

Wishram School District Emergency Response Plan



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SIGNATORY PAGE

The Wishram School District Emergency Operating Plan was adopted on _____ . This plan supersedes all other plans.

Superintendent Signature

Date

Director of Operations

Date

School Board Chairman

Date

APPROVAL AND IMPLEMENTATION PAGE

This plan, implemented on _____ and supersedes all other plans of the Wishram School District.

The Wishram School District Administration is responsible for all modifications and implementation of this plan with the approval of the Wishram School Board.

Record of Distribution

Name

Agency

Date

Name

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INTRODUCTION

The United States Department of Education recommends that all school emergency plans:

- Be developed and strengthened based on the local needs and characteristics of the school district and its buildings
- Be developed and maintained in collaboration with community partners
- Provide for all hazards and reflect the phases of emergency planning: prevention, protection, mitigation, response and recovery
- Ensure the safety of the whole school community, including students, staff and visitors with disabilities and special needs
- Reflect the principles of the National Incident Management System

Phases of emergency management

A comprehensive, all hazards school emergency plan is built on the five phases of emergency management:

Prevention means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.

Protection means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.

Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. In this document, “mitigation” also means reducing the likelihood that threats and hazards will happen.

Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

School emergency plans should be put in writing, communicated to all staff and practiced regularly through drills and exercises. School staff should be trained, at least annually, in plan procedures. School emergency plans must be reviewed and revised on an on-going basis.

I. BASIC PLAN

A. Purpose

The purpose of the Wishram School District Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of the school district and its employees. It supports the school's effort to save lives, protect the health and safety of employees, students and visitors as well as protect school property.

Developing, maintaining, and exercising the plan empowers employees to act quickly and knowledgeably when an emergency occurs. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that the Wishram School District has established guidelines and procedures to respond to incidents and hazards in an effective way.

Questions regarding this plan should be directed to the district's central office.

B. Scope

This plan complies with the requirements of RCW 28A.320.125 which obligates K-12 schools to develop and implement a Safe School Plan. This plan takes an all hazards approach to emergency management and provides a basic emergency response plan, recommended emergency response teams, site-specific hazard vulnerabilities, employee emergency response procedures, training and drill (exercise) requirements, and recovery strategies so school resumes as soon as possible following an emergency. This plan works in tandem with supporting district policies and procedures for emergency planning.

The plan applies to all affected individuals tasked to provide response assistance in an emergency or disaster and describes the actions to be taken in providing immediate response assistance.

These guidelines are meant to be revised and expanded on to meet specific needs. It is not intended as a rigid or restrictive plan.

C. Mission and goals

1. The mission of Wishram School District in an emergency/disaster is to:
 - a. Protect lives and property

- b. Mitigate the effects of a disaster
 - c. Prepare for emergencies and disasters
 - d. Respond to emergencies promptly and properly
 - e. Aid in recovery from disasters and return to normal operations
 - f. Coordinate with local emergency response and community resources
2. The goals of Wishram School District are as follows:
- a. Provide emergency response plans, services, and supplies for all facilities and employees
 - b. Coordinate the use of school personnel and facilities within the school
 - c. Restore normal services as quickly as possible
 - d. Ensure the safety and supervision of students, staff and visitors

D. Definitions

1. “Disaster” is defined as any incident which results in multiple human casualties and/or disruption of essential public health services or any incident which requires an increased level of response beyond the routine operating procedures, including increased personnel, equipment, or supply requirements.
2. “Incident” is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.
3. “Hazards” include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

E. Planning assumptions

The following assumptions are the basis of this plan:

1. A single site incident, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.

2. An incident or disaster may occur with little or no warning with mass casualties, destruction of property, and damage to the environment.
3. Local and state government may be overwhelmed by a disaster. Wishram School District may have to rely on its own resources to be self-sustaining for the first 72 hours or longer after a disaster.
4. Government and relief agencies will concentrate limited resources on the most critical and life-threatening problems.
5. Outside assistance will be available in most emergency situations; however the time it takes to arrive will vary. Thus it is essential for the district and school to be prepared to carry out the initial emergency response on an independent basis.
6. A spirit of volunteerism among school employees and other citizens will result in their providing assistance and support to emergency response efforts.

F. Limitations

It is the policy of Wishram School District that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, Wishram School District can only endeavor to make every reasonable effort to respond based on the situation, resources, and information available at the time.

G. Direction and control

In a major emergency schools may be damaged or need to be evacuated, people may be injured, and/or other emergency response may need to be taken. These activities need to be organized and coordinated for efficient management of the emergency response and/or the disaster activities. To provide for the effective direction, control and coordination of a response to an emergency/disaster, either single site or multi-incidents, the school Incident Management Team will coordinate emergency response to the incident and manage the activities of the school's Emergency Response Teams. Emergency responders (police and fire) upon their arrival assume overall command of the situation.

H. Plan development and maintenance

This plan was developed with assistance from the community including local fire and law enforcement personnel, the district's transportation provider, school administration and staff and the district's insurance provider.

The Wishram School District is responsible for the overall maintenance and revision of the plan. Each school is responsible for reviewing the plan on an annual basis and to customize it based upon school personnel and conditions specific to the school. The plan will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities or school structure occur.

I. Supporting District policies and authority

Authorities and References

The following list provides the legal basis for emergency operations and activities including laws, statutes, ordinances, executive orders, and regulations applying to the WISHRAM School District.

School Safety & Security Related RCWs & WACs

Washington State K-12 schools are regulated according to the Revised Code of Washington (RCW) which are laws passed by the Legislature; and, by the Washington Administrative Codes (WAC) which are rules put in place to enact applicable legislation. The following is a list of the main RCWs and WACs affecting areas of school safety & security.

School Safety Planning

RCW 28A.320.125 - Safe district and school plans required

RCW 28A.320.126 - Emergency response system

RCW 36.28A.060 - School mapping

WAC 51-54-0400 - Emergency Planning & Preparedness

Bullying -HIB

RCW 28A.300.285 - Harassment, intimidation, and bullying prevention; cyberbullying

RCW 9.61.260 - Cyberstalking

RCW 9A.36.078 - Malicious harassment - Finding

RCW 28A.600.480 - Harassment, Intimidation, Bullying Immunity

WAC 495A-121-011 - Definitions

Emotional or Behavioral Distress-Suicide Plans

RCW 28A.320.127 - Recognition of Emotional-Behavioral Distress

Firearms & Weapons on School Grounds

RCW 28A.600.420 - Firearms on school grounds

RCW 9.41.280 - Firearms and other dangerous weapons on school grounds

RCW 9.91.160 - Possession of personal protective spray devices

RCW 9.61.160 - Threats to bomb or injure property

Gang Activity in Schools

RCW 28A.600.455 - Gang activity - Suspension or expulsion

RCW 9A.46.120 - Criminal Gang Intimidation

RCW 9.94A.030 - Definitions: criminal street gangs, gang membership, gang-related offenses.

RCW 28A.225.225 - Applications from Non-Resident Students

RCW 28A.320.490 - Task force on gangs in schools

Juvenile Sex Offenders in Schools

RCW 9A.44.130 - Law enforcement notification of schools

WAC 392-400-295 - Emergency expulsion -limitations

Locker Searches

RCW 28A.600.210 - Locker searches: drug activity, weapons

RCW 28A.600.220 - Locker searches -No expectation of privacy

RCW 28A.600.240 - Notice and reasonable suspicion

Suicide - Troubled Youth

RCW 28A.320.127 - Plan for screening and response to emotional or behavioral distress

RCW 28A.320.127 - Model school district plan for recognition, initial screening and response to emotional or behavioral distress

Threat Assessment

RCW 28A.320.128 - Threats of violence; Notice and disclosure policies - Student conduct

RCW 13.04.155 - Notification to school principal of conviction, adjudication, or diversion

RCW 9A.04.110 - Definition of "Threat"

RCW 9A.46 - Harassment

RCW 28A.225.330 - Enrolling students from other districts

RCW 13.40.215 - Juveniles found to have committed violent or sex offense or

RCW 9.41.280 - Possessing dangerous weapons on school facilities

Tobacco, Alcohol, Drugs

RCW 28A.210.310 - Prohibition on use of tobacco

RCW 69.50.435 - Controlled substances

RCW 69.50.445 - Open consumption of marijuana Transportation

RCW 28A.160 - Student Transportation

Additional Information: Special Education, Disabilities, and Privacy Compliance

Special Education - RCW 28A.155: Special Education laws ensure that all children with disabilities have the opportunity for an appropriate education.

ADA: The Americans with Disabilities Act (ADA) makes it possible for everyone with a disability to live a life of freedom and equality, and is the first comprehensive declaration of equality for people with disabilities.

FERPA: The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. FERPA FAQs - <http://familypolicy.ed.gov/faq-page?src=ferpa>

HIPAA: The Health Insurance Portability and Accountability Act (HIPAA) is to ensure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health and well-being

Model Policies and Procedures

Policy No. 2121	Substance Abuse
Policy No. 2022	Electronic Resources and Internet Safety
Policy No. 2145	Suicide Prevention
Policy No. 3432	Emergencies
Policy No. 3143	District Notification of Juvenile Offenders
Policy No. 3200	Rights and Responsibilities
Policy No. 3210	Nondiscrimination
Policy No. 3207	Prohibition of Harassment
Policy No. 3226	Interviews Interrogations of Students on School Premises
Policy No. 3230	Student Privacy and Searches
Policy No. 3246	Restraint, Isolation and Use of Reasonable Force
Policy No. 3412	Automated External Defibrillator
Policy No. 3214	Infectious Disease
Policy No. 3421	Child Abuse, Neglect, and Exploitation Prevention
Bomb Threats	
Policy No. 4200	Safe and Orderly Learning Environment
Policy No. 4210	Regulation of Dangerous Weapons on School Premises
Policy No. 6514	Firearms Policy & Procedure
Policy No. 4310	Relationships with Law Enforcement, Child Protective Agencies, and the County Health Department
Policy No. 4314	Notification of Threats of Violence or Harm
Policy No. 3205 & 6590	Sexual Harassment
Policy No. 3205 & 5253	Maintaining Professional Staff/Student Boundaries
Policy No. 5201	Drug Free Schools, and Workplace
Policy No. 6500	Risk Management
Policy No. 6511	Staff Safety
Policy No. 3413, 3414 & 6512	Infection Control Program
Policy No. 6513	Workplace Violence Prevention

J. Training, exercising the plan and documentation

The district understands the importance of training, drills, and exercises in maintaining and planning for an incident. All staff and students are expected to participate in training and in exercising the plan's procedures and hazard-specific incident plans. Each school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place. Regular drills are required by the State of Washington and Wishram School District in each school building.

1. Training

This school district will coordinate training and exercising efforts in accordance with Washington State Law and school district procedures.

School EOP training should include:

- Hazard and incident awareness training for all staff
- Orientation to this Emergency Operations Plan
- FEMA course- Incident Command System (ICS) 100 **or** 100SC (required for all building principals)
- Student training in conjunction with drills
- First Aid and CPR for selected staff members
- Team training to address specific incident response or recovery activities like parent reunification, triage, search & rescue, students with special needs, and relocation
- Emergency information included in substitute packets

2. Exercising the Plan

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

Drills simulate an emergency in a limited scope.

Law requires that no less than one safety-related drill be conducted each month school is in session and must include:

- Three drills for fire evacuation
- Three drills for lockdown
- One drill for shelter-in-place
- One drill using the school mapping information system (*Rapid Responder*)
- One drill for earthquakes or other high-risk local even

The school district will also consider:

- Tabletop exercises
- Off-site evacuation drills/simulations
- Joint training with emergency service providers, including tabletop exercises, functional exercises, and full-scale drills

Tabletop exercises simulate an emergency situation in an informal, stress-free environment designed to elicit discussion to resolve coordination and responsibility issues based on existing Emergency Operations Plan.

Functional Exercises simulate a real emergency under time-sensitive conditions by testing coordination among various functions and outside response agencies. These exercises usually focus on policies, procedures, roles and responsibilities and usually take place in “real time”.

Full Scale Exercises test an entire community's response capability. This involves using real equipment, takes place in “real time” and tests total response capability as close to a real emergency as possible.

3. Documentation

Every actual or simulated emergency (drill and other practice) will be documented by the building Principal or designee. Documentation will include the date and time of the exercise, the type of exercise, results of the exercise, and any recommendations for improvement. These events should be logged into the *Rapid Responder* school mapping system.

Following each emergency drill or actual emergency event, the principal will meet with appropriate staff to debrief. The debriefing will include what went well, what needs improvement and recommendations.

K. Security systems and staff

Wishram schools do not have dedicated security staff. The building administrators are responsible for security in his/her building.

Wishram School has a school panic alarm system which can be set off by the school secretary, principal, business manager and the director of operations.

Wishram School has a camera system which monitors general areas outside and inside, including hallways, gymnasium and cafeteria. This system can be accessed in the principal's office and in the director of operations office.

L. Availability of school/room access (keys)

The following individuals have master keys to all school buildings: the Superintendent, The Director of Operations, Technology Coordinator. Principals, office secretaries, and custodians at each school have master keys to all rooms in that school. *(Not yet Implemented) Each school also had a Knox Box at the front of the school from which the Fire Dept. can access building master keys.*

M. Availability of student information

General information about students (emergency contacts, parent/guardian names, home addresses, and phone numbers, etc.) is available in the main office for all K-12 students.

The elementary school teachers keep a daily attendance log within in their classrooms. Daily student attendance records are also found in each respective school office. Another valuable source of student attendance and contact information is the office secretarial staff.

N. Availability of bus rider information

School bus schedules, including school starting and release times, bus routes, and normal ridership can be found by calling the school office or the transportation supervisor. School office secretarial staff is familiar with normal bus routes taken by most students in their building.

In the Primary & Intermediate Schools, a bus ridership list (generated by WSIPC), that lists students by bus and teacher with their home addresses, is available in a designated notebook in the school office. During a school evacuation the school secretary is responsible for taking this list.

O. Students and staff with special needs

At the start of each school year and on a regular basis, this building will identify students and staff with special needs who may have difficulty participating in district emergency drills and/or emergency evacuations. Each building in cooperation with the district and first responders will attempt to develop alternate safety plans to minimize the risk of harm to the individual.

P. Use of facilities as an emergency shelter

A disaster may occur at any time of the school day and in any type of weather. Students and staff will need to be provided shelter while awaiting reunion with their families. Short-term care is considered any time up to three hours past dismissal. Long-term care may last up to 72 hours or more.

