification site, a parent or named individual must:

- Submit an Emergency Information Form containing accurate information. The form must be updated throughout the year as situations change.
- Understand the importance of following staff instructions during the reunification process.
- Provide a photo ID when requested, and allow the staff to locate the student and bring him/her to the parent. At no time will the parent be permitted to access the student holding area.
- Sign a student release form.
- Immediately leave the Reunification Center to reduce traffic congestion.

Students

After an incident, adult students with their own transportation (age 16 with a valid driver's license) must report to the Reunification Site before leaving the school. These students must sign themselves out so an accurate head count can be maintained.

Incidents can occur while students are between classes or activities, and not under direct classroom supervision. In this case, students should seek out and remain with the nearest staff member until they are reunited with their appropriate group. This will occur once an evacuation is complete and a final head count has been completed at the assembly area.

Incident Pre-Planning – Page 3

During a parent/student reunification program, students must follow basic guidelines to be reunited with their parents:

- Remain in the student holding area.
- Listen attentively for their name or the names of classmates near them.
- Remain calm and speak in a reasonable tone so announcements can be easily heard. Take responsibility for their own personal conduct.
- Never leave the student holding area to look for their parents.
- Let the staff know if they are NOT comfortable leaving with the person signing them out.

Superintendent's Office Support/Supplies

Staffing Support

Staff assigned to the school being evacuated will manage the student holding area, and arrival and pick-up points, since they are the most familiar staff to those parents arriving at the center. The Superintendent's Office will authorize additional Harrisburg School District staff to support the center and provide personnel to staff: the Incident Command Center, Incident Command Liaison for Harrisburg School District, logistics, media, traffic, and records. Counselors will be arranged for both parent holding and mental health respite areas. Runners and relief personnel for other posts will be assigned as needed. The Records Officer will maintain accurate records of all staff members' names and the time/dates they staffed the Center.

Supplies

The Harrisburg School District will stock the following supplies and deploy supplies to a location activating parent/student reunification. In the event of a regional crisis requiring multiple Harrisburg School District locations to activate this program at the same time, local staff will need to improvise and make adjustments accordingly.

- Signage: Large 36"x36" weather resistant signs (white background with black 4" letters).
- (2 signs each) PARENT CHECK-IN, STUDENT PICK-UP, PARENT HOLDING AREA, STUDENT HOLDING AREA, CENTER COMMAND, MEDICAL, MEDIA STAGING AREA
- (4) rolls of caution tape
- (12) portable radios
- (30) traffic vests (for all staff on duty)
- (8) 8 ft. folding tables, for Command Center, Arrival, Pick-Up, Logistics, Records, Medical, Staff, Student Holding
- (48) folding chairs
- Miscellaneous office supplies as needed
- Food/water supplies as needed

Program Activation – Page 1

Authorization to Activate the Program

The parent/student reunification program can only be activated by the Harrisburg School District Superintendent's Office or the appropriate designee. *If an Incident Command Center has been established to manage the crisis, the program activation will be coordinated with the Incident Command.*

Criteria for Activating the Program

This program may be activated for several reasons:

- A traumatic incident occurs and Harrisburg School District staff believes it is in the best interest of the students to release them to their parents or authorized caretakers.
- A school facility must be evacuated and it is not practical to deploy normal modes of student transportation due to the evacuation site layout, time of day, or other mitigating circumstances.
- The normal modes of student transportation are not available due to a change in dismissal time or lack of available resources.

A determination will need to be made, depending on the severity of the incident, whether a drive-through or parent meeting format should be selected for reunification. The drive-through method allows parents to stay in their vehicles in a controlled traffic channel while staff delivers the student to the waiting parent's vehicle. A parent meeting format has parents meet together at the reunification site to be briefed by staff. Once the briefing is complete, parents remain in the area until they are called individually to meet with their student.

Criteria for Selecting a Parent/Student Reunification Site

Proper selection of a reunification site is key. Some sites that are suitable for off-campus sheltering may not be suitable for parent/student reunification depending on the number of students involved. When evaluating off-site evacuation centers, consideration should be given as to whether or not the location could accommodate a reunification program. The basic requirements for a reunification site are:

- The location can be easily described (physical address, landmarks, etc.) for the media to announce and parents to find. With the frequent use of GPS systems, a location with a GPS verified address can be very helpful.
- The facility must be able to accommodate the entire school population being evacuated.
- The facility has a secure perimeter that allows for controlled access into the facility.
- The facility should contain adequate restroom facilities capable of maintaining the school population for several hours.
- In the event of a widespread disaster, the site should not have additional uses that would impact the reunification operations (e.g., a neighboring school that also serves as a Red Cross evacuation shelter).
- The site should be able to accommodate the vehicular traffic resulting from the reunification program being initiated.
- The site should be able to accommodate parking for staff, media, first responders, and parents arriving to pick up students.
- There should be a room/area large enough to meet with parents and hold them until they are reunited with their students, if necessary.
- The facility should allow for a student holding area not visible to the arriving parents.

Program Activation – Page 2

- The facility should allow for several smaller rooms to meet different needs of the center such as:
 - Medical area – to treat minor injuries or illnesses.
 - Mental health respite area – a quiet place to allow those needing emotional assistance to speak with someone until they can be reunited with family.
 - Parent holding area – an area designated for parents when the student cannot be immediately located. The parent is escorted to this area and supported by both staff and counselors until he/she is reunited with his/her student.
 - Staff area – a place that staff can gather when not assisting with the center.
 - Incident Command – the location where all center operations are coordinated.
 - Media holding area – the location where media is gathered and periodic press releases are issued.

Coordinating With Local Media

Guidelines for Announcing the Activation of a Parent/Student Reunification to the Media

During an emergency event, all media contact should be directed to the Public Relations Coordinator. Information will be made available via local media stations and also on the Harrisburg School District website. **To ensure the safety and security of staff and students, Harrisburg School District staff should withhold comments specific to the incident unless given permission from the Superintendent's Office to comment.** Having one point of contact (or spokesperson) helps to manage the information that is shared with the media and facilitates the reunification process.

Press Release Content Essentials for Activation

- Name/address of impacted classroom/building
- Name/address of reunification location
- Details about the situation that might ease the minds of parents (i.e., "All students are safe and accounted for...")
- Approximate time when students will be transported
- Estimated time for reunification process (i.e., "Please try to pick up students between the hours of x and x.")
- The forms of ID parents will need and information about who can pick-up the student
- Pick-up procedures (drive-through, walk-in, etc.)
- Phone number for parents to call for more information
- Phone number for the media and general community to call for information
- Website where additional details will be made available
- Reassurance that safety is a priority for Harrisburg School District

Program Activation – Page 3

Sample Script for Activation Process

Important Announcement by Harrisburg School District: For immediate release, (date)

The following is an important announcement regarding students in the Harrisburg School District classroom at _____ (insert name of building/classroom and address).

Due to a (an emergency) situation at the Harrisburg School District classroom/building at _____ (location), Harrisburg School District is transporting students to an alternate location at _____ (insert building name and address). Students who attend school/class at the _____ building are being (or will be) transported to the temporary location at _____ (insert time) today. Authorized parents and/or guardians of students who attend these classes (or classes at this building) should report to _____ (name/address) between _____ (enter time range) to be reunited with their children.

- If possible, add a comment about the safety of students, such as, “All students in the program are safe and accounted for. This relocation is simply a precaution to ensure the safety of students and staff.”

Upon arrival, parents/guardians must be prepared to show a photo ID. For safety purposes, students will NOT be released to anyone without proper identification.

- If possible, given the location venue, weather, and circumstances, please ask parents to remain in their cars and follow the directional signs for “Student Pick-Up.”
- Staff should be prepared to create signs, place cones, and direct traffic.

If parents/guardians cannot get to the Reunification Center, please call _____ and ask for _____ to discuss other possible arrangements.

Again, this is only for students who attend the Harrisburg School District class at _____. Parents/guardians need to pick-up their children at the temporarily location _____ (repeat address/name) between the hours of _____.

As always, the safety and security of students is the top priority for Harrisburg School District. Parents/guardians may contact _____ for additional details. Calls from the media or community at large should be directed to _____.

Reunification Deactivation

Press Release Content Essentials for Deactivation

- This is an update on _____ (*brief summary with address/building name*).
- If possible, indicate that all students are safe.
- Announce that all students have been successfully reunified with their parents/guardians.
- Express appreciation to all parties involved.
- Contact phone number for parents
- Contact phone number for the media and general community
- Parent meeting information (date and time) or additional information related to the resumption of school

Sample Script for Deactivation Process

Important Announcement by Harrisburg School District: For immediate release, (date)

The following is an important announcement for parents and guardians of students who attend Harrisburg School District classes at _____ (*insert name of building/classroom and address*).

At this time, all parents and students impacted by the situation at _____ (*location*) earlier today have been safely reunited. Harrisburg School District extends appreciation to parents, students, first responders, staff, and all media venues that participated in the successful reunification of families.

- If possible, add a comment, such as, "Through the orderly coordination of details and the tremendous support of first responders, all students were transported safely between locations and reunited with families in a timely manner."

Additional information regarding today's incident and the resumption of school at the _____ (*location*), will be communicated to parents shortly.

- If possible, announce a meeting time and location, website, or phone number for parents to call.

In closing, Harrisburg School District wishes to thank everyone who helped with the Parent/Student Reunification process today.

Staffing the Parent/Student Reunification Center

Staffing a Reunification Center is based on the size of the student population needing to be reunified and the status of the student population. In cases where a significant number of students have suffered injury and have been taken to the hospital, an increased number of staff will be required to comfort and escort the parents of these students, to make sure parents are advised of their student's status, and to facilitate parent transportation to the hospital. If few students are involved in the reunification, staff positions may be consolidated or eliminated as long as remaining staff can provide the required services.

At a minimum, the following positions need to be filled when staffing a Reunification Center (each position that requires use of a radio is indicated with (RADIO) next to the position title):

- **Reunification Center Commander (RADIO)** – Stationed at center command, this staff member oversees the overall operation at the center.
- **Superintendent's Office Representative (RADIO)**– Stationed at Command Center, this staff member provides access to all Harrisburg School District support and serves as a liaison between the center operation and the Superintendent's Office.
- **Records Officer**– Stationed at the center command, a staff member charged with the overall collection and maintenance of all records and documentation at the center (Emergency Information Forms, Sign-Out Logs, Student Release Forms, detailed Staff Log including name and hours worked, etc.). He/she coordinates efforts to verify the location of unaccounted for staff and students (hospital, police custody, etc.).
- **Logistics Officer (RADIO)** – Stationed at the center command, a staff member who coordinates logistics such as transportation, facilities needs, staffing, and food/water.
- **Traffic Control Officer (RADIO)**– Stationed outside between the parking lots and the entry drive, this staff member or local fire/police controls the traffic flow of arriving and departing parents, and manages the parking lot.
- **Parent Arrival Staff (RADIO)**– Stationed at the arrival point, these staff members are responsible for greeting arriving parents, verifying paperwork, checking photo ID, and sending runners to locate students. Additionally, a school administrator shall be assigned to this position to authorize special exceptions for student releases.
- **Runners**– These staff members carry paperwork and escort students between the parent arrival, student holding, and pick-up points within the center.
- **Parent Pick-Up Staff (RADIO)**– Stationed at the pick-up point, these staff members are responsible for reuniting the student with the parent and making a final verification of both student and parent ID. If the student is not found, the staff member directs the parent to the parent holding area for further assistance.
- **Medical Officer (RADIO)**– Stationed at the medical center, this staff member, nurse, or first responder is responsible for treating minor injuries/illnesses of those at the center and when necessary, assists the Emergency Medical Service (EMS) in completing medical release paperwork for all staff, students, and parents of minor students.
- **Counselors**– Stationed at both the mental health respite and parent holding areas, these staff members will be available to monitor both students and parents, and provide individual assistance as needed.
- **Parent Holding Area Staff (RADIO)**– Stationed at the parent holding area, these staff members wait with parents and provide comfort and counseling until they are reunited or status information about the student is confirmed.
- **Student Staff (RADIO)**– Stationed at the student holding area, these staff members will remain with the students and offer supervision and support.
- **Public Information Officer (RADIO)**– Stationed at the Center Command or the Superintendent's Office, this staff member serves as a liaison with the media, issues periodic press releases, and responds to media inquiries under the direction of the Superintendent's Office.