Shelter considerations

- Determine need for shelter. Bring students indoors into a safe building, if at all possible.
- Maintain a list of all persons, including staff, in the shelter.
- Place nametags on all students.
- Report problems and any special needs, especially medical needs, to the Shelter Manager.
- Store laundered clothing in limited quantities for shelter use.
 - Children wearing bloodied clothing should be changed immediately.
 - Stress may lead to soiled undergarments, which the child may be too embarrassed to admit. Watch for tell-tale signs, especially among the younger children.
 - If it is raining, distribute plastic bags to use for protection.
- Recruit volunteers to assist with storytelling, entertainment and recreation.
- As students are released to parents or authorized individuals, record on the occupancy log when released, to whom and destination.
- As shelter population decreases, consider consolidating students remaining with those at another school site. Release teachers and staff in order of priority dismissal list. Determine which staff will remain until all students have been released.
- Implement a pre-arranged procedure to deal with community members who arrive at the shelter to offer assistance, to seek shelter if their homes are damaged, to seek emergency medical attention or simply to find solace with others who have all experienced a frightening disaster.

Community Shelter

Wishram School District works with Klickitat County Emergency Services Agency and the American Red Cross to identify buildings that may be used as community shelters in the event of an emergency.

Q. **Community exposures**

When local law enforcement and fire department personnel were queried about special hazards and vulnerabilities in the area of the schools, they identified these community exposures that may impact Wishram schools:

1. Fire
2. Flood
3. Hazmat
4. Active Shooter

R. **Natural hazard exposures**

1. **Earthquake-** An earthquake is the shaking of the ground caused by an abrupt shift of rock along a fracture in the earth such as a fault or a contact zone between tectonic plates. The primary hazard of an earthquake would be structural damage to school buildings. Secondary hazards from an earthquake are numerous including fire, falling objects and hazardous materials releases.
2. **Flooding-** The most likely type of flooding to occur is due to a severe winter storm that causes shallow flooding or ponding in “sink areas”, overflow from area creeks and isolated flooding that may result from clogged or overflowing storm drainage systems and culverts.
3. **Wildland fire-** This refers to any uncontrolled burning of surrounding grasslands, brush or woodland areas. Wildland fires are influenced by the amount and condition of fuel present, slopes, wind and temperature.
4. **Severe weather-** This includes ice, snow windstorms and tornadoes. These may cause property damage and result in disruptions to school due to utility failure or transportation concerns.
5. **Volcano-** Mt. St. Helens and Mt. Hood are the nearest volcanoes. Constant monitoring of all active volcanoes means that there will be adequate time for evacuation. Klickitat County has relatively low vulnerability to the direct effects of a volcanic eruption. The blast from a St. Helens eruption is most likely to occur on the north face of the

mountain, away from Clark County. An eruption from Mt. Hood is distant enough to have little effect on the county. The most likely concern with a volcanic eruption would be ash fall.

These exposures along with other “human-caused” hazards were considered in writing this Emergency Operations Plan.

S. Availability of hazardous chemical information

The district maintains a chemical inventory of chemical products found in the district which is now all online. <https://www.msdsonline.com/>

T. Personal preparedness

District employees are encouraged to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at the school following a catastrophic event. Knowing that the family is prepared and can handle the emergency situation will enable school staff to respond to school emergencies more effectively.

U. General school information

Wishram School District No. 94 K-12 *Total* - 72 students; 21 fulltime and Several part-time staff members

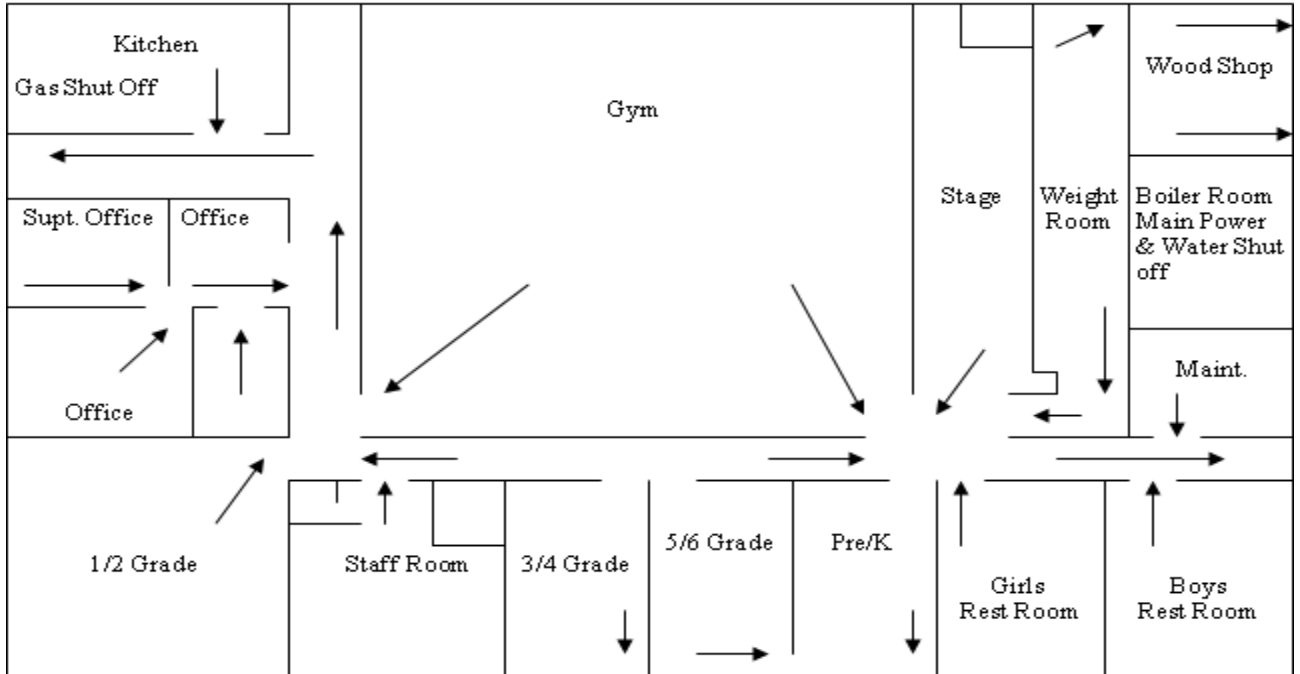
Wishram High School
PO Box 8 135 Bunn St. 30,000 sq. ft., built 1938
Wishram WA 98673
Phone: (509) 748 2551
Fax: (509) 748 2127

Wishram School Multi Purpose Building 1,185 sq. ft., built 1940
PO Box 8 137 Bunn St
Phone: (509) 748 2551

Superintendent/Principal: Mike Roberts

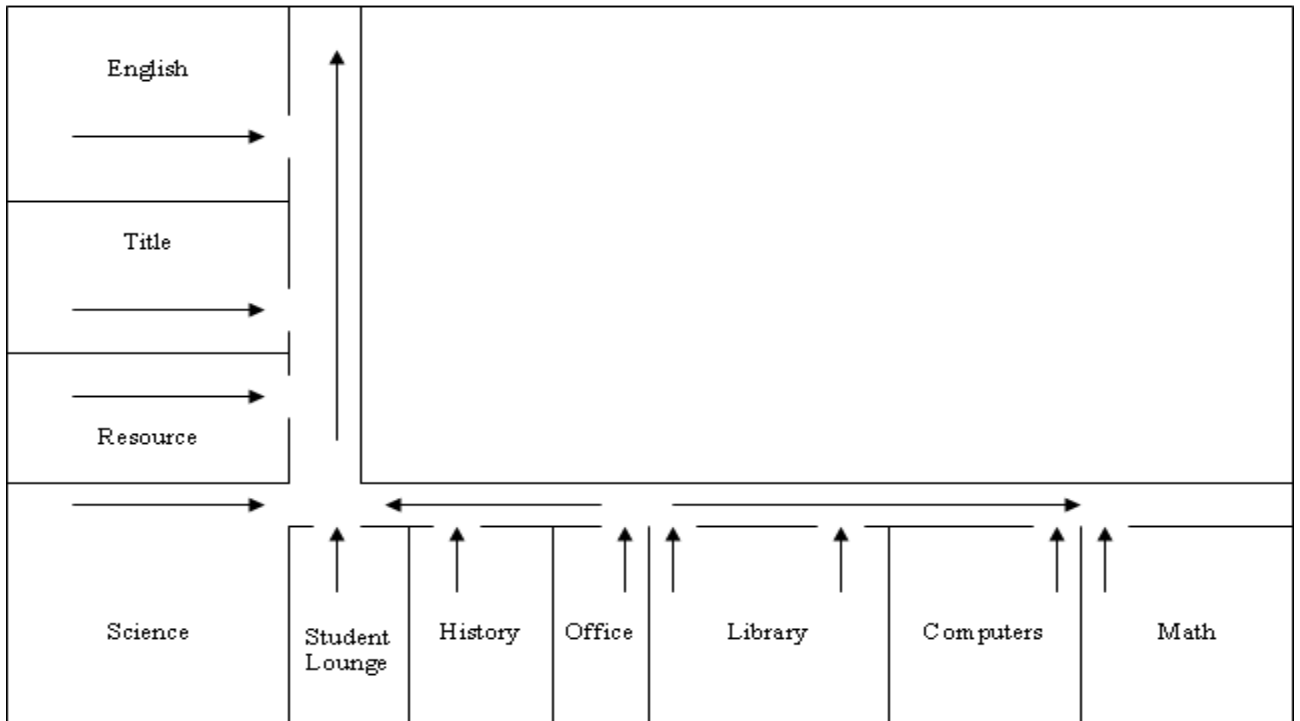
Director of Operations/Safety/Transportation Director: Tye Churchwell

Down Stairs



Wishram School Evacuation Plan

Up Stairs



II. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management Systems (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

Wishram School District recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System. All principals are required by the State of Washington to successfully complete either web-based, free Federal Emergency Management Agency (FEMA) course ICS-100 or ICS-100.SC. Note: It is suggested that selected staff complete course IS-700.a- NIMS: An Introduction. IS-700.a is also a web-based course available free from the Emergency Management Institute.
- Participate in local government's NIMS preparedness program and incorporate the school plan into the community EOP. This objective is met at the district level and at the building level through partnering with Wishram Fire District for school drills.

- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Wishram School District facilities may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events.

The Incident Command System Is a standardized management tool for meeting the demands of small or large emergency or nonemergency situations and is a key feature of NIMS. It represents "best practices," and has become the standard for emergency management across the country.

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

Incident Command Post locations

<i>School</i>	<i>Primary Incident Command Post</i>	<i>Alternate Incident Command Post</i>
Wishram School	School Parking Lot	Community Church

The ICP will be set up in an area inside the building (if it is safe to do so) or outside the building in an area that is away from public observation. This building has pre-selected an indoor and outdoor location for the Incident Command Post as part of its pre-planning process.

C. Initial Response

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

The principal or his/her designee is responsible for activating the school EOP, including command and specialized procedures as well as hazard-specific incident plans. The principal or designee will assign an Incident Commander based upon the training and experience of the staff and faculty in the building. Under most circumstances, the Incident Commander shall not be the principal.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

A. District chain of command and administrator phone numbers

School district emergency chain of command and administrator phone numbers

Mike Roberts
 Superintendent/Principal
 |
 Tye Churchwell
 Safety Officer
 Director of Operations
 Transportation

Wishram School K-12

|
 Sarah Hathaway
 Business Manger
 |
 Cassie Back
 Secretary

Administrator & designee phone numbers

Name Title	School	School Phone	Cell Phone	Home Phone
Mike Roberts Superintendent /Principal	Wishram School	(509) 748 2551 or 2552	(208) 269 0994	

Tye Churchwell <i>Facility/Safety/ Transportation Director</i>	Wishram School	(509) 748 2551	(541) 993 1850	(509) 748 2659
Sarah Hathaway <i>Business/food Manager</i>	Wishram School	(509) 748 2551	(509) 281-0484	(509) 365 8000
Cassie Back <i>Secretary</i>	Wishram School	(509) 748 2551	(509) 250 2722	

The principal is not able to manage all aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer should be familiar with his or her role and responsibilities, before the incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based upon their experience and training and the needs of the incident.

B. Responsibilities

Principal/Building Administrator

The principal should not serve as the Incident Commander. The assignment of Incident Commander should be delegated by the principal to an individual who has the ability to organize and maintain a level head during a time of crisis. At all times the principal still retains the overall responsibility for the overall safety of staff and students. Delegating the authority to manage the incident allows the principal to focus on “hot spots” in the building and to present a calming influence to parents arriving at the school to pick up their children. Responsibilities include:

- In consultation with the Superintendent, the Director of Operations will determine when to close school and or send students/staff to alternate locations.
- Disseminate information internally to students and staff.

- Communicate with parents, media and the larger school community (with assistance from the district office).
- With consultation from the district office, identify a line of succession, including who is responsible for restoring which business functions for this school.

Incident Commander

The Incident Commander Responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals
- Determine whether to implement incident management protocols (evacuation, lock-down, shelter in place, etc.) and/or hazard-specific procedures
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster
- Work with emergency services personnel (depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.). The incident commander will work together with first responders to coordinate the response to the incident
- Keep the principal and other officials informed of the situation

Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. Teachers may be assigned roles in the incident management system and a buddy teacher may be assigned for supervision purposes.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders.
- Give appropriate action command during an incident
- Take attendance when class relocates to an outside area, inside assembly area or evacuates to another location. Utilize the red card/green card system to report current status. The red card means there is a problem that needs assistance or a student is not accounted for and the green card means all students are accounted for and help is not needed. Report missing students.

- Execute assignments as directed by the Incident Commander or other team leader
- Provide or obtain first aid services for students in need; notify the person in charge of students who need more than basic first aid and for those unable to be moved
- May coordinate volunteer response

Instructional Assistants

Responsibilities include assisting teachers as directed. Instructional assistants may be assigned to serve on the Incident Management Team.

First Responders: Jason Cooper/Brent Cameron/Tye Churchwell

Responsibilities include:

- Assist with triage of the injured when they arrive at the treatment location.
- Administer first aid or emergency treatment as needed
- Set up the school's treatment location and prepare to receive individuals in need of medical attention
- Supervise administration of first aid by those trained to provide it in the treatment location
- Organize first aid and medical supplies

Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Help maintain site security
- Report to Incident Command when the survey is complete

School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school records and documents
- Execute assignments as directed by the Incident Commander or ICS Supervisor
- Provide assistance to the principal
- Monitor radio emergency broadcasts
- Assist with health incidents as needed, acting as messengers, etc.

- Document the incident

Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis during an incident when provision becomes necessary for students and staff
- Execute assignments as directed by the Incident Commander

Bus Drivers

Responsibilities include:

- Supervise the care of students if incident occurs while students are in the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

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

Responsibilities include supervising students or reporting to Staging as directed by Incident Command or the Evacuation Area Supervisor.