Center Operations – Page 1

A typical Parent/Student Reunification should operate as follows:

Drive-Through Procedure

1. The parent arrives at the Center in his/her vehicle and is greeted at the PARENT ARRIVAL CHECK-IN. At this time, the parent is asked to provide a photo ID and the student's name. Staff reviews the student's Emergency Information Form and confirms the parent is authorized to pick up the student. If a staff member is uncertain, an administrator should be contacted to make a final determination.
2. Upon verification of the parent and student identities, a RUNNER is sent from the PARENT ARRIVAL CHECK-IN to the STUDENT HOLDING AREA with the Emergency Information Form. The student is then located by a STUDENT HOLDING AREA staff member. The parent is directed to drive forward to the PICK-UP AREA.
3. From the STUDENT HOLDING AREA the student is escorted by a RUNNER to the PARENT PICK-UP AREA. Once at the pick-up area, PICK-UP AREA STAFF makes a final confirmation of the parent and student ID. Parents or other authorized adults are required to sign a student release form when the student is released into their care. In the event the student is not found, PICK-UP STAFF instructs the parent to pull his/her vehicle out of line, park the vehicle, and proceed to the PARENT HOLDING AREA. The parent is escorted to the PARENT HOLDING AREA by a RUNNER and met by PARENT HOLDING AREA STAFF.

Parent Meeting Method

1. The parent arrives at the center and parks. He/she is greeted at the PARENT ARRIVAL CHECK-IN. At this time, the parent is asked to provide a photo ID and the student's name. Staff reviews the student's Emergency Information Form and confirms the parent is authorized to pick up the student. If a staff member is uncertain, an administrator should be contacted to make a final determination.
2. Upon verification of the parent, he/she is directed to the PARENT MEETING ROOM. While in the meeting room, parents will be greeted by staff, briefed in groups about the incident, and instructed how to discuss the incident with their students. The parent will remain in the meeting room until he/she is called individually to meet his/her student.
3. A RUNNER is sent from the PARENT MEETING ROOM to the STUDENT HOLDING AREA with the student's Emergency Information Form. The student is then located by a STUDENT HOLDING AREA staff member.
4. From the STUDENT HOLDING AREA, the student is escorted by a RUNNER to the PARENT PICK-UP AREA. Once at the pick-up area, PICK-UP AREA STAFF make a final confirmation of the parent and student ID. Parents or other authorized adults are required to sign a student release form when the student is released into their care. In the event the student is not found, staff will escort the parent to a separate PARENT HOLDING AREA until the student's status can be confirmed.

Center Operations – Page 2

A non-typical Parent/Student Reunification may require additional consideration as follows:

1. If a parent arrives at the Center and his/her child is NOT readily located, the parent should be asked to exit the pick-up line, park his/her vehicle, and proceed to the PARENT HOLDING area. Once at the holding area, the parent should be met by both a staff member and a counselor to support him/her until the reunification process can be completed. Runners will frequently check the STUDENT HOLDING AREA and MEDICAL AND MENTAL HEALTH RESPITE AREAS in an attempt to locate the missing student. The runner will regularly report back to staff at the PARENT HOLDING AREA.
2. Parents of children who are being detained or have been transported to another location will immediately be asked to exit the pick-up line, park their vehicle and be escorted to the PARENT HOLDING AREA. Once at the holding area, staff and counselors will advise the parent of their student's status (i.e., hospital for treatment, police custody, still in the building, and part of a rescue operation) and remain with the parent until transportation can be arranged for the parent to be reunified or additional status information becomes available. If the student is believed to be part of an ongoing search/rescue operation, staff will notify Incident Command that the parent is being held at the PARENT HOLDING AREA and update the student's status regularly. Staff will also make a phone available to parents to assist in making notifications or arranging transportation. It is recommended that parents NOT be permitted to drive themselves to be reunited with their students. Every effort should be made to provide transportation.
3. Adults arriving to pick up students who are NOT listed on the Emergency Information Form must be directed out of the pick-up line and turned over to staff to determine what arrangements should be made. Verifying the person's ID, contacting the parents, and understanding the circumstances related to unauthorized pick-up must be considered before a special exception is granted. Only school administrators can authorize the special exception. Extra care must be taken to document these mitigating circumstances. If the student is NOT comfortable being released to the adult, then the student shall be held in the STUDENT HOLDING AREA until other arrangements can be made.
4. Parents who notify the Center that they are incapable of picking up their student due to significant transportation issues or personal disabilities will be assisted by the Center Commander in coordinating transportation for their students.
5. Students who require special transportation (due to disabilities) should be transported home as soon as possible. The Center Commander will notify the student's parents of these arrangements.
6. Students or staff requiring emotional support must be directed to the MENTAL HEALTH RESPITE AREA and met by counselors who will provide support as needed.
7. Students or staff requiring minor medical care must be directed to the MEDICAL CARE AREA for treatment.
8. Staff requiring rest, medical care, or emotional assistance must be directed to the appropriate area of the center by their Supervisor.

Closing the Reunification Site

When the Center Commander determines that all staff and students have been reunified or their status has been confirmed, the Center can be deactivated. Prior to deactivation, the following steps should be taken:

- The Records Officer verifies that all students and staff have been accounted for.
- The Logistic Officer conducts a site-wide sweep and confirms that no students remain within the facility.
- The Center Commander contacts the Superintendent's Office, provides a final briefing, and recommends deactivation of the Center.
- The Superintendent's Office approves deactivation of the Center.
- The Center Commander calls the staff together and determines what, if any, needs the staff has and makes arrangements to support those needs before dismissing the center staff (transportation, counseling, medical care, food/water, etc.).
- The Incident Commander is advised of the Center deactivation.
- The Logistics Officer makes a final tour with a facility representative and determines what, if any, issues need to be addressed before the facility is turned back to the owner. Those issues and the steps necessary to mitigate them will be recorded.
- The Logistics Officer instructs staff to gather and remove all materials/supplies and equipment them from the Center. These materials will be stored at a pre-determined location.
- The Public Information Officer makes a final press release announcing the deactivation.
- The Center is deactivated, and all staff are released.
- The Center Commander prepares a preliminary final report of the Center's performance and submits that report to the Superintendent's Office within 48 hours of the deactivation of the Center.

All Hazards Plan: Site-Specific Worksheet – Page 1

Date Prepared: _____ Prepared By: _____

Attached to this worksheet, please include a site plan showing:

- Location of fire extinguishers.
- Fire and burglary alarm panels.
- Automated External Defibrillator (AED) location (if applicable).
- First Aid Kit locations.
- Evacuation routes and emergency exits.
- Primary assembly area outside.
- Secondary assembly area outside.

In the event Harrisburg School District needs to evacuate and move to an off-site facility, the options are located at:

Primary Shelter: _____

Address: _____

Contact person and phone #: _____

Secondary Shelter: _____

Address: _____

Contact person and phone #: _____

When an incident occurs, Harrisburg School District will call the following Harrisburg School District

Supervisors and Administrators: _____

When an incident occurs, Harrisburg School District needs to consider the following site-specific issues (staff or students with

special needs, medications, specialized transportation). _____

All Hazards Plan: Site-Specific Worksheet – Page 2

Local Fire Department Chief is:

Name: _____ Phone Number: _____

Local Police Department Contact is:

Name: _____ Phone Number: _____

Local Emergency Management Coordinator is:

Name: _____ Phone Number: _____

Local Ambulance/EMS Contact is:

Name: _____ Phone Number: _____

Student Transportation is provided by:

Name: _____ Phone Number: _____

Notes

All Hazards Plan

Annexes

HARRISBURG SCHOOL DISTRICT

All Hazards Plan: Annexes

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EVACUATION ANNEX – Page 1

Purpose

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites.

Scope

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location (playground, football stadium, or off-site location in the community) with less danger.

Additional Functional Annexes that may be used in “Evacuation” include: Communications, Shelter-In-Place, Accounting for All Persons, and Reunification.

Concept of Operations

Action Item (Actual Incident)
If school attended and parent’s/guardian’s home are within the declared emergency zone, students will be evacuated to a location where they will be sheltered until released to their parent or guardian.
When the school is outside a declared community evacuate area, and the student's home is inside the community evacuation area, students will be kept at school until return to parent/guardian arrangements can be made.
School buses available from Transportation Department maybe used to evacuate students from an affected building.
During inclement weather, consider requesting buses for sheltering students.
Local news media will be utilized in disseminating information about the crisis. See Communications Annex.
Assign staff to walk the evacuation route in advance to ensure the path and assembly areas is safe; including free from suspicious packages, devices, or persons.
Faculty remain with students.
Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice the school will be evacuated.
Notify appropriate Superintendent’s staff that an evacuation of the school will occur.
Determine or refine evacuation routes based on location of the incident and type of emergency.
Take Go-Kit, class roster, phone lists, and other emergency supplies with you.
Communicate the need to evacuate the building, or a specific area of the building, to the staff and other occupant address system; or bullhorn. <u>Make the following announcement:</u> ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING. TEACHERS TAKE YOUR STUDENTS TO [THE DESIGNATED] ASSEMBLY AREA. TEACHERS TAKE YOUR GO-KIT & CLASS ROSTER. UPON ARRIVAL AT THE ASSEMBLY AREA, TAKE A HEADCOUNT AND CALL THE INCIDENT COMMAND POST.
Instruct students to exit the building using the designated emergency exit routes or as directed by the School Incident Commander
Upon exiting the classroom close door and turn off lights.
Do not stop to retrieve student or staff belongings.

EVACUATION ANNEX – Page 2

Help those needing special assistance.
Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
Go to designated evacuation assembly area.
Upon arrival at the designated assembly check for injuries to persons in your care. Report all injuries to the Incident Command Post.
Account for all students. Immediately report any additional or missing students to the School Incident Command Post.
Gather headcount information from teachers/staff and inform the School Incident Commander of any missing or injured students or staff.
Care for students and keep them quiet and calm.
Communicate any changes in evacuation routes to staff and public safety personnel (911).
Monitor the situation and provide updates and additional instructions as needed.
Should time permit and the safety of the students is assured, students will be dismissed following the normal after-school procedures.
Should time not permit the normal after-school dismissal procedures, students will board buses as they arrive with no regard to normal bus assignments. Students will board each bus. The Incident Commander will assign two faculty members to supervise each bus. The students will be evacuated to another location for parent/student reunification.
When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone: <i>ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE “ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.</i>
Consult Communications Annex for community/parent notice, as appropriate.
After evacuation, report status to Superintendent’s Office, external partners, and Emergency Management.
Wait additional instruction.
Ensure After Action Reporting is completed to incorporate lessons learned into this plan.
Monitor the emotional/mental health of students and refer for crisis counseling.

- Predefined primary assembly area locations include: (These are specific to the building.)
 - [Location 1]
 - [Location 2]
 - [Location 3]

EVACUATION ANNEX – Page 3

Students with Physical Disabilities and Special Needs

Teachers assigned to students with disabilities impacting the student's ability to move are responsible for their evacuation in accordance with these guidelines. The building Administration will ensure training provided to those faculty assigned to assist disabled or challenged students during an evacuation. **Students given permission to ride the elevator for medical reasons will be required to use stairs during an emergency evacuation.** Challenged students will exit the building following the building's fire procedures. Upon reaching the top of the nearest stairwell, the student will be assisted in descending the stairs during the least hazardous time.