District Office Staff

Responsibilities include:

- Release of information to the public, media and parents
- Handle telephone calls into the district office and any that are directed there from the schools
- Relieving administrators at Incident Command Post
- Assessing needs and providing resource support to affected schools. Resource support to schools can include: staff, buses, food, water, facilities, maintenance, sanitation, information technology, etc.
- Addressing the mental health needs of the effected staff and students
- Assessing the impact of the disaster on all schools, students and staff and reporting to the Klickitat County Emergency Management
- Logging emergency actions and other critical response information during an incident or exercise
- Evaluation of the school/district emergency response
- Assist in restoring schools to normal operations

Students

Responsibilities Include:

- Cooperate during emergency drills and exercises, and during an incident
- Learn to be responsible for themselves and others in an incident

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

Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school
- Participate in volunteer service projects for promoting school incident preparedness
- Practice incident management preparedness in the home to reinforce school training and ensure family safety
- Understanding their roles during a school emergency
- Volunteering services to assist with the school emergency

IV. DIRECTIONS, CONTROL, and COORDINATION

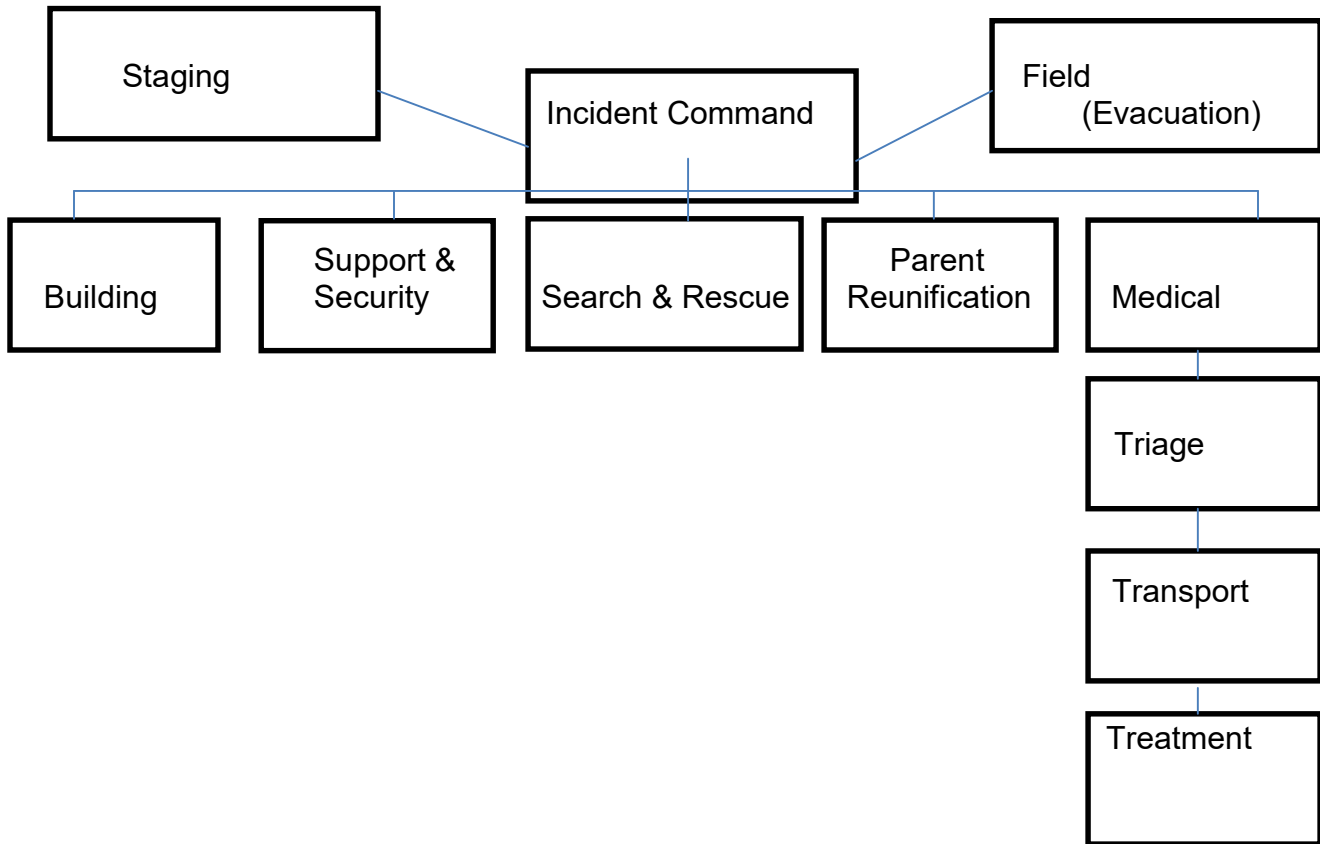
A. School Incident Command System

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with first responders.

Law enforcement or fire department personnel will assume and retain operational control of the situation and school district staff remains responsible for controlling and accounting for students and staff in cooperation with the fire/law enforcement Incident Commander.

Simplified Incident Management Team



ICS is organized into the following functional areas. More detailed descriptions follow.

Incident Commander	Oversees the overall implementation of this school's emergency operations plan. Coordinates emergency personnel and provides available resources as they are requested.
Search and Rescue (S&R)	Conducts the search and rescue operation in the school building. Utilizing a systematic method, this team moves from room to room looking for individuals who have become trapped under furniture and structural members. The team leader reports to the Incident Commander.
Medical	This person oversees the overall emergency medical services operation of this school. Coordinates the operation of Triage, Transport and Treatment to ensure that all spaces in the building are checked for individuals with medical issues and safely removed to the treatment site. The team leader reports to the Incident Commander.
Triage Team	Conducts an emergency medical assessment of individuals remaining in the school building who are unable to evacuate under their own power. This team reports to the Medical Team lead.
Transport	This team follows the Triage and Search & Rescue team to move injured individuals to the medical treatment location. This team reports to the Medical Team lead.
Treatment	This person coordinates the overall medical treatment location of this school. If the nurse is available, this is the location to place the nurse. This person reports to the

	Medical Team lead.
Building	This person conducts a survey of this school's physical building and utilities. This person is responsible for turning off utilities that present a safety hazard to individuals in the building and to determine whether or not the building is safe to re-enter. This person reports to the Incident Commander.
Security	This person is responsible for the coordination of security efforts in the building. This person oversees securing the building and responding to "hot spots" as they present themselves to keep people behaving in an orderly fashion. This person reports to the Incident Commander.
Parent Reunification	This person is responsible for setting up the parent reunification process and coordinating an orderly process of returning students to their parents. For parent reunification protocol, see parent reunification in the functional annex section of this plan. This person reports to the Incident Commander.
Principal	The principal oversees the overall operation of the school following an emergency incident but should not be the incident commander. This person works with the Incident Commander.
Field	This person oversees the operation of the evacuation site. Conducts the initial red card/green card assessment. Once this process is completed, this person dismisses school employees to the staging area for reassignment in the emergency recovery process. This person reports to the Incident Commander.
Staging	This person oversees the pool of building employees and volunteers who are available to assist with the emergency response. This person listens to communication to and from incident command and dispatches individuals based upon the requests from the team leaders. This person reports to the incident commander.

V. EMERGENCY RESPONSE

A. School administrators' initial actions in an emergency situation

The first 15 minutes of any emergency incident are usually chaotic and are often handled by school staff without outside assistance. Immediate priorities should include:

1. Assessment - Quickly find out what is happening

An immediate, quick evaluation of the situation by the administrator to determine:

- * Who reported the emergency, and exactly what did s/he say?
- * What is the threat/danger(s)?
- * What persons and areas are affected?
- * What needs to be done first to protect people and property?

Note: The administrator charged with handling the incident must keep OUT of the danger area. Other persons can be sent to evaluate the situation, if needed, but should be sent in pairs. Use Emergency Response Teams as needed.

2. Notification - Get outside help on the way

- * Assign a person (the Communications/Scribe) to call 911. Have her patiently answer all the 911 operator's questions, and stay on the phone until directed to hang up. Tell the 911 operator which building entrance the emergency crews should respond to and where the emergency is located.
- * The Director of Operations will meet the police/fire department/ambulance and connect with the lead officer. S/he should be clearly identified by wearing the blue vest.

3. Communication - Let everyone at school know what they should do

- * Direct and assure staff so that no one moves into the danger area and they remain calm.
- * Initiate and communicate an Emergency Action if needed as determined by your assessment of the situation. Emergency Actions are directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others.

COMMON EMERGENCY ACTIONS	
ALL CLEAR Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.	DROP, COVER AND HOLD ON The action taken during an earthquake to protect students and staff from flying and falling debris.
LOCKDOWN- FULL Initiated when there is an immediate or imminent threat to occupants of a school building and movement within will put students and staff and jeopardy. Lockdown involves a "no one in, no one out" scenario.	LOCKDOWN- MODIFIED Initiated to isolate students and staff inside the school from potential dangers outside the school. Typically used when events in the vicinity of the school may pose a threat. Allows movement in the building.
EVACUATION The orderly movement of students and staff from school buildings to another area when conditions outside are safer than inside.	OFF-SITE EVACUATION Implemented when it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

<p>REVERSE EVACUATION Initiated if an incident occurs while students are outside and conditions are safer inside the building.</p>	<p>SHELTER IN PLACE Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants.</p>
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Each of these Emergency Actions is described in more detail in the Appendix.

- * Announce or relay what staff and students are to do and where to go to keep out of the danger area. Use very basic language and simple directions. Make sure all occupied areas - portables and outside areas – get the same message. Remind staff to use red and green status cards. You may have to use alternative means of communications (besides the P.A. system) - such as phones, intercoms, bells, bullhorns, or runners.
- * Alert the district office and other school administrators of the situation.

4. Commence appropriate response

- * Based on the emergency, a response that will minimize or nullify the effects of the emergency should begin. **Emergency response procedures for various emergency situations are provided in the Appendix.** The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

5. Medical aid - provide medical assistance

- * If medical care is needed, find out where and how many are injured, and determine if it is safe to send staff into that area. Use the Search & Rescue Team for this. Activate the First Aid Team.
- * Designate someone to keep a list of who is sent for emergency medical treatment (via what means of transport, to where, and by whom first aid was administered).

6. Establish a school incident command center

- * Staff and equip the school incident command center.

- * Determine what in-house resources are available to assist with this incident. Determine which Emergency Response Teams are needed based on information available.

Teams should be activated using a P.A. announcement (or other means of communication). See the Emergency Response Team in the next section for specific team duties and lists of team members.

- * Assign personnel to teams and note times of assignment
- * Distribute checklists to teams
- * Ensure necessary equipment is provided to teams

7. After the first 15 minutes

- a. Document emergency actions and decisions.
- b. Determine who will handle the responding media.
- c. In a volatile emergency situation, ensure an accounting of the students and staff who are there (and not there) every 15 minutes.
- d. Provide regular updates to staff, telling them what you expect them to do.
- e. Reassess and reevaluate the situation based on information received continuously.
- f. Report updates to the Incident Command Post regularly.
- g. Assign a team to check on building security and condition.
- h. Assign a team to check on the status of all assigned personnel.
- i. Once temporary evacuation sites are designated, use the local media to announce where the students will be sent and how parents can pick them up.
- j. For emergencies not originating at the schools (weather, crime, etc.), use TV and radio to receive up-to-date information.
- k. Determine further actions to be taken to ensure reduction of injury and preservation of property (closing off areas, relocating people, etc.).
- l. Determine the status of all affected persons: those with minor injuries, serious injuries, and fatalities; those trapped and rescued. (List names of persons deceased or missing.)

B. Designated Employees Serving On Emergency Teams

<i>Team & Function</i>	High School
<i>Incident Management Team</i> Organizes and coordinates the district's emergency response, directs facility evacuation, coordinates volunteer response	Mike Roberts & Tye Churchwell

Medical Team Offers basic first aid for those injured	Brent Cameron, Jason Cooper & Antoine Montoya
Search and Rescue Team Searches for missing or trapped people	Tye Churchwell, Antoine Montoya & Jason Cooper
Fire/Utilities/ Damage Assessment Team Contains minor fires in a disaster; turns off utilities if needed; assesses facility damage	Tye Churchwell, Antoine Montoya Brent Cameron & Jason Cooper
Student/Parent Reunion Team Reunites parents and students and prepares school for dismissal of students	Sarah Hathaway & Cassie Back
Support and Security Team Provides security and sheltering	Mike Roberts

The purpose of the employee Emergency Response Teams is to assist the School Incident Commander managing the incident, and to provide care for employees, students and visitors in the event that normal emergency services are not available or are delayed due to a disaster.

Those serving on designated emergency response teams will be trained for these duties. The building Principal will arrange for this training. Supplies for the emergency response teams will be kept at the school office in designated containers unless specified otherwise.

C. School Emergency Response Teams Duties and Checklists

1. Medical Team

In case of a major emergency or disaster, schools may be without normal emergency medical services. First aid stations may be relocated to areas that have sustained less damage or are more accessible. This plan provides for limited first aid services to be provided by selected personnel when other public and private services are unable to respond or are overwhelmed during a disaster.

School personnel will be prepared to provide first aid services to the extent of their individual certification or training, not to surpass “basic life support.” Basic

life support means *non-invasive emergency medical services requiring basic medical treatment skills*.

An onsite first aid station will be established at a safe location. The injured will be found and moved to the first aid station if possible. In the event of mass casualties, triage will be performed. Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. Directions for performing triage follow.

In the event of deaths a secluded and secure area will be set up to serve as a morgue. Keep records as possible as to name of deceased, date and time found, location where found, and name of person supplying information.

The Incident Management Team will activate the Medical Team when needed.

Supplies that may be needed:

- ID vests
- first aid supplies
- blankets, sheets, plastic tarps
- paper, pens, clipboards, tags

To ensure Medical Team effectiveness, the Incident Management Team will:

- a. Establish a first aid station in a safe location, depending on the extent of the disaster or emergency.
- b. Identify and organize personnel present at the school with emergency first aid, CPR, and medical knowledge into a team. Form teams of at least two persons per team.
- c. Designate the person with the most skill, training, or medical certification as Medical Team leader.
- d. Brief the Medical Team on the situation and assign duties. Remind them to use infection control precautions to protect themselves.

- e. Ensure the acquisition and maintenance of health and medical supplies and equipment (such as first aid kits, blankets, etc.). Coordinate the transportation of health and medical supplies, equipment and personnel. Equip team members with writing materials.
- f. Establish a means of communication with the Incident Command Post. Remind teams to check in every 15 minutes.
- g. Establish, if necessary, an emergency shelter for victims, employees, and rescuers.

The Medical Team will:

- h. The Medical Team Leader will direct and coordinate the efforts of the Medical Team in triage and treatment of the injured. (See Triage Guidelines.)
- i. Administer appropriate first aid for the injured to the extent of their abilities.
- j. Coordinate care with professional emergency medical service providers, if possible.
- k. Request medical transportation services for the injured or deceased. If the disaster effects make normal means of medical transport unavailable, provide transportation using private vehicles.
- l. Continue to assess victims at regular intervals.
- m. Identify and record the disposition of the injured, the deceased, and their belongings.
- n. Maintain communications with responding emergency medical services providers, and the Incident Command Post.
- o. Provide appropriate measures for the dead.
- p. All team members are to report to the Incident Command Post when duties are completed.
- q. Document all activities and findings of the team.

TRIAGE GUIDELINES (To be included as part of medical team guidelines)

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and a delay in the response time of emergency medical services require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage and Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below.

TRIAGE Priorities

(From *1st Responder*, Second Edition, J. David Bergerson, 1987)

<i>Highest Priority</i>	<i>Second Priority</i>	<i>Lowest Priority</i>
Airway and breathing difficulties	Burns	Fractures or other injuries of a minor nature
Cardiac arrest	Major multiple fractures	Obviously mortal wounds where death appears reasonably certain
Uncontrolled or suspected severe bleeding	Back injuries with or without spinal cord	Obviously dead

	damage	
Severe head injuries		
Severe medical problems		
Open chest or abdominal wounds		
Severe shock		

BE SURE THAT THOSE RENDERING FIRST AID USE INFECTION CONTROL PRACTICES FOR THEIR PROTECTION

Infection control practices include regular hand washing, barrier precautions (gloves, masks), protection for rescue breathing, and precautions to prevent injuries from sharps (needles, scissors, and other sharp instruments).

2. Search and Rescue Team

In the event of a major emergency or disaster involving damage of buildings, school personnel may be required to perform light urban search and rescue to find missing or trapped students or staff. Any major search and rescue operations must be performed by trained search and rescue teams provided through local/state government. However, limited immediate emergency search and rescue can be performed by school personnel.

Safety Rules

Use the buddy system: work in 2-3 person teams. Take no action that might endanger you. Do not enter severely damaged buildings/areas. If you are in doubt about your safety, DO NOT ENTER AREA. Do not work beyond your expertise. Use appropriate safety gear. Use orderly search pattern.

Duties of the Search and Rescue Team may include the following:

- Conduct primary and secondary searches of school.
- Rescue trapped victims where possible.
- Report location of victim(s) to Medical Team if rescue cannot be accomplished.
- Document rescue activities and victim information.
- Look for obvious problems as search is done: structural damage, hazardous material spills, etc.
- Record nature and location of observed problems on checklist.
- Report imminent danger to Search and Rescue Team leader when feasible.
- Mark areas of search to avoid duplications and oversight.

The Incident Management Team will activate the Search and Rescue Team when needed.

Supplies that may be needed:

- ID vests
- building floor plan
- tools
- hard hats, gloves, flashlights
- pre-written signs
- barrier tape
- first aid backpack
- paper, pens, clipboards
- master keys
- whistles
- sheets to cover person or bodies
- fire extinguisher
- two-way radio

To ensure Search and Rescue Team effectiveness, the Incident Management Team will:

- a. Designate the person with the most skill and training as the Team Leader.
- b. Form teams of at least two persons per team.
- c. Establish a means of communication with the Incident Command Post. Remind teams to check in every 15 minutes.
- d. Provide relevant information needed for the team to do the assigned job (status of persons, the school, possible hazards, affected areas, etc.).
- e. Equip team members with hard hats, gloves, and tools as needed. Review safety guidelines.
- f. Equip team members with building maps and writing materials.

The Search and Rescue Team will:

- g. Briefly plan a strategy and divide duties. Establish a search plan. Divide the school into manageable areas prior to starting to search. Use a floor plan area map or a sheet of paper to identify the sections searched and the problems encountered. Mark the areas searched.
- h. Communicate findings with the Incident Command Post at least every 15 minutes.
- i. Record the positions of the unconscious or dead for identification purposes. Note any identifying objects found with each person.
- j. Make every effort to find victims. Call out, use a whistle, or otherwise announce the presence of the team so that trapped victims can respond to notify them of their location.
- k. Move victims carefully to avoid further injury. Take those with injuries to the first aid station. Remove the dead to a temporary or permanent morgue.
- l. Care for the dead respectfully: cover bodies, avoid mutilation, and collect and preserve identification (clothes, watches, purses, wallets, and the like). Log names.
- m. Conduct a second search after all first search victims have been cared for and moved. Record any building damage and observations.

- n. All team members are to report to the Incident Command Post when duties are completed.
- o. Document all activities and findings of the Search and Rescue Team. This should include areas searched, victims found, damage noted, times, team members, etc. Information regarding victims must be reported to Incident Command Post.

Fire Team

- a. Confirm reported existence and location of fires.
- b. Suppress small fires.
- c. Immediately report discovery of larger fires to Incident Command Post.
- d. Assist in evacuation or search and rescue activity if needed.
- e. Check for spilled chemicals in and around hazardous chemical storage areas.

Utilities Team

- f. Check utilities in assigned area.
- g. Take whatever action is necessary to minimize danger and further damage.
- h. Assess what services are still available:
 - ✓ Water
 - ✓ Electricity (check transformer)
 - ✓ Gas service (check gas main)
 - ✓ Telephone
 - ✓ Sewer lines
 - ✓ Heating/ventilation systems (check boilers, chillers, pumps)
 - ✓ Bathrooms
 - ✓ Fuel tanks
- i. Report assessment and any apparent structural and site damage to the Incident Command Post.

Building Damage Assessment Team

- j. Check evacuation routes and sites for safety.
- k. Check assembly areas for safety - gas/water pipe ruptures, downed power lines, trees, landslide danger, hazardous materials, etc.
- l. Review condition inside buildings, noting any damage to:
 - ✓ walls (check both inside and outside)
 - ✓ windows, window trimmings
 - ✓ doors and exits, stairs
 - ✓ ceilings, light fixtures
 - ✓ parapets, ornamentation
 - ✓ cladding, glazing

- ✓ furniture
- m. Review condition of buildings outside, noting any damage including:
 - ✓ building off foundation
 - ✓ ground or slope movement present
 - ✓ collapse or partial collapse of building
 - ✓ sizeable cracks
 - ✓ evidence of damage or distressKeep a detailed list of the damaged areas.
- n. Indicate the condition of the building. Close the building if necessary. Cordon off dangerous areas with barrier tape, signs, barricades, etc.
- o. Make recommendations on the safety of building to the Incident Command Post.

4. Student/Parent Reunion Team

In the event of a disaster, schools must be prepared to reunite students and their parents. The purpose of the Student/Parent Reunion Team is to establish site(s) for and assist with the orderly dismissal of students to parents wanting to remove their children from the school grounds after a disaster.

Duties of the Student/Parent Reunion Team may include the following:

- Establish reunion sites.
- Assign staff and parent volunteers to man these sites.
- Have available previously prepared student release forms and copies of student emergency release cards.
- Prepare to dismiss students to parents or authorized agent as quickly as possible.
- Reconcile release forms with student population count at the Incident Command Post.

The Incident Management Team will activate the Student/Parent Reunion Team(s) when needed.

Supplies that may be needed:

- ID vests
- paper, pens, clipboards Copy Student Emergency Release Form
- Authorization to Release Student in Emergency forms
- Student Accounting (list of students)
- Runner Form
- Pre-written signs (REUNION SITE)
- Class Rosters
- Communication device
- Laptop Computer

To ensure Student/Parent Reunion Team effectiveness, the Incident Management Team will:

- a. Establish evacuation/reunion sites in a safe location.
- b. Post signs directing parents to the reunion location.
- c. Designate the person with the most skill and training as the Team Leader.
- d. Form teams of at least two persons per team.
- e. Establish a means of communication with the Incident Command Post. Remind teams to check in every 15 minutes.
- f. Provide relevant information needed for the team to do the assigned job (status of persons, the school, possible hazards, affected areas, etc.).
- g. Equip team members with lists and writing materials.

The Student/Parent Reunion Team will:

- h. Man the evacuation/reunion sites. Prepare to dismiss students to parents or authorized agent as quickly as possible.
- i. Designate registration area for parents/adults to sign in and verify identification. This location should not be in visual range of students.
 - ✓ Assign personnel to handout reunification forms and explain the process to parents. (Understand that depending upon the scope of the emergency, legal writing pads may be all that is available)
 - ✓ Identify by driver's license or other photo ID
 - ✓ Initiate reunification authorization form. If forms are not available, at a minimum track the name of the individual picking up the student, the location they are going to be heading to, and the time of reunification
 - ✓ Have up-to-date student locator information
 - ✓ Have a phone available for backup ID checks
 - ✓ Consider how you are going to deal with hostile and/or highly emotional parents
- j. Designate pick up area (out of sight of students) separate from the registration area.
- k. Place a barrier to keep parents from going directly to classrooms or student locations. Avoid the use of the main entrance of your building if possible
- l. Use the Security team and/or the Principal as needs arise and to help manage people.
- m. Control the sign-out process.
- n. Reconcile release forms with student population count and report to the Incident Command Post.
- o. Document all activities of the team.

Consider other circumstances

- Long term incident (supervision, restroom, food/water, medications)

- Backup lighting/communication, if the power is out
- Another location to take parents for bad news
- Triage area for people needing medical attention
- Reunion outside the building or off campus

5. Support and Security Team

In the event of a disaster, schools must be prepared to provide security for the school building and its grounds and prepare to take care of the students until such time as parents or their designated representative can safely pick up the students.

As directed by the Incident Command Post, duties may include:

- Assuring evacuation assembly areas are kept safe and secure.
- Preparing sanitation areas
- Securing school and grounds
- Receive neighbors and other volunteers and assigning them tasks

The Incident Management Team will activate the Support and Security Team(s) who will perform the following functions: Supplies that may be needed:

- | | |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • ID vests | • pre-written signs |
| • paper, pens, clipboards | • two-way radios |
| • building floor plan and site diagrams | • toilet facilities - poles, black polyethylene sheeting, portable johns, spare bags, 5 gal. urinal buckets, toilet paper and holders, disposable hand wipe |
| • hard hats, gloves, flashlights | |
| • tools, valve wrenches | |
| • master keys | |
| • barrier tape, rope, barricades | |

To ensure Support and Security Team effectiveness, the Incident Management Team will:

- a. Designate the person with the most skill and training as the Team Leader.
- b. Form teams of at least two persons per team.
- c. Establish a means of communication with the Incident Command Post. Remind teams to check in every 15 minutes.
- d. Provide relevant information needed for the team to do the assigned job (status of persons, the school, possible hazards, affected areas, etc.).
- e. Equip team members with hard hats, gloves, and tools as needed. Review safety guidelines.
- f. Equip team members with maps and writing materials.

The Support and Security Team will:

- g. Briefly plan a strategy and divide duties.
- h. Communicate findings with the Incident Command Post at least every 15 minutes.
- i. Immediately following the evacuation, secure grounds (if possible), after the first response teams (Search and Rescue, Medical, etc.) have completed tasks, secure building as requested by Incident Command Post.
- j. Cordon off any areas with apparent structural damage or other damage (coordinate this activity with school's Building Team).
- k. Station team members at the school's access points and direct them to Student/Parent Reunion areas.
- l. If needed, prepare to set up sheltering and/or sanitary areas for students and staff.
- m. Assist with assigning jobs to volunteers.
- n. Keep a record of duties assigned and actions taken.
- o. After the disaster, report to the Incident Command Post. Prepare to work closely with the Incident Command Post, engineers and staff in re-establishing school.

D. Emergency guidelines for staff – emergency handbook flipchart

General guidelines for staff, outlining what to do in an emergency, are readily available through the Emergency Handbook flipchart that is located in the office and in each classroom. A copy of this flipchart is included in the back of this notebook.

E. Evacuation

If evacuation from the building is required, it must be ordered by a school official and/or by the Incident Commander. No one should leave a “safe” area without this direction, which will include a specific location to go to, and a designated route of travel.

1. The following student evacuation areas have been identified:

a. On the school site

<i>School to be evacuated</i>	<i>Primary school evacuation site</i>	<i>Alternate school evacuation site</i>
Wishram School	Gymnasium	Upper Field

b. Off-campus

<i>School to be evacuated</i>	<i>Primary off-campus evacuation areas</i>	
Wishram School	Downtown Basketball	

	court	
Wishram Fire Hall	500 Railroad Ave	
Lyle School	Lyle WA	Tye has keys
Carl Churchwell	Wishram Hts.	
Centerville School	Centerville Hwy	

Once temporary evacuation sites are designated, inform parents where the students are sent, and when and how parents should come to pick them up as described below.

c. Contacts for off-campus evacuation facilities

Following are possible sites to house students and staff (with contact information) should off-campus evacuation be needed:

Possible Evacuation Site	Address	Phone No.	Contact Name
Wishram School	135 Bunn St.	748 2551	Mike Roberts
Wishram Fire Hall	500 Railroad Ave	748 2255 980 7538	Clyde Rosa
Lyle School Tye has keys	Lyle WA	365 2211	Andy Kelly
Carl Churchwell	Wishram Hts.	748 2551	Carl Churchwell
Centerville School	Centerville Hwy	773 4893	Kristen Cameron

2. Special considerations for evacuations

a. Students needing special assistance in an emergency

Employees and students who may need special considerations to evacuate should be evacuated according to the pre-determined plan.

- i. Mobility impaired- Students or staff in wheelchairs or on crutches will be escorted by a staff member assigned by the Principal.
- ii. Other disability- The autistic child is assigned one-on-one supervision, whom will remain with him/her through the incident.
- iii. Language barriers- English as a Second Language (ESL) students will be paired with bilingual aides, peers or siblings.

b. Medications

Student medications retained by the school, and kept in a locked file cabinet in the school office, will be taken with the students when evacuating the school by the following staff member:

<i>Affected school</i>	<i>Designated person to remove and be responsible for medications</i>
Wishram School	Business Manager (Sarah Hathaway)

F. Accounting for students

Accurate student records and complete student rosters are needed in an emergency situation to:

- Help account for students (where they might be) to ensure all are safe
- Provide necessary medical information for the welfare of the student
- Notify parents with the student's location
- Determine to whom the student can be released

General information about students (emergency contacts, parent/guardian names, home addresses, and phone numbers, etc.) is available on locator cards or on lists in the school office of the school that the student is attending.

Once emergency action is initiated (evacuation or lockdown), attendance will be taken by teachers and reported to the school administrator.