Action Item (Actual Incident)
Supervise and/or assist the evacuation of the student with physical disabilities.
Pre-assign another teacher to evacuate non-disabled classroom students. An accurate class roll must be provided to this specified teacher. The name of the designated teacher will also be recorded on the other class attendance report.
In the event of an evacuation, supervise and/or assist the movement of the student with physical disabilities to the nearest stairwell.
<u>Procedure 1 — Students who Use Wheelchairs:</u> <ol style="list-style-type: none">1. Seek student and/or staff volunteers to assist stairwell evacuation.2. Leave the student in the chair, already in a mode of transport.3. Secure the student with the chair's waist belt. If there is no waist belt, secure the student in the chair using alternate means (i.e. other kind of belt, necktie).4. Be sure the chair brakes are off.5. Reassure the student by explaining what you are about to do.6. Give them instructions to:<ol style="list-style-type: none">a. Be calm and remain in the chair.b. Keep arms folded across the chest.c. DO NOT grab handrail or volunteers.7. Tilt the chair about 10 to 20 degrees back. Guide the chair down the stairs feet first.8. DO NOT LIFT THE CHAIR - Let the large rear wheels touch the steps bearing weight.9. The volunteers should lift using their legs, not lift with their back. <p>DO NOT RUSH - Descend the stairs slowly. Under most conditions, there is no need to hurry.</p>
Supervise and/or assist the evacuation of the student with physical disabilities.
Pre-assign another teacher to evacuate non-disabled classroom students. An accurate class roll must be provided to this specified teacher. The name of the designated teacher will also be recorded on the other class attendance report.
In the event of an evacuation, supervise and/or assist the movement of the student with physical disabilities to the nearest stairwell.
<u>Procedure 2 – Other Students with Physical Disabilities:</u> <p>Proceed with the descent providing assistance through an arm/shoulder support or one-to one person arm carry (Example: student wearing a leg cast).</p>

REVERSE EVACUATION ANNEX

Purpose

Reverse evacuation should occur when students are outside for physical education classes or recess and conditions are safer inside the building than outside, generally when conditions involve severe weather, community emergencies, or a hazardous material release outside of the school building.

Scope

Reverse evacuation should take place if it is determined that it is safer inside than outside the building (hazardous weather, dangerous animal, suspicious person, police chase, explosion, or hazardous material spill) and staff, students and visitors can safely return to the school building.

Additional Functional Annexes that may be used in reverse evacuation include: Communications, Shelter-In-Place, Drop Cover & Hold, Accounting for All Persons, and Parent/Student Reunification.

Concept of Operations

Action Item (Actual Incident)
Order students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather students and staff inside, and make following announcement: ATTENTION, PLEASE. WE NEED TO REVERSE EVACUATE INTO THE BUILDING. TEACHERS AND STAFF OUTSIDE THE BUILDING, PLEASE TAKE YOUR STUDENTS INSIDE THE BUILDING IMMEDIATELY. UPON RETURN TO HOME CLASSROOMS, TEACHERS TAKE CLASS HEADCOUNT AND CALL RESULTS TO THE OFFICE.
Immediately move students back to classrooms or safe areas using the closest entry. Ensure no students or staff members are outside of the building.
Close and lock all exterior doors and windows.
If movement into the building would present a danger, teachers and staff outside will direct students to designated assembly areas or off-site assembly areas.
Upon arrival in classroom, or assembly area, teachers will take attendance and account for all students and report any missing or injured students to the School Incident Commander.
Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
Notify the Superintendent's office of the situation.
Designate staff to monitor radio, Internet, and other media for information on incident conditions.
Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.
Monitor the main entries until the "All Clear" is given.
When safe, give "All-Clear" announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone: ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE "ALL-CLEAR, REPEAT, WE ARE "ALL-CLEAR." PLEASE RETURN TO NORMAL SCHOOL FUNCTION.
Refer to Communications Annex for guidance relative to community, media, and parent communication.

Monitor the emotional/mental health of students and refer for crisis counseling.

Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

LOCK-DOWN ANNEX – Page 1

Purpose

This annex describes the courses of actions followed to protect school students, staff, and visitors from a possible imminent threat to those in and around the building. The primary objective of a “Lock-Down” is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

Scope

The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger. Examples of “Lock-Down” inside building imminent threat issues included: armed intruder, dangerous animal, or suicidal student.

Additional Functional Annexes that may be used in Lock-Down include: Communications, Evacuation, Shelter-In-Place, Accounting for All Persons, and Parent/Student Reunification.

Concept of Operations

Action Item (Actual Incident)
In the face of a possible imminent threat we will defer to more stringent Lock-Down protocol knowing we can deescalate to a more relaxed protective action states like “Keep-Out” or “Stay-Put,” as developing information or conditions allow.
Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone: ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER “LOCK-DOWN”. REMAIN IN “LOCK-DOWN” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “LOCK-DOWN”.
Building principal or designee calls 911 and reports the following: The name and address of the school; describe the emergency; state, “ <i>The school is in “Lock-Down;”</i> provide intruder description and weapon(s), as relevant, provide known injured information, and identify the location of the school command post. Stay on the phone with 911 to provide updates and additional information.
Clear the hallway and bathrooms by your room, move everyone into the common room or classroom.
Notify staff and classes outside the school to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site.
Lock doors and turn off lights.
Continue to Secure Classroom: <ul style="list-style-type: none">○ Open exterior window blinds.○ Place room number sign in exterior window.○ Obscure or cover windows from the hallways into the classroom. As practical, move large objects in front of the door to barricade door. All moveable items such as chairs should be used as well.
Place students in area of room, or adjoin room, that provides the greatest protection from gunfire.
Take attendance and be prepared to notify Incident Command Post of missing students or additional students, staff or guests sheltering in room.

LOCK-DOWN ANNEX – Page 2

Stay calm and keep quiet.
As possible, report status to Incident Command Post by text message or email.
If confronted by in-room threat, staff and students may utilize methods to fight or distract the intruder's ability to cause harm; such as making loud noises, hitting, or throwing objects at the face of the intruder.
If flight (RUN) is required, guide students to assembly site and report status to Incident Command Post.
Keep everyone inside room until the Incident Commander gives the "All Clear" signal; unless a life-threatening situation exists and a means to safe exit is available through a window or other safe passage.
Notify the Transportation Coordinator or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
Notify Superintendent's office.
Establish Incident Command and staff Command Post.
Assign staff person to meet first responders with copy of school EOP and floorplans.
Gather information from internal and external sources to determine continuation or de-escalation of lock-down status.
Consider the need to transition to Keep-Out or Stay-Put status.
When safe, give "All-Clear" announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone: <i>ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE "ALL-CLEAR, REPEAT, WE ARE "ALL-CLEAR." PLEASE RETURN TO NORMAL SCHOOL FUNCTION.</i>
Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
Notify the Superintendent's office of the situation.
Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

Other Special Procedures

While evaluating a possible imminent threat to students, staff, and visitors in or around the building, other lesser degrees of movement restricting protective actions may be employed to meet the nature of the risk or threat. Lesser degrees of movement protective actions include "SEcure" and "Keep Out." The use of "SEcure-" or "Keep-Out" protective actions may be used after the call for "Lock-Down," or may be used at the onset of specific emergency events. Being less restricting of movement but like "Lock-Down," these protective actions have been included in this annex. Due to these likenesses, the above role-based actions can be similarly applied when the need to step-down from "Lock-Down" to "Secure" or "Keep Out," or such first use presents.

LOCK-DOWN ANNEX – Page 3

“Secure”/“Keep Out” Call

“Secure”/“Keep Out” procedures are used to protect school students, staff, and visitors from a possible threat located *outside* of the school building or school complex. Examples of outside building/complex threats resulting in “Secure”/“Keep Out” actions include: in area police chase or pursuit; outside dangerous animal; or near grounds area suspicious person.

Action Item (Actual Incident)
Reverse evacuate students and staff outside the building
Make the following announcement by building Public Address system, 2-way radio, telephone, and/or megaphone: <i>ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER “SECURE/KEEP OUT”. REMAIN IN “SECURE/KEEP OUT” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “SECURE/KEEP OUT”.</i>
Lock all exterior doors.
Close shades on all exterior windows.
Open shades on all interior hall and door windows.
Continue interior school movements.
Continue in-classroom instruction.
Remain in “Secure/Keep Out” state until “all clear” protocol is followed

LOCK-DOWN ANNEX – Page 4

“Stay-Put” Call

“Stay-Put” actions are followed to restrict the movement of school students, staff, and visitors away from hallways and common areas. Examples of needs resulting in calling a “Stay-Put” state include: contraband locker searches; sweeps for possible suspicious packages; or general health/safety issues in common areas or hallways.

Action Item (Actual Incident)
Make the following announcement by building Public Address system, 2-way radio, telephone, and/or megaphone: <i>ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER “STAY-PUT.” REMAIN IN “STAY-PUT” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “STAY-PUT.”</i>
Reverse evacuate students and staff outside the building
All students should report to their classrooms.
Staff and students should remain in the classroom.
Continue in-classroom instruction.
Remain in ‘Stay-Put’ state until “all clear” protocol is followed.

SHELTER-IN-PLACE ANNEX

Purpose

This annex defines the tactical course of actions necessary to protect occupants when a non-violent threat is occurring or may occur outside the building that may or may not require movement to another location.

Scope

The primary objective of a “Shelter-in-Place” is a precaution aimed to keep the occupants safe while remaining indoors from a **hazardous material** (or similar event that requires respiratory protection) incident.

Additional Functional Annexes that may be used in “Shelter-in-Place” include: Communications, Evacuation, Accounting for All Persons, and Parent/Student Reunification.

Concept of Operations

Action Item (Actual Incident)
Immediately order students and staff outside to move inside the building.
Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone: ATTENTION PLEASE. THERE IS A SITUATION REQUIRING YOU TO “SHELTER-IN-PLACE.” REMAIN IN “SHELTER-IN-PLACE” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “SHELTER-IN-PLACE.”
Close and lock all exterior windows and doors.
Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
Notify the Superintendent’s office of the situation.
Continue to Secure Classroom: <ul style="list-style-type: none">○ Open exterior window blinds.○ Place room number sign in exterior window.○ Open all blinds hallways windows to room.
Use duct tape and plastic sheeting to seal all vents, windows, and doors
Turn off in-room fans, heating, and air conditioning systems.
Place students in area of room, or adjoin room, that provides the greatest protection from airborne contaminants.
If available, guide students and staff to cover nose and mouth with respiratory mask, handkerchief, towel, or cloth.
Take attendance and prepare to notify Incident Command Post of missing students or additional students, staff or guests sheltering in room.
Seek calm and keep quiet.
Designate staff to monitor radio, Internet, and other media for information on incident conditions.
Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.

Consult Communications Annex for community/parent notice, as appropriate.

Keep everyone inside room until the Incident Commander gives the "All Clear".

When safe, give "All-Clear" announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE "ALL-CLEAR", REPEAT, WE ARE "ALL-CLEAR." PLEASE RETURN TO NORMAL SCHOOL FUNCTION.

SAFE-COVER ANNEX

Purpose

This annex defines the tactical course of actions necessary to protect students, staff, and visitors when a non-violent threat is occurring or may occur outside the building requiring movement to a structurally safe location.

Scope

This is a precaution aimed to keep the occupants safe while remaining indoors from primarily a weather related (tornado, hurricane, etc.) event.

Additional Functional Annexes that may be used in “Safe-Cover” include: Communications, Evacuation, Accounting for All Persons, and Parent/Student Reunification.

Concept of Operations

Action Item (Actual Incident)
Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone ATTENTION PLEASE. THERE IS A SITUATION REQUIRING YOU TO “SAFE-COVER.” REMAIN IN “SAFE-COVER” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN “SAFE-COVER”.
Close and lock all exterior doors and windows.
Direct all students, staff, and visitors to move away from all glass windows and doors and gather in the in-building structurally safe location.
Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
Take Go-Kit, class roster, phone lists, and other emergency supplies with you.
Instruct students to exit the room using the designated routes to the designated in-building structurally safe location.
Upon exiting the classroom, close door and turn off lights.
Do not stop to retrieve student or staff belongings.
Help those needing special assistance.
Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
Go to designated in-building structurally safe location.
Upon arrival at the designated in-building structurally safe location check for injuries to person in your care. Report all injuries to the Incident Command Post.
Account for all students. Immediately report any additional or missing students to the School Incident Command Post.
Care for students and keep them quiet and calm.
Notify the Superintendent’s office of the situation.
Designate staff to monitor radio, Internet, and other media for information on incident conditions.
Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.