G. Accounting for staff and visitors

Teachers (certificated staff) have assigned duties with students in an emergency and are accounted for when accounting for students. Classified staff will be accounted for by a designated person:

<i>Affected School</i>	
Wishram School	Cassie Back

The school secretary will take the visitor sign-in list and account for all visitors after evacuating.

H. The unscheduled release of students

A written log of the students and staff sent for emergency medical care will be kept by the Medical Team – what students were transported, what ambulance or other transportation took them, and to what medical facility

they were transported. This will be shared regularly with the Incident Command Post and the family assistance center (parent holding area).

Once the emergency has subsided to the point that students will be released, and it is decided to release students prior to normal dismissal times, records will be kept by the Student/Parent Reunion Team detailing what student was released and to whom. Bus ridership lists will be used to account for students sent home by school bus.

Staff will help keep students together so that students do not leave the grounds without going to the designated release center and being checked out.

It is estimated that if there were a community-wide disaster, from 75%-95% of the Wishram students would be picked up by a parent or designated person by 7 p.m. (or within 12 hours of the incident). Planning is based on this assumption.

1. Student/parent reunification areas

An area, apart from the incident Command Post and away from the media location, will be designated to direct and contain parents until they can be reunited with their children. Information on student releases should be communicated with parents in this area, and a log of student releases kept. The Student/Parent Reunion Team will staff this area.

The designated **student/parent reunification areas** for Wishram School District (unless the situation dictates otherwise) are as follows:

a. On the school site

Wishram School	<i>Primary on-site student/parent reunification area</i>	<i>Alternate on-site student/parent reunification area</i>
Wishram School	Gymnasium	Front Parking Lot

b. Off-campus

Wishram School	<i>Primary off-campus student/parent reunification area</i>	<i>Alternate off-campus student/parent reunification area</i>
Wishram School	Downtown Basketball Court	Carl Churchwell's Home
Wishram Fire Hall	500 Railroad Ave	509 748 2255 541 980 7538
Lyle School	Lyle WA	509 365 2211

Carl Churchwell	Wishram Hts.	509 748 2362
Centerville School	Centerville Hwy	509 773 4893

I. Parent privacy areas

A private away for other areas should be designated for parents and family of students (and staff) killed or seriously injured in the emergency. Trained staff (such as counselors) will staff this area and assist police/fire chaplains as needed.

The designated **parent privacy areas** for Wishram School District (unless the situation dictates otherwise) are as follows:

<i>Wishram School</i>	<i>Suggested on-site location for parent privacy</i>	<i>Suggested off-site location for parent privacy</i>
Wishram School	The Teacher Lounge	The Community Church

J. Emergency supplies

1. Administrators' emergency packs

Location and contents

2. Emergency response team supplies

Location and contents

3. Room grab and go kits

Location and contents

4. Comfort kits

Location and contents

5. Other available emergency equipment/supplies

There are limited emergency supplies in the schools:

<i>Survival Assets</i>	<i>What is available</i>
Days of Food	3 days of feeding students/staff are kept in the kitchen at the Primary/Intermediate School

Days of Water	No bottled water, some fluids in kitchens and pop machines
Blankets	2 blankets in each school office
First Aid Equipment	first aid kits in school offices
Search & Rescue Equipment	None; some tools are available in the maintenance shop by the Middle School
Flashlights	1 in maintenance room and 1 in teachers room
Batteries	Office
Sanitary Equipment	None (trash cans and plastic garbage liners can be used as makeshift toilets [privacy needs to be considered])

K. Using volunteers in emergencies

1. Community volunteers

In an emergency situation at school, community members will want to assist. Volunteer efforts will be coordinated by the Community Education Director (or designee) from the Wishram School District office. No one will be allowed into a school or evacuation site in an emergency without the approval of the Superintendent or a Principal.

2. Involving the faith community

Ministers and other members of the faith community are a valuable resource in an emergency situation. They should also report to the Wishram School District office for assignment.

L. School bus emergencies

Wishram School District contact information here

1. Bus accident involving students

For any accident when students are aboard the school bus procedures are as follows:

- Bus driver calls in the accident to the school
- The school calls the Washington State Patrol and 911 if needed.
- School supervisors respond to the accident scene.
- School will dispatch another bus and driver to finish the route upon release of students.
- The Wishram School District Superintendent or designee responds to the scene if student injury is involved (Note: Bus drivers will not release

students to parents – this must be done by a school official or law enforcement).

- The school district will be responsible for notifying parents of the accident.
- Claims resulting from the accident are to be reported to .

2. Incident on the bus

In case of an incident on the bus (weapons, drugs, fights, etc.) driver will take the appropriate action to address the situation and notify the school district as soon as possible. In serious situations, a school district representative would be expected to respond.

3. Emergency transportation of students

If the school district orders an unscheduled release of students needing bus transportation, the Superintendent or designee will notify Transportation. Transportation should be able to provide this transportation within an hour of notification. The school district will be responsible for notifying parents.

4. Community incident affecting the school bus

In case of a regional emergency (such as an attack) when students are en route to home, Wishram School District has requested that Transportation finish the route if possible.

VI. COMMUNICATIONS

Communication is a critical part of emergency management. School staff and students must be told what is happening and what to do. Parents of students and families of staff members must be informed about the situation, including the status of their child or family member. Timely contact with law enforcement and other emergency services is necessary for effective response. School Board members must be kept informed and updated. Information must be transmitted to the District Office and to other affected schools. And finally, the media must be informed and kept updated.

Faculty and Staff

Faculty and staff will be notified by intercom, email, classroom phone or other means when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve.

Students

Teachers and staff members will be relied upon to relay information to students. Teachers and staff members must consider the age of the students and deliver age appropriate information to students that will not incite panic.

Individuals with special needs or disabilities

Many of our students with communication disabilities have been assigned a staff member to assist with the communication difficulty. This staff member will be relied upon to relay information to the student during an emergency.

District Administration

During a localized building emergency each school building is required to contact the district office to report their emergency. Depending upon the situation, the Superintendent may dispatch a district representative to be a liaison between the administrative office and the building. This individual will work closely with building Incident Command and provide timely updates to the district office until the emergency event has concluded.

Daily communication between schools is via telephone, with phone numbers available in each school office, and by email. Within the school, communication is via PA or intercom, phone or e-mail.

There are a limited number of two-way radios available, which could be used in an emergency. Personal cell phones can also be used in an emergency.

Procedure for calling 911

Any staff member needing to call 911 may do so from any available telephone. If the situation permits, the staff member may call the school office and have the secretary do this. In any case, the school office should be notified by the person calling 911 so that the responding emergency responder may be met and escorted to the appropriate location by school personnel. The Principal or designee will notify the Superintendent's office.

Communication with Parents

Before an incident occurs, this school will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information
- Inform parents about the school's EOP, its purpose, and its objectives

In an emergency situation, parents will naturally be concerned about the safety and welfare of their children.

In the event of an incident, this school district will:

- Disseminate information via text message, radio announcement, the district web site, phone call, and email to inform parents of the incident.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- 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.

Communication with the Media

News media representatives will most likely arrive promptly and want as much information as possible, attempting to interview whomever they can (staff, students, and parents).

A designated area for media away from the Incident Command Post, the incident area, and students/parents should be established. The **designated media area** for Wishram School District is the **Wishram School Multipurpose room**.

In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer
- Establish an off-campus briefing area for media representatives
- Coordinate messages with the principal

Wishram School District employees are to direct all questions and requests for information to the Superintendent's office. Depending upon the scale of the incident, individual schools may be authorized by the district office to speak directly to the media.

Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. This school exercises the School EOP with first responders to practice effective coordination and transfer of command.

Communication after an Incident (Recovery Process)

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.

The staff/faculty teams will:

- 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, etc.).
- 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 district office so that it can estimate temporary space reallocation needs and strategies. Depending on the type of disaster, this process may be completed by the district's Maintenance and/or Facilities departments.
- 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. The district office may complete this analysis with assistance from the building.
- Educate school personnel, students, and parents on the available crisis counseling services.
- Inform appropriate Klickitat County and State Agencies of the recovery status.

The school district will:

- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Consider an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teacher methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, social media, etc.
- Create a plan for conducting classes when facilities are damaged (e.g. alternative sites, half-day sessions, and 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 internal and external communication tools that may be used include:

- *Telephone system:* Each classroom in this building and many other locations have been provided a telephone. Every employee has authorization to dial 911 in an emergency. This method allows direct communication between classrooms and the incident command location and can be used for follow-up when a location specific problem is being experienced. Use of this system should only be considered when location specific communication is required.
- *Cellular Telephone:* Should the land based telephone system become unavailable, these phones may be able to be utilized to provide a method of communication between buildings, first responders, and the district office.
- *Flashalert:* This network allows for the immediate dispersion of emergency information from the district office to media outlets. Parents are able to subscribe to Flashalert to receive communications from the school district.
- *District Web Site:* Wishram School District has a comprehensive web site that provides information to the public. This website may also be utilized to provide emergency information to parents in the event of an emergency.
- *Text Messaging:* To maximize the distribution of information to parents and minimize the use of cellular telephones during an emergency, students will be asked to use text messaging to communicate with their parents during an emergency. Teachers are encouraged to draft calm, uniform messages for students to let parents know that their student is ok and to not come to the school to pick up the student until it is safe to do so.
- *Social Media:* If computer resources and the internet are available, information will be distributed via Facebook
- *Television stations:* KATU Channel 2, KOIN Channel 6, KGW Channel 8,
- *Intercom system:* This building is equipped with an intercom system. The intercom system provides the fastest method to provide the entire building with information. Use of this system beyond initial announcements for a lockdown is discouraged as valuable safety information may be overheard by a human threat.
- *E-mail system:* District computers have access to the district e-mail system. This system provides a method of rapid disbursement of emergency information to staff employees in the building. During emergencies that do not require an evacuation, staff members shall be instructed to monitor their e-mail for emergency updates. This method of communication will not be available should the building suffer an electrical failure and/or if the district suffers a disruption of internet service.

- *Runners*: If it is safe to do so, runners can be used to provide emergency information to classroom locations in this building. Runners should be provided with district radios to allow for communication during the emergency.
- *Two-way radios*: This building has been given a small supply of radios for regular everyday use and may be used during an emergency. These radios rely upon line of site communication and cannot be used over large distances. Radios are useful to communicate between different evacuations locations in the event that this building requires an evacuation.
- *Fire Alarm*: This building in the district is equipped with a fire notification system that provides an auditory signal that an evacuation from the building is necessary.
- *Bullhorn*: A battery-powered bullhorn is useful to address students and staff who are assembling outside the school.
- *Whistle*: Whistles are part of the grab and go kit and may be used to signal a need for immediate attention or assistance.
- *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.
- *Telephone tree*: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff.

VII. COMMUNITY RESOURCES

A. Local emergency service providers

Emergency service providers may include local, state, and federal law enforcement, fire and emergency medical personnel. Local agencies respond to the emergencies first, and solicit response from other agencies (through interlocal agreements) as needed. The main local emergency service providers serving Wishram School District and their normal emergency capabilities are:

- 1. Klickitat County Sheriff's Office;**
- 2. Klickitat County Fire District**
- 3. Klickitat Ambulance**

Life Flight Network is a medical transport service provided by a consortium of Oregon Health & Science University, Legacy Emanuel Medical Center, Saint Alphonsus Regional Medical Center, and Providence Health & Services - Oregon.

4. Agency contact information

Following are other local agencies that may be called upon to provide assistance in an emergency.

Agency	Phone Number	Assists with:
Emergencies - 911 Center	911 509 773 4545(non-emergency #)	Obtaining proper emergency response
Fire Department (non-emergency #)	509 773 4545	Fires, chemical spills, medical emergencies
County Sheriff City Police	509 773 4545 (non-emergency #)	Bomb threats, weapon incidents, crowd control, traffic control
Red Cross	888-434-1966	Emergency assistance
County PUD	509 773 5891 report outage 800-548-8357 Manned number	Water and electrical problems
Cascade Propane	541 296 8177	Gas problems
Klickitat County Building Department	509 773 3076	Building inspections, assessing bldg. damage
Klickitat County Public Health	509 493 1558	Disease control, health issues
Klickitat County Crisis Line	509 773 5801	Mental health crisis line –
Child Protective Services	509-773 7450	Reporting child abuse
WA. Dept. of Emergency Management	800-562-6108	Coordinates state-wide emergency management

B. Area hospitals

Following is a list of hospitals to which injured persons may be taken:

<i>Hospitals</i>	<i>Location</i>	<i>Phone Numbers</i>
Klickitat Valley Health	Goldendale, WA	509 773 4022
Skyline Hospital	White Salmon, WA	509 493 1101
Mid Columbia Medical Center	The Dalles, OR	541 296 1111

VIII. AFTER THE EMERGENCY

A. Inform everyone that the emergency is over

When directed by the Incident Commander, make an “all clear” announcement informing all staff, students and visitors that the situation is now safe. Ensure that all areas are informed.

B. Preserve the scene if needed

Seal off the affected area and leave it as is until released by law enforcement and/or the fire department. Have a school staff member take photos of the area as a record of the incident.

C. Direct the staff and students what to do next

Determine if personnel are allowed to re-enter the building for personal possessions, and how people will be kept out of the hazardous areas.

Direct employees what to do the rest of the day and the next day. Will it be business as usual tomorrow? School may be canceled for while recovery is underway.

Once released, clean up and repair the scene promptly. Depending on the situation, the district may use an outside service for the cleanup.

D. Deal with the emotional trauma

Emergencies may leave emotional scars on those involved. Instruct staff on what to say to students and assist them with how to handle their own reactions. Make arrangements for available trained staff (psychologists, counselors, and chaplains) to help all those affected deal with their emotions.

Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

1. Following a Serious Injury or Death and/or Major Incident

- Notify your building principal and Superintendent upon receipt of the information about a serious injury or death. Administration will activate the recovery procedures.
- Convene a staff meeting, as soon as time permits, to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families.

- Set up a “safe room” for students to meet with counselors.
- Coordinate counseling opportunities for students.
- Teachers will be given a message to read to their class. Teachers may engage in a class discussion about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any student who is overly distraught or wishing to seek additional support should be released to the safe room.
- Determine with the assistance of the counselors whether or not a “safe room” should be continued into the following school day
- Convene a staff meeting at the end of the school day to debrief the incident response and alert staff to the plan for the following school day.

2 Post incident procedures

- Allow for changes in the normal routines or schedules however, recommend students and staff return to their normal routines as soon as possible.
- Follow up with students and staff who receive counseling and make recommendations to them to seek outside mental health professionals as needed.
- Donate memorial items to charity.
Discuss and approve memorials with the consent of the district’s facilities department and the school board.
- Provide parents with a list of community resources available to students and their families.