Consult Communications Annex for community/parent notice, as appropriate.

Keep everyone in place room until the Incident Commander gives the "All Clear" or gives other movement guidance.

When safe, give "All-Clear" announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE "ALL-CLEAR", REPEAT, WE ARE "ALL-CLEAR". RETURN TO NORMAL SCHOOL FUNCTION.

DROP, COVER, AND HOLD ANNEX

Purpose

This annex defines the tactical course of actions necessary to protect students, staff, and visitors when an exterior threat is occurring or may occur outside the building *with limited or no warning, making movement to another location not possible.*

Scope

This is a precaution aimed to keep the occupants safe while remaining indoors from an event with limited or no warning; such as: sudden weather event or earthquake.

Additional Functional Annexes that may be used in “Drop, Cover, & Hold” include: Communications, Evacuation, Accounting for All Persons, and Parent/Student Reunification.

Concept of Operations

Action Item (Actual Incident)
Immediately order students and staff outside to move inside the building.
Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone ATTENTION PLEASE. THERE IS A SITUATION REQUIRING YOU TO “DROP, COVER, & HOLD”. REMAIN IN “DROP, COVER, & HOLD” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “DROP, COVER, & HOLD”.
Direct all students, staff, and visitors to move away from all glass window and doors as practical.
Instruct students and staff to immediately drop to the floor.
Instruct students and staff to take cover under sturdy desk to table, as practical.
Instruct students and staff to hold onto something sturdy and stay put until the event subsides.
Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
Notify the Superintendent’s office of the situation.
Seek calm and keep quiet.
Take attendance and be prepared to notify Incident Command Post of missing students or additional students, staff or guests sheltering in room.
As event subsides, prepare for possible need to move to a safer location.
As possible, report status to Incident Command Post by landline. If not available utilize cell phone.
Designate staff to monitor radio, Internet, and other media for information on incident conditions.
Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.
Consult Communications Annex for community/parent notice, as appropriate.
Keep everyone in place room until the Incident Commander gives the “All Clear” or Incident Commander gives other movement guidance.

When safe, give "All-Clear" announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE "ALL-CLEAR", REPEAT, WE ARE "ALL-CLEAR." RETURN TO NORMAL SCHOOL FUNCTION.

DROP, COVER, AND HOLD ANNEX – Continued

Other Special Procedures

Action Item (Actual Incident)
Outdoor Procedure Move away from buildings, streetlights and utility wires. Drop to the ground. Cover their face and head with their arms. When directed by the Safety Coordinator /designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations
Moving Vehicle Procedure Stop as quickly as safety permits. Instruct all students/staff to stay in the vehicle. When it is safe to do so, proceed cautiously or evacuate the vehicle

HOLD-STUDENTS ANNEX

Purpose

This annex defines the tactical course of actions necessary to protect students, staff, and visitors when a non-violent threat is occurring outside the building that does not threaten the safety of occupants who remain indoors, but is unsafe outside of the building.

Scope

This is a precaution aimed to keep the occupants safe and remaining indoors from a weather related (severe storm, heavy snow, etc.) *incident after normal dismissal hours*.

Additional Functional Annexes that may be used in “Hold-Students” include: Communications, Accounting for All Persons, and Parent/Student Reunification.

Concept of Operations

Action Item (Actual Incident)
Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone ATTENTION PLEASE. THERE IS A SITUATION REQUIRING YOU TO “HOLD-STUDENTS”. REMAIN IN “HOLD-STUDENTS” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “HOLD-STUDENTS.”
Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
Close and lock all exterior doors and windows.
Account for all students. Immediately report any additional or missing students to the School Incident Command Post
Care for students and keep them quiet and calm.
Notify the Superintendent’s office of the situation.
Designate staff to monitor radio, Internet, and other media for information on incident conditions.
Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.
Consult Communications Annex for community/parent notice, as appropriate.
Notify transportation services and consider transportation impacts.
Keep everyone in room until the Incident Commander gives the “All Clear” or Incident Commander gives other movement guidance.
When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone: ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE “ALL-CLEAR”, REPEAT, WE ARE “ALL-CLEAR”. RETURN TO NORMAL SCHOOL FUNCTION.

ACCOUNTING FOR ALL PERSONS ANNEX

Purpose

This annex defines the tactical course of actions necessary to accounting for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Faculty and staff assigned student supervision at the time of an emergency must account for each student assigned to them. Roll will be taken and an attendance report completed by each teacher. This will include all students who are on the roll, but are not physically present in class. As soon as the teacher has completed his or her check of the roll, and conditions permit, the report will be forwarded to Incident Command.

Scope

When the protective actions order is given, the teacher will follow the following steps. Student accountability is the responsibility of the teacher.

Attendance report forms will be kept by each teacher to have them ready during an emergency.

Should a parent or guardian arrive to withdraw a student from the building, the parent or guardian will follow reunification procedures for the release of students.

Program assistants shall be responsible for bringing administrative Go-Kits, including all items needed for reunification of students.

Concept of Operations

Action Item (Actual Incident)
Communicate the need to Account for all by a public-address system; or bullhorn. ATTENTION, PLEASE. DUE TO THE CURRENT STATE OF EMERGENCY WE NEED TO "ACCOUNT FOR ALL PERSONS". TEACHERS AND STAFF CONDUCT "ACCOUNTING FOR ALL PERSONS" AND REPORT RESULTS TO INCIDENT COMMAND. REPEAT, "ACCOUNT AND REPORT FOR ALL PERSONS".
Take roll of students and staff.
Designate as-needed additional staff, equipped with assigned radios and/or cell phones, to assist accounting for all persons.
Immediately report any additional or missing students to the School Incident Command Post.
Care for students and keep them quiet and calm.
Monitor the situation and provide updates and additional instructions as needed.
Report missing students and staff to law enforcement.
Inform Superintendent's of status of accounting.

COMMUNICATIONS ANNEX – Page 1

Purpose

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation.

Scope

The school district's All Hazards Plan includes policies and procedures governing school incident communications with emergency responders, as well as with students, parents, staff, the school community and the media before, during, and after the incident.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the Superintendent and located in the Superintendent's office.

Responsibilities

Implementation of a Communications Plan must be coordinated by the Superintendent's Office and the Public Relations Coordinator.

Specialized Procedures

Before an Incident

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents/guardians, media, and first responders will require clear and concise messages from the school about the incident, what is being done about it, and the safety of the children and staff.

Before an incident occurs, the school will:

- Develop a relationship with parents/guardians so that they trust and know how to access alerts and incident information.
- Inform parents/guardians about the school's All Hazards Plan, its purpose, and its objectives
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- Maintain a list of contacts for the major television and radio stations and Web sites.

During an Incident

Internal Communications

Faculty and staff will be notified by the Incident Commander when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information **internally** when appropriate:

- **All-staff Email:** An all-staff email is a quick way to communicate to all staff across all locations.
- **Administration Emails:** When the incident impacts people at select locations, a message can be sent just to the Building Administration and if applicable, Central Administration Directors and Supervisors, asking them to share the information with applicable staff in their departments.
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at a morning faculty meeting. Any new procedures for the day will also be reviewed at this time.

COMMUNICATIONS ANNEX – Page 2

- **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.
- **Public Address System.**
- **School Messenger:**
- **Two-Way Radio System:** School Incident Command will use them internally in the building

Communication Between School Officials and Students

Communication of emergency information between school officials will primarily take place through the school's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Public Address System, Face to face classroom visit, Assembly, Email, School Messenger

External Communications – Parents

School Incident Command will communicate with parents during an incident by:

- Before an incident occurs, the school will:
 - Inform parents on how to access alerts and incident information.
 - Inform parents that the school has developed an Emergency Response Plan, its purpose and its objectives. **Detailed response tactics should not be shared if they will impede the safe response to an incident.**
 - Information will be included in the **Student-Parent Handbook**.
 - Translation services for non-English-speaking families and students with limited English proficiency, should be considered.
- In the event of an incident, the school will:
 - Disseminate information by notification systems to inform parents about what is known to have happened. (US Mail or in backpacks, depending on the incident and student population.)
 - Implement a plan to manage phone calls and parents who arrive at the school.
 - Describe how the school and Superintendent are handling the situation.
 - Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
 - Inform parents and students when and where school will resume.

COMMUNICATIONS ANNEX – Page 3

Emergency School Closing/Early Dismissals

In the case of severe weather conditions, it may become necessary to close school for the day, or duration of the storm. Every effort will be made to notify parents, students, staff, and the public at the earliest possible hour using the district telephone notification system. School closings will be announced on the Harrisburg School District (HSD) website, and over the following television, website, phone system and social media venues:

- **HSD Facebook** <https://www.facebook.com/HBGSchoolDistrict>
- **HSD Twitter** HarrisburgCougars@Hbg_Sch_Dist
- **HSD Website** (www.hbgisd.us)
- **TV Stations**
 - ABC27 news@abc27.com
 - CBS21 news@cbs21.com
 - WGAL-8 news8@wgal.com
 - Fox43 news@fox43.com

External Communications – Media

Communication is a critical component of crisis management. Staff, students, parents and community expect accurate information. During a crisis, it is quite likely that the media will be present. In fact, much of what the community knows about a crisis will come through the media. Therefore, it is vital that the Harrisburg School District Public Relations Coordinator and the media work cooperatively. Once the emergency situation or crisis is stabilized, the Superintendent, or designee, shall prepare a statement for the press based upon information provided on the *Crisis Management and Information Sheet*. This individual will represent the District Office to the media. Staff should refer reporters to the Superintendent and the Public Relations Coordinator.

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the Superintendent and the Public Relations Coordinator and/or participate in a joint information effort to:

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
 - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
 - Low Impact events can be handled at the District Office or similar type facilities as the number of media outlets and duration of media coverage can be expected to be low.
 - High Impact events can be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. DO NOT use government facilities (fire stations, etc.) as this will interfere with government administration and operation.
- Pre-designated Media Staging Sites:

Location and Address	High or Low Impact Site
District Office	LOW
Neighboring school (each program has sites identified)	HIGH

- Provide regular updates to the media and school community

COMMUNICATIONS ANNEX – Page 4

The following considerations and suggestions may be helpful when working with the media.

- If needed, the Harrisburg School District Public Relations Coordinator will work with other Public Relations Coordinators from responding agencies and establish a Joint Information System to minimize mixed messages.
- The primary communication goal should be to keep the public informed about the crisis while maintaining student privacy and as little interruption to the educational process as possible.
- As soon as possible, give the District Office Press Information Officer a clear and concise statement of the basic facts so that he or she can work with the Superintendent to prepare the Superintendent's official statement. News people will always want to know who, what, where, why and how. "Facts" should be consistent in all contacts with news media.
- If reporters and cameras arrive at school while students are in class, guide reporters' activities so that they will not disrupt the educational process. Reporters may be permitted on campus, but they should not be permitted to enter classrooms during an emergency situation.

Rumor Control

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, the Incident Commander, Superintendent, Public Relations Coordinator, or Designee will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After an Incident

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

After an incident, Harrisburg School District Administration will:

- Schedule and attend an open question-and-answer meeting for parents and guardians as soon as possible.
- Conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.
- Conduct a comprehensive assessment of the physical and operational recovery needs.

- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).

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- 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.
- Provide detailed facilities data to the school Superintendent's Office so that it can estimate temporary space reallocation needs and strategies.
- 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.
- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- 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.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

Communication Tools

Some common internal and external communication tools that the school may use include the following:

- **Mobile communication technology:** Mobile devices may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.
- **Public Address/Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the Building-Level Go Kits 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. Staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the Superintendent's Office. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district website.
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