E. Student/Parent Reunification

- Assemble building reunion team from staging and obtain a building radio and the parent reunification backpack.
- Post signs directing parents to the reunion location.
- Designate registration area for parents/adults to sign in and verify identification. This location should not be in visual range of students.
 - Assign personnel to handout reunification forms and explain the process to parents. Identify by driver’s license or other photo ID
 - Initiate reunification authorization form. If forms are not available, at a minimum track the name of the individual picking up the student, the location they are going to be heading to, and the time of reunification
 - Have up-to-date student locator information
 - Have a phone available for backup ID checks
 - Consider how you are going to deal with hostile and/or highly emotional parents

- Designate pick up area (out of sight of students) separate from the registration area.
- Place a barrier to keep parents from going directly to classrooms or student locations. Avoid the use of the main entrance of your building, if possible.
- Use the Security team and/or the Principal as needs arise and to help manage people.
- Control the sign-out process.
 - Send adult runners to bring students from classroom or holding area to be released to parents (radios for runners)
 - Complete the Reunification Authorization form at release (if available)
- Consider other circumstances.
 - Long term incident (supervision, restroom, food/water, medications)
 - Backup lighting/communication, if the power is out
 - Another location to take parents for bad news
 - Triage area for people needing medical attention
 - Reunion outside the building or off campus

F. Send information home to parents

The Superintendent may want to send an informational letter about the incident and the school's immediate plans.

G. Document the incident and debrief

Have the School Administrator debrief those who were involved. Everything written during the emergency (notes, checklists, etc.) should be retained by School Administrators. Get written statements from staff and others who were involved, or who witnessed critical events.

H. Learn from the incident

A suitable time after the incident, gather those involved to evaluate how the situation was handled. Determine what enhancements are needed and make recommendations to update school emergency plans as needed.

General Emergency Recovery Checklist

Recovery activities (such as the restoration of the physical spaces and psychological first aid) are of tremendous value in helping people come to terms with a crisis.

- ❑ DOCUMENT activities.
- ❑ ACKNOWLEDGE the event. The return to school will be one of coming together and identifying experiences and, possibly, losses
- ❑ IDENTIFY those affected. It may take time to understand the full impact on the school community.
- ❑ ASSESS students and staff directly for the emotional impact of the crisis. Student and staff reactions may be immediate or delayed.
- ❑ EMPHASIZE resiliency. Re-instituting control and predictability for the school community enhances equilibrium and coping skills. Routine is reassuring.
- ❑ RESTORE the physical facility.
- ❑ REQUEST assistance as needed from local public safety agencies and providers.
- ❑ IDENTIFY what follow up interventions are available to students and staff.
 - Conduct debriefings with staff; support their concerns and emotions.
 - Provide classroom assistance, if needed.
 - Outline schedule for the day; modify day's schedule if needed.
 - Identify resources available to teachers and students.
 - Provide access to these support resources.
- ❑ COORDINATE announcements, press releases and other communications to the school community, media and local community. Distribute information releases to all school staff.
- ❑ ESTABLISH contact with parents/family members of affected students to offer support, determine assistance needed, and acquire information regarding hospital visitation and/ or funeral arrangements.
- ❑ CONTROL rumors; provide regular updates of information to various groups.
- ❑ DEVELOP a long term recovery plan.
- ❑ CONSIDER curricular activities that address the crisis.
- ❑ ALLOCATE appropriate time for recovery.
- ❑ PREPARE a post-incident after action report that includes recommended improvements to emergency plans. CAPTURE "lessons learned" and incorporate them into revisions and trainings.
- ❑ PLAN how anniversaries of events will be commemorated.

IX. CONTINUITY OF OPERATIONS (RECOVERY)

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school.

It is the responsibility of this school's officials to safely restore critical operations as soon as possible. This involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery.

Designated staff will perform the essential functions listed.

Principal	<ul style="list-style-type: none">• In consultation with the Superintendent/designee will determine when to close school and or send students/staff to alternate locations• Disseminate information internally to students and staff• Communicate with parents, media and the larger school community• With consultation from the district office, identify a line of succession, including who is responsible for restoring which business functions
Department Heads District level working with this school's administration	<ul style="list-style-type: none">• Ensure systems are in place for rapid contract execution after an incident• Identify relocation areas for classrooms and administrative operations• Create a system for registering students (out of district or into alternative schools)• Brief and train staff regarding their additional responsibilities• Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations• Identify strategies to continue teaching (internet, tutoring, etc.)• Reevaluate the curriculum for the remaining school year

Custodians/Maintenance/Facilities	<ul style="list-style-type: none"> • Work with local government officials to determine when it is safe for students and staff to return to school buildings and grounds • Manage the restoration of school buildings and grounds (debris removal, repairing, repainting, and/or landscaping etc.) • Maintain records regarding the recovery to allow for FEMA reimbursement of activities should funds are available
School Secretary/Office Staff	<ul style="list-style-type: none"> • Maintain inventory • Maintain essential records (and copies of records) • Secure classroom equipment, books, and materials in advance • Restore administrative and recordkeeping functions such as payroll, accounting, and personal records • Retrieve, collect, and maintain personal data • Provide accounts payable and cash management services
Counselors, Social Workers, and School Nurses/Health Assistants	<ul style="list-style-type: none"> • Establish academic and support services for students and staff/faculty • Implement additional response and recovery activities according to established protocols
Food Service/Cafeteria Workers	<ul style="list-style-type: none"> • Determine how food services will resume
District Office	<ul style="list-style-type: none"> • Coordinate the gathering of information for insurance and disaster relief purposes • Coordinate the district responses to the recovery working with the district's administration

APPENDIXES

EMERGENCY ACTIONS

- All Clear.....
- Drop, Cover, and Hold
- Lockdown-Full
- Lockdown- Modified
- Evacuation
- Evacuation- Off Site
- Reverse Evacuation
- Shelter-in-Place

EMERGENCY RESPONSES

- Accident at School
- Air Pollution Alert
- Allergic Reaction
- Animal Disturbance
- Biological Agent Release
- Bomb Threat
- Bus Accident
- Chemical Accident (offsite)
- Chemical Accident (onsite)
- Civil Disturbance
- Criminal Act
- Earthquake
- Explosion.....
- Fire (offsite)
- Fire (onsite)
- Flood
- Gas Odor/Leak.....
- Hazardous Materials
- Hostage Situation
- Intruder
- Irrational Behavior
- Medical Emergency
- Missing Student
- Poisoning / Contamination
- Shooting
- Active Shooter
- Storm/Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Threats/Assaults

- Tornado
- Utility Failure.....
- Volcanic Eruption.....
- Weapon.....

RECOMMENDED EMERGENCY SUPPLIES

- Individual Student Kits.....
- Classroom Kit.....
- Whole School.....

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

- **DUCK, COVER and HOLD ON** •
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **EVACUATION and REVERSE EVACUATION**

ANNOUNCEMENT:

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

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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

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

EMERGENCY ACTION

DROP, COVER AND HOLD ON

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion
- Tornado

The following announcement will be made over the public address system and by teachers in classrooms:

Example: **“Attention please. We are having an earthquake. For your protection, follow DROP, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.”**

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON**.
- ❑ Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands..
- ❑ Remain in place until shaking stops or for at least 20 seconds.

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. During **LOCKDOWN**, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

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

ANNOUNCEMENT:

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

Example: **"Attention please. Our school is in full lockdown. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location, status of campus, all available details of situation.
- ❑ Lock outside doors. Maintenance/custodial staff can assist.
- ❑ Notify District Office.
- ❑ Wait for law enforcement.
- ❑ Monitor radio and email.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency.

STAFF ACTIONS:

- ❑ If outdoors, move indoors if safe to do so.
- ❑ Sweep any students in hallway into your room.
- ❑ Immediately lock all doors.
- ❑ Close any windows and blinds if it appears safe to do so.
- ❑ Instruct students to stay calm, stay quiet, stay low and stay out of sight.
- ❑ Account for students/staff/visitors.
- ❑ Verify classroom secured using email.
- ❑ Use red placard if something is wrong.
- ❑ Use green placard if the room is safe.
- ❑ Communicate known threats to office by email or radio.
- ❑ Do not open door for any reason until “all clear” is received.
- ❑ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.

EMERGENCY ACTION

LOCKDOWN- MODIFIED

LOCKDOWN is initiated to isolate students and school staff from potential danger outside the building. During **MODIFIED LOCKDOWN**, all exterior doors are locked, but students and staff are allowed to move within the building. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

ANNOUNCEMENT:

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

Example: **"Attention please. Our school is in modified lockdown. This is not a drill"**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ School office receives information on potential threat in vicinity of school.
- ❑ Make decision to lock down school. Make the modified lockdown announcement. Instruct teachers and staff to there is to be no movement between buildings.
- ❑ Normal or modified activity may be permitted inside the building.
- ❑ If the information on the threat was not from 911, call 911. Provide location, status of campus, all available details of situation.
- ❑ Lock outside doors. Maintenance/custodial staff can assist.
- ❑ Notify District Office.
- ❑ Wait for law enforcement.
- ❑ Monitor radio and email.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency.

STAFF ACTIONS:

- ❑ Notify school office to report a perceived danger.
- ❑ If outdoors, move indoors if safe to do so.
- ❑ Direct all students in hallways to return to their assigned room.

- ❑ Immediately lock all EXTERIOR doors.
- ❑ Close any windows and blinds.
- ❑ Follow instructions from school office.
- ❑ Reassure students by keeping calm and continuing allowed activities.
- ❑ Account for students/staff/visitors.
- ❑ Supervise student movements between rooms, limit hall traffic.
- ❑ Report any problems to the school office.
- ❑ Do not open exterior doors for any reason until “all clear” is received.
- ❑ Wait for “all clear” signal.

EMERGENCY ACTION

EVACUATION

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

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

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

ANNOUNCEMENT:

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

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

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- ❑ Send emergency liaison (blue vest) to meet arriving emergency responders.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area. Use secondary route if conditions necessitate.
- ❑ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Assembly Area until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous.

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

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

To evacuate individuals using crutches, canes or walkers

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

To evacuate individuals using wheelchairs

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

EMERGENCY ACTION

OFF-SITE EVACUATION

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

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

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

OFF-SITE EVACUATION may require transportation.

ANNOUNCEMENT:

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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- ❑ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ❑ Confirm availability of off campus site and clear routes. Notify off campus site.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms or implement student/ parent reunification.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency.

STAFF ACTIONS:

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

- ❑ If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- ❑ Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.
- ❑ At off campus site:
 - Move students/staff to assembly area
 - Set up school operations center
 - Implement communications plan
 - Determine need for food and water
- ❑ Remain in place until further instructions are given.
- ❑ Implement student/parent reunion.

EMERGENCY ACTION

REVERSE EVACUATION

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

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

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

ANNOUNCEMENT:

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

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

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ Determine a safe inside location on the school campus for personnel when the emergency occurs.
- ❑ When clearance is determined or received from appropriate agencies that it is safe to be outdoors, announce **ALL CLEAR** to resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
- ❑ Take attendance when the class is reassembled in the classroom. Report attendance to the Incident Commander/designee.
- ❑ Remain in the classroom until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

EMERGENCY ACTION

SHELTER IN PLACE

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

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

ANNOUNCEMENT:

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

Example: "Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Staff and students please move to your assigned shelter area."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system.
- ❑ Notify District Office.
- ❑ Assign responsibilities to others.
 - * Lock exterior doors.
 - * Sweep halls and non-classroom areas of students, move them to shelter area.
 - * Turn off heating and ventilation systems. Seal air intakes and exhausts if safe to do so.
 - * Monitor radio and main phone line
- ❑ Assess needs and provide care.
- ❑ Wait for instructions or information
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.

TEACHER and STAFF ACTIONS:

- ❑ Move to your assigned shelter location with your students.
- ❑ Sweep any students in the hallway into your shelter area.
- ❑ Lock all exterior doors.
- ❑ Close any windows. Seal windows and doors with tape and plastic if directed to do so.
- ❑ Shut down the classroom HVAC system, turn off local fans in the area and cover air vents with plastic.
- ❑ Instruct students to stay calm.
- ❑ Account for students.
- ❑ Provide first aid if needed. Use emergency kits as needed or necessary.
- ❑ Assess situation and report any problems to the office. Wait for further instructions.

STUDENT ACTIONS:

- ❑ Proceed to the shelter area or follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room).

EMERGENCY RESPONSE

ACCIDENT AT SCHOOL

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Student Accident Report and Behavioral Incident Report forms are available at the school office.

STAFF ACTIONS:

- θ Report accident to principal and school office.
- θ Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services arrive.
- θ For relatively minor events, take students to school office or school nurse for assistance.
- θ Complete an Accident Report to document what occurred.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Provide appropriate medical attention. Call 911, if needed.
- θ Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

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

EMERGENCY RESPONSE**AIR POLLUTION ALERT**

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Develop and maintain a file of students and staff who have or are susceptible to respiratory problems.
- θ Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- θ When notified of a smog advisory inform all staff to stay indoors and minimize physical activity.
- θ Cancel all athletic competitions and practices and any other activities that require strenuous physical.
- θ Instruct employees to minimize strenuous physical activity.
- θ Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

- θ Remain indoors with students.
- θ Minimize physical activity.
- θ Keep windows and doors closed.
- θ Resume normal activities after the All Clear signal is given.

EMERGENCY RESPONSE

ALLERGIC REACTION

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

STAFF ACTIONS:

- θ If imminent risk, call 911.
- θ Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- θ Notify principal.
- θ Get “Epi” (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- θ If an insect sting, remove stinger immediately.
- θ Assess situation and help student/staff member to be comfortable.
- θ Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ If imminent risk, call 911 (always call 911 if using “Epi” pen).
- θ Notify parent or guardian.
- θ Administer medication if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- θ Observe for respiratory difficulty.
- θ Record time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- θ Keep an “Epi” pen in the school office and notify staff as to location.
- θ An emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- θ Provide bus drivers with information sheets for all known acute allergic reactors.

EMERGENCY RESPONSE

ANIMAL DISTURBANCE

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- θ If the animal is outside, keep students inside and institute a **LOCKDOWN**.
- θ If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- θ Contact 911 for assistance.
- θ If the animal injures anyone, seek medical assistance from the school nurse.
- θ Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- θ If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- θ If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- θ Notify the principal if there are any injuries.

EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

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

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

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

Outside the building

STAFF ACTIONS:

- θ Notify principal.
- θ Move students away from immediate vicinity of danger (if outside, implement **REVERSE EVACUATION**).
- θ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- θ Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Initiate **SHELTER IN PLACE**.
- θ Shut off HVAC units.
- θ Move to central location where windows and doors can be sealed with duct tape.
- θ Call 911. Provide location and nature of the emergency and school actions taken.
- θ Notify District Superintendent of the situation.
- θ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.

Inside the building

STAFF ACTIONS:

- θ Notify principal or site administrator.
- θ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- θ Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- θ Follow standard student assembly, accounting and reporting procedures.
- θ Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- θ Move up-wind from the potential danger.
- θ Call 911. Provide exact location and nature of emergency.
- θ Designate security team to isolate and restrict access to potentially contaminated areas.
- θ Wait for instructions from emergency responders-- Health or Fire Department.
- θ Notify District Superintendent of the situation.
- θ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- θ Wash affected areas with soap and water.
- θ Immediately remove and contain contaminated clothing
- θ Do not use bleach on potentially exposed skins.
- θ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE

BOMB THREAT

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

PERSON RECEIVING THREAT BY TELEPHONE:

- θ Listen. Do not interrupt caller.
- θ Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- θ Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- θ Notify site administrator immediately after completing the call.
- θ Attempt to solicit as much information as possible from the caller and complete the Bomb Threat Checklist.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911

PERSON RECEIVING THREAT BY MAIL:

- θ Note the manner in which the threat was delivered, where it was found and who found it.
- θ Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- θ Caution students against picking up or touching any strange objects or packages.
- θ Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911.
- θ If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This

must be done quickly since the call cannot be traced once the caller has hung up.

- θ Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- θ Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- θ Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- θ If it is necessary to evacuate the entire school, use the fire alarm.
- θ Notify the District Superintendent of the situation.
- θ Do not return to the school building until it has been inspected and determined safe by proper authorities.
- θ If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- θ Evacuate students as quickly as possible, using primary or alternate routes.
- θ Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- θ Do not return to the building until emergency response officials determine it is safe to do so.

Cursory Search Guidelines

A valuable aid is to conduct a cursory search of the school campus and parking lot to look for items that are out of order or suspicious. The Building Administrator should supervise the search using the following guidelines.

Teachers can conduct a 20-30 second cursory search to detect suspicious objects or things that do not belong. Procedures are as follows:

- 1) Scan the classroom in a clockwise direction from **midline of wall to ceiling** looking for something that does not belong or is out of place.
- 2) Scan the classroom in clockwise direction **midline of wall to floor**, again looking for objects that do not belong or appear suspicious.
- 3) Scan the **center** of your classroom looking for things that do not belong (backpacks excluded) or seem suspicious.
- 4) Report to an administrator anything found during the cursory search that does not belong in the classroom or any suspicious object.

Building personnel should check their work areas and report the results immediately to the Building Administrator. Critical areas to be checked include those where a bomb could easily be hidden:

- Garbage cans and dumpsters.
- Exterior areas that are concealed from view (i.e., under trees and shrubs, inside planters and flower boxes, etc.).
- Unlocked storage or maintenance areas and sheds.
- In and under unauthorized vehicles parked near school buildings.

The Building Administrator should use a map of the school campus to mark areas as they are searched and confirmed to be "all clear". Upon arrival, law enforcement personnel will assist with the search.

If the cursory search results are negative, the Building Administrator should consult with School District authorities before making a decision to re-occupy the building.

Caution: Should a suspicious object be found during the cursory search, do not touch or move it. Law enforcement personnel should be advised immediately and the location of the object specifically reported. The area surrounding the object should be immediately isolated and secured. The minimum isolation distance is 500 feet in all directions. Deciding where and how to evacuate will be predicated on the location of the suspicious object. It may be necessary to deviate from pre-planned evacuation sites and use a **secondary evacuation site**. An evacuation should rapidly remove persons from the potentially harmful effects should the object explode without placing them in danger from other hazards (i.e., power lines, busy streets, secondary explosive devices, etc.). Also see **EVACUATION GUIDELINES**.

BOMB THREAT CHECKLIST

To be completed by person receiving the call

CALL RECEIVED BY: _____ DATE/ TIME _____

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen.

Do not interrupt the caller except to ask:

1. <i>When is the bomb going to explode??</i> _____
2. <i>Where has it been placed?</i> _____
3. <i>What does it look like?</i> _____
4. <i>What kind of bomb is it?</i> _____
5. <i>Who are you?</i> _____

Wording of the threat:

Description of caller: Male Female Adult Juvenile

Estimate age of caller: _____ **Other notes:** _____

Background Sounds:

- Street Noises
- Clear
- Motors
- Voices
- Music
- Animals
- Local
- Booth
- Other _____

- House Noises
- Crockery
- Static
- Office equipment
- Factory equipment
- Airplanes
- Long Distance
- PA system

BOMB THREAT CHECKLIST (continued)

Caller's Voice:

- | | |
|---------------------------------------------------------------------------------|-----------------------------------------|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Laughing |
| <input type="checkbox"/> Lisp | <input type="checkbox"/> Disguised |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Crying |
| <input type="checkbox"/> Raspy | <input type="checkbox"/> Accent |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Normal |
| <input type="checkbox"/> Deep | <input type="checkbox"/> Deep breathing |
| <input type="checkbox"/> Slow | <input type="checkbox"/> Distinct |
| <input type="checkbox"/> Nasal | <input type="checkbox"/> Loud |
| <input type="checkbox"/> Stuttered | <input type="checkbox"/> Swearing |
| <input type="checkbox"/> Familiar? If voice is familiar, who did it sound like? | |
-

Threat Language:

- | | |
|--------------------------------------------------|-------------------------------------|
| <input type="checkbox"/> Well spoken | <input type="checkbox"/> Foul |
| <input type="checkbox"/> Irrational | <input type="checkbox"/> Incoherent |
| <input type="checkbox"/> Taped | |
| <input type="checkbox"/> Use of certain phrases: | |
-

Accent: Local Foreign Regional Other _____

Threat Assessment Checklist

LOW LEVEL THREAT

Cursory search and evacuation are unlikely.

- _____ Threat is vague and indirect
- _____ Information contained is inconsistent, implausible or lacks detail
- _____ Threat lacks realism
- _____ Content of the threat suggests person is unlikely to carry it out.

MEDIUM LEVEL THREAT

Cursory search should be considered, base evacuation decision on search results.

- _____ Threat is more direct and concrete than a low level threat
- _____ Wording in the threat suggests that the caller has given some thought as to how the act will be carried out.
- _____ There may be a general indication of the possible place and time (though this still is short of a detailed plan)
- _____ There is no strong indication that the caller has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility.
- _____ There may be a specific statement seeking to convey that the threat is not empty: "I'm serious" or "I really mean this!"

HIGH LEVEL THREAT

Cursory search and evacuation should be seriously considered.

- _____ Threat is direct, specific and plausible
- _____ Threat suggests concrete steps have been taken toward carrying it out, (i.e. statements indicating the caller has acquired or practiced with a weapon or has had a victim under surveillance).
- _____ Call from a third party reporting the incident.
- _____ A suspicious item or device has been discovered on school grounds.

EMERGENCY RESPONSE

BUS ACCIDENT

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

BUS DRIVER:

- θ Turn off power, ignition and headlights. Use safety lights, as appropriate.
- θ Evaluate the need for evacuation.
- θ Remain with the vehicle. Notify your dispatch office.
- θ Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.

STAFF ACTIONS:

- θ Call 911.
- θ Notify principal.
- θ Move all uninjured students to a safe distance from the accident.
- θ Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify parents/guardians of all students on the bus as soon as accurate information is available.
- θ Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- θ Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

EMERGENCY RESPONSE CHEMICAL ACCIDENT (outside)

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify Fire Department and Clark County Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released
 - Characteristics of spill (color, smell, visible gases)
 - Name of substance, if known
 - Injuries, if any
- θ Notify Operations Manager.
- θ Determine whether to implement **SHELTER IN PLACE**.
- θ Move students away from vicinity of danger, if outside return to building interior.
- θ Notify District Superintendent of school status and location of alternate school site.

STAFF ACTIONS:

- θ If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- θ If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- θ If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- θ Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

EMERGENCY RESPONSE CHEMICAL ACCIDENT (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify Fire Department. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released; name of substance, if known
 - Characteristics of spill (color, smell, visible gases)
 - Injuries, if any
 - Your name and telephone number
- θ Notify Operations Manager to shut off mechanical ventilating systems.
- θ If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- θ Post a notice on the school office door stating location of alternate school site.
- θ Notify District Superintendent of school status and location of alternate site.
- θ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- θ If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any

time during evacuation process. Students are to remain quiet during evacuation.

- θ Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students.
- θ Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
- θ Do not return to the building until emergency response personnel have determined it is safe.

EMERGENCY RESPONSE

CIVIL DISTURBANCE

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

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

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

Inside School

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- θ Set up a communication exchange with the students, staff and principal. Try to restore order.
- θ If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- θ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911.

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE

CRIMINAL ACT

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify police (dial 911).
- θ Identify all parties involved (if possible). Identify witnesses, if any.
- θ Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
- θ If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
- θ If the incident involves a student, notify the parents or guardians.
- θ Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
- θ Let trained police obtain specific details about the crime, following student interview protocols.

STAFF ACTIONS:

- θ Care for the victim. Provide any medical attention needed.
- θ Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive

EMERGENCY RESPONSE

EARTHQUAKE

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

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

Inside Building

- ① Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended

light fixtures. Get under table or other sturdy furniture with back to windows.

- θ If in a room with no desks or furniture, in halls or stairways get against inside wall and crouch while covering head.
- θ After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

Outside Building

- θ Move students away from buildings, trees, overhead wires, and poles. Drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- θ Keep a safe distance from any downed power lines
- θ Do NOT re-enter building until it is determined to be safe.
- θ Follow instructions of principal/site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- θ Send search and rescue team to look for trapped students and staff.
- θ Post guards a safe distance away from building entrances to assure no one re-enters.
- θ Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- θ Do not re-enter building until it is determined to be safe by appropriate facilities inspector.
- θ Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- θ Check for injuries, and render First Aid.

- θ Check attendance at the assembly area. Report any missing students to principal/site administrator.
- θ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- θ Inspect utilities for leaks. Shut off the mains of any known or suspected leaking utilities. Notify utility company.
- θ Stay alert for aftershocks
- θ Do NOT re-enter building until it is determined to be safe.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- θ Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- θ Notify fire department and utility company of suspected breaks in utility lines or pipes.
- θ If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- θ Notify District Office, who will inform public information media as appropriate.

EMERGENCY RESPONSE

EXPLOSION

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

PRINCIPAL/SITE ADMINISTRATOR:

- θ Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- θ Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
- θ Secure area to prevent unauthorized access until the Fire Department arrives.
- θ Advise the District Superintendent of school status.
- θ Notify emergency response personnel of any missing students.
- θ Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- θ Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- θ Determine if Student Release should be implemented. If so, notify staff, students and parents.
- θ If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- θ Initiate **DROP, COVER AND HOLD ON**.
- θ If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.

- θ Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- θ Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- θ Render first aid as necessary.
- θ Do not return to the building until the emergency response personnel determine it is safe to do so.
- θ If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE

FIRE (offsite)

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Determine if **EVACUATION** of school site is necessary.
- θ Contact local fire department (call 911) to determine the correct action for your school site.
- θ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION**.
- θ Direct the inspection of premises to assure that all students and personnel have left the building.
- θ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- θ Monitor radio station for information.
- θ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- θ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- θ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- θ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- θ Remain with students until the building has been inspected and it has been determined safe to return to.

EMERGENCY RESPONSE

FIRE (onsite)

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

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Sound the fire alarm to implement **EVACUATION** of the building.
- θ Immediately **EVACUATE** the school using the primary or alternate fire routes.
- θ Notify the Fire Department (call 911).
- θ Direct search and rescue team to be sure all students and personnel have left the building.
- θ Ensure that access roads are kept open for emergency vehicles.
- θ Notify District Office of situation.
- θ If needed, notify bus dispatch for **OFF-SITE EVACUATION**.
- θ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Determine if evacuation is required.
- θ Notify emergency services of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- θ Delegate a search team to assure that all students have been evacuated.
- θ Contact Transportation if students will be evacuated to a safer location by means of buses.
- θ Post a notice on the office door stating where the school has relocated and inform the District Office.
- θ Monitor AM radio weather station for flood information.
- θ Notify District Superintendent of school status and action taken.
- θ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- θ If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- θ Remain with students throughout the evacuation process.
- θ Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- θ Do not return to school building until it has been inspected and determined safe by property authorities.
- θ During evacuation **DO NOT** drive through flooded streets and/or roads. **DO NOT** attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

EMERGENCY RESPONSE

GAS ODOR / LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

- θ Notify principal.
- θ Move students from immediate vicinity of danger.
- θ Do not turn on any electrical devices such as lights, computers, fans, etc.
- θ If odor is severe, leave the area immediately.
- θ If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ If gas leak is internal, evacuate the building immediately.
- θ Call 911.
- θ Notify utility company.
- θ Determine whether to move to alternate building location.
- θ If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- θ Do not return to the building until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE

HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** or **SHELTER-in-PLACE** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911, if necessary.
- θ If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- θ Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- θ Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- θ If necessary, contact Transportation to move students and staff away from the path of the hazardous materials.
- θ Notify District Superintendent.
- θ Wait for instructions from emergency responders.
- θ Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- θ Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- θ Follow standard student assembly, accounting and reporting procedures.
- θ Report names of missing students to office.
- θ Do not take unsafe actions such as returning to the building before it has been declared safe.

EMERGENCY RESPONSE

HOSTAGE SITUATION

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- θ Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- θ Identify an assembly area for responding officers away from the hostage situation. Have school liaison (Blue Vest) wait at assembly area for police to arrive.
- θ Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- θ Secure exterior doors from outside access.
- θ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- θ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- θ Identify media staging area, if appropriate. Implement a hotline for parents.
- θ Account for students as they are evacuated.
- θ Provide recovery counseling for students and staff.

STAFF ACTIONS:

- θ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- θ Alert the principal/site administrator.
- θ Account for all students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Initiate **LOCKDOWN**.
- θ Request the intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - “What can we do to make this better?”*
 - “I understand the problem, and I am concerned.”*
 - “We need to work together on this problem.”*
- θ As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- θ Keep subject in view until police or law enforcement arrives.
- θ Take measures to keep subject away from students and building.
- θ Designate an administrator or staff member to coordinate with public safety at their Incident Command Post; provide a site map and keys to public safety personnel.
- θ When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- θ Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- θ Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- θ Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- θ Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE

IRRATIONAL BEHAVIOR

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

STAFF ACTIONS:

- θ Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone. Keep the individual under continuous adult supervision.
- θ Protect individual from injury.
- θ Keep the individual on campus until parent/guardian has been notified.
- θ If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- θ Arrange appropriate support services for necessary care of individual.
- θ Provide follow-up collaborative support for the student and parents (as indicated) within the school
- θ Develop a safety plan prior to the student's return to school.
- θ Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

EMERGENCY RESPONSE

MEDICAL EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
 - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
 - Exact location within the building
 - Nature of the emergency and how it occurred
 - Approximate age of injured person
 - Caller's name and phone number

Universal Precautions when Treating a Medical Emergency

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

Do not hang up until advised to do so by dispatcher.

- θ Assign staff member to meet rescue service and show medical responder where the injured person is.
- θ Assemble emergency care and contact information of victim
- θ Monitor medical status of victim, even if he or she is transported to the hospital.
- θ Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- θ Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- θ Advise staff of situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

- θ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- θ Notify Principal/Site Administrator.
- θ Stay calm. Keep individual warm with a coat or blanket.
- θ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.

EMERGENCY RESPONSE

MISSING STUDENT

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911 and explain the situation.
- θ Conduct an immediate search of the school campus and bus, as appropriate. Look for any unusual activity.
- θ Gather information about student to provide to law enforcement authorities:
 - photo
 - home address
 - parent contact numbers
 - class schedule
 - special activities
 - bus route /walking information
- θ Notify parents/guardians if the student is not found promptly.
- θ Keep parents/guardians informed of situation.
- θ Double-check circumstances:
 - Did someone pick up the student?
 - Could the student have walked home?
 - Is he or she at a medical appointment or another activity?
- θ Assist police with investigation. Provide a photo and complete information on the missing child: name.
- θ If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- θ When the child is found, contact all appropriate parties as soon as possible.
- θ Arrange for counseling of students, as needed.

STAFF ACTIONS:

- θ Confirm that student attended school that day. Notify Principal.
- θ Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- θ Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- θ Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

EMERGENCY RESPONSE POISONING/CONTAMINATION

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911.
- θ Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- θ Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- θ Provide list of potentially affected students and staff to responding authorities.
- θ Provide staff with information on possible poisonous materials in the building.
- θ Notify District Superintendent of situation and number of students and staff affected.
- θ Confer with Department of Health before the resumption of normal school activities.
- θ Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- θ Notify principal/site administrator.
- θ Call the Poison Center Hotline 1-800-222-1222.
- θ Administer first aid as directed by poison information center.
- θ Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- θ Keep poisonous materials in a locked and secure location.
 - θ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
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EMERGENCY RESPONSE

SHOOTING

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Remain calm.
- θ Assess the situation:
 - Is the shooter in the school?
 - Has shooter been identified?
 - Has the weapon been found and/or secured?
- θ Depending on the situation, initiate **LOCKDOWN** or **EVACUATION**, as appropriate.
- θ Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. **LOCKDOWN**).
- θ Identify Incident Command Post for police to respond. Assist police in entering the school; provide officers with critical information.
- θ Ensure injured students and staff receives medical attention.
- θ If shooter has left, secure all exterior doors to prevent re-entry.
- θ If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- θ Keep crime scene secure. Organize **OFF-SITE EVACUATION**, if necessary, or prepare to continue with classes.
- θ Isolate and separate witnesses.
- θ Gather information for police about the incident and everyone involved with it:
 - Name of suspect(s)
 - Location of shooting
 - Number and identification of casualties and injured
 - Current location of the shooter(s)

- θ Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer.
- θ Prepare letter for students to take home to their families.
- θ Arrange for immediate crisis counseling for students and staff.
- θ Provide liaison for family members of injured students and staff members.
- θ Debrief staff and school police officers.
- θ Provide informational updates to staff, students and their families during the following few days.

STAFF ACTIONS:

- θ Remain calm.
- θ Alert the principal/site administrator.
- θ Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Institute **LOCKDOWN** or **EVACUATION**, as appropriate.
- θ Provide first aid for victims, if needed.
- θ Account for all students. Maintain order in assembly area or shelter and await arrival of law enforcement.
- θ Assist police officers – provide identity, location and description of individual and weapons.

IN AN ACTIVE SHOOTER EMERGENCY

Make a decision, trusting your instincts, to take action to protect yourself to survive the situation. You generally will have three options:

- Get away: Can you safely escape?
- Hide: Is there a good place to hide?
- Confront: Will you take out the shooter?

GETTING OUT

- If you can and you deem it safe, get out and get to a safe place.
- You will have to rely partially on instinct.
- Leave belongings behind, but take your cell phone if it is handy.

HIDING IN A SAFE PLACE

- Find a hidden location.
- Find protection behind furniture if possible.
- Find a room that locks if you can.
- If possible, close and lock the outside door to the room. Blockade the door with furniture or other heavy objects.
- Close the blinds, turn off the lights, remain quiet, silence cell phones, spread out away from other individuals, and move behind available cover. Stay on the floor, away from doors or windows, and do not peek out to see what may be happening.
- Make a plan with others in the room about what you will do if the shooter enters.
- Make a total commitment to action and act as a team with others.
- Do whatever is necessary to survive the situation.
- If possible and safe to do so, report the location of the assailant.

IF OUTSIDE WHEN A SHOOTING OCCURS

- Drop to the ground immediately, face down as flat as possible. If within 15-20 feet of a safe place or cover, duck and run to it.
- Move or crawl away from gunfire, trying to utilize any obstructions between you and the gunfire. Remember that many objects of cover may conceal you from sight, but may not be bulletproof.
- When you reach a place of relative safety, stay down and do not move. Do not peek or raise your head in an effort to see what may be happening.
- Wait and listen for directions from Public Safety and/law enforcement personnel.

IF SUSPECT IS IN CLOSE PROXIMITY

- An individual must use his/her own discretion about when he or she must engage a shooter for survival.
- Generally, one can lie motionless and pretend to be unconscious or confront the individual.
- Make a plan as to how you will survive the situation.
- Make a total commitment to action and act as a team with others if possible.
- Do whatever is necessary to survive the situation.

HELP OUT

- Warn others.
- Help others escape.
- Keep others away from the danger area.
- Help the injured.
- Help others stay calm

CALLING FOR HELP

- If safe to do so, call the appropriate authorities. Do not assume that someone else has reported the incident.
- On Campus: call the Department of Public Safety at (619) 260-2222.
- Be persistent; phones may be jammed.
- Calmly identify yourself and your exact location. Remain calm and answer the dispatcher's questions. The dispatcher is trained to obtain the necessary and required information for an appropriate emergency response.
- If safe to do so, stop and take time to get a good description of the criminal. Note height, weight, sex, race, approximate age, clothing, method and direction of travel, and his/her name, if known. If the suspect is entering a vehicle, note the license plate number, make and model, color, and outstanding characteristics. All of this takes only a few seconds and is of the utmost help to the responding officers.
- Although you are not expected to know all of the answers, answer them to the best of your ability. Even though you may think the questioning is wasting valuable time, the information you provide will enable Public Safety dispatchers to dispatch officers and other emergency personnel safely and effectively.

During your call to Public Safety, you will be asked questions, such as:

- What exactly is happening and how do you know? Is it still happening?
- Where is the suspect now? What was his/her last known direction of travel?

- Are there any wounded and how many?
- What is the specific location of occurrence?
- What types of weapons were used? Describe the weapon/s or other dangerous object/s if possible, and any visible ammunition:
 - Rifle
 - Shotgun
 - Handgun: revolver or automatic
 - Ammunition: Describe type, amount and type of container (metal box, cardboard box, backpack pockets and others)
 - Knife or other dangerous weapons
 - Explosive device: Give specific description
 - Were any shots fired? Describe the sound and the number of shots fired.
 - Do you know who the suspect/s is? If yes, identify them and provide any background knowledge you may have.

WHEN LAW ENFORCEMENT ARRIVES

- When law enforcement reaches you, do not run at them or make sudden movements.
- The priority of the first responders will be to identify the shooter. Law enforcement will need to ensure that you are not the shooter.
- Do not scream, yell, point, or wave your arms.
- Do not hold anything in your hands that could be mistaken for a weapon (including cell phones).
- Be quiet and compliant.
- Show the officers your empty hands and follow their instructions.
- Give the number of shooters.
- Give the location and physical description of the shooter.
- Give the number and types of weapons.
- When it is safe to do so, you will be given instructions as to how to safely exit your location.

EMERGENCY RESPONSE STORM / SEVERE WEATHER

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- θ Report to site by 6 a.m. to check for power outages, flooding, etc.
- θ Determine whether school will be closed or remain open.
- θ Notify superintendent of school status.
- θ Assign staff to activate staff and parent phone trees
- θ Post school status on school website.
- θ Notify utility companies of any break or suspected break in utility lines.
- θ Take appropriate action to safeguard school property.
- θ Upon passage of the storm, return to normal routine.

Windstorm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- θ Notify utility companies of any break or suspected break in utility lines.
- θ Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- θ Take appropriate action to safeguard school property.
- θ Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- θ Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- θ Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- θ Take attendance. Report any missing students to principal/site administrator.
- θ Close all blinds and curtains.
- θ Avoid auditoriums, gymnasiums and other structures with large roof spans.
- θ Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:

- θ In a violent situation, immediately notify the first available adult.
- θ Do not retaliate or take unnecessary chances.
- θ Move away from the area of agitation.
- θ Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- θ Stay calm and reassure fellow students.
- θ Assist teachers and staff in accounting for students.
- θ Share all relevant information with law enforcement, teachers, and school staff.
- θ Follow directions from school administrator or law enforcement directions about where to go.
- θ Do not speculate to others or perpetuate rumors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- θ Control student ingress and egress from campus.
- θ Identify why the disruption is occurring. If necessary, notify police to request assistance.
- θ If disruption is non-violent, notify school resource officer or school education officer.
- θ Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.

- θ Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- θ If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- θ Notify parents about the incident, as appropriate.
- θ After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

EMERGENCY RESPONSE

SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911 in event of overdose or injury requiring medical attention.
- θ Call 911 if immediate threat exists to the safety of the student or others.
- θ Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- θ Administer first aid if possible.
- θ Communicate with appropriate school personnel and the parents/guardians to establish an immediate plan of action.
- θ Contact parents/guardians and inform them of the situation.
- θ Arrange for medical or counseling resources that may provide assistance.
- θ Document all actions taken on behalf of the student.

STAFF ACTIONS:

- θ Inform the Principal of what was written, drawn, spoken and/or threatened.
- θ Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- θ Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- θ Calmly move the student to a pre-arranged, non-threatening place away from other students.

For more information see the Student Threat Assessment section

EMERGENCY RESPONSE

SUSPICIOUS PACKAGE

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- Restrictive markings, e.g., "Personal"
- Handwritten or poorly-typed addresses
- No return address
- Excessive postage
- Excessive masking tape, string
- Oily stains or discoloration
- Protruding wires or aluminum foil
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- Rigid envelope

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911.
- θ Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- θ Prevent others from coming into the area.
- θ Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- θ If powder spills out, shut the ventilation system, heating system, or air
- θ Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- θ Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

- θ Do not open package. Do not pass it around to show it to other people.
- θ Do not bend, squeeze, shake or drop package.
- θ Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- θ Leave the room promptly and prevent anyone from entering.

- θ Notify principal or Site Administrator.

STAFF ACTIONS if package is leaking:

- θ Do not sniff, touch, taste, or look closely at the spilled contents.
- θ Do *not* clean up the powder.
- θ Put the package on a stable surface.
- θ Leave the room promptly and prevent anyone from entering.
- θ Wash hands thoroughly with soap and water.
- θ Notify principal or Site Administrator.

Other considerations:

- If the threat involves a suspicious substance **outdoors**:
 - Isolate the area of origin for 50 feet in all directions.
 - Do not cleanup, touch or disturb substance.
 - Prevent anyone from entering the area.
 - Move students indoors.
- If the threat involves a suspicious substance **indoors**:
 - Isolate the room of origin.
 - Do not cleanup, touch or disturb substance.
 - Prevent anyone from entering the room.
 - If possible, shut down the building's ventilation system.
 - If a suspicious substance has been intentionally introduced into the building's ventilation system, immediately evacuate the building.
- If you believe someone has been **exposed** to a suspicious substance:
 - Ensure *all* persons who may have been exposed are identified.
 - Isolate *all* potentially exposed persons in a separate room or controlled area until authorities arrive.
 - Do not remove or brush off exposed clothing.
 - Have exposed persons wash any exposed skin thoroughly with soap and water.
 - Do not touch exposed person.
 - Do not allow exposed persons to eat or drink anything.
- Designate someone (identified with a blue vest) to meet emergency responders upon their arrival.

EMERGENCY RESPONSE

THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - 1) Is the individual moving towards violent action?
 - 2) Is there evidence to suggest movement from thought to action?
- θ Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- θ Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**.
- θ Respond to angry students in a calm, non-confrontational manner. If an immediate threat is not evident, attempt to diffuse the situation.
- θ If an individual is armed with a weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- θ Facilitate a meeting with student(s) and family to review expectations.
- θ Facilitate a staff meeting to review plans for keeping school safe.

STAFF ACTIONS:

- θ If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- θ Inside the classroom, institute **LOCKDOWN**.
- θ Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- θ Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE

TORNADO

Tornados are violently rotating columns of air that descend in a funnel shape and form during the early stages of rapidly developing thunderstorms. Tornado shelter areas are interior hallways, interior restrooms or rooms away from exterior walls and windows and large rooms with long-span ceilings in permanent structures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Monitor National Weather service (NOAA) weather radio, all-hazard or emergency alert radio/television.
- θ Activate members of school emergency response team and notify staff.
- θ Notify custodian of potential utility failure.
- θ Move all persons into the building.

STAFF ACTIONS:

- θ Move to shelter area (interior halls, interior rooms).
- θ Review "Drop and Tuck" procedures with students.
- θ Stay away from windows, doors, or outside walls.
- θ Do not open windows.
- θ Children in schoolrooms of weak construction such as portable classrooms should be escorted to sturdier buildings.
- θ Account for students.
- θ Stay sheltered until the "All Clear" is sounded.

Drop and Tuck-

- When possible move to an interior wall
- Place your head close to your knees
- Cover the sides of your head with your arms
- Clasp your hands behind your neck.

EMERGENCY RESPONSE

UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

- θ Notify utility company. Provide the following information:
 - Affected areas of the school site
 - Type of problem or outage
 - Expected duration of the outage, if known
- θ Determine length of time service will be interrupted.
- θ Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- θ If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- θ Use messengers with oral or written word as an alternate means of faculty notification.
- θ Notify District Office of loss of service.
- θ Implement plan to provide services without utilities or with alternate utilities.

EMERGENCY RESPONSE

VOLCANIC ERUPTION

Volcanic dangers include not only an eruption of a mountain and associated lava flows, but also ash fall and debris flows.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Monitor National Weather service (NOAA) weather radio, all-hazard or emergency alert radio/television.
- θ Activate members of school emergency response team and notify staff.
- θ Notify custodian of potential ash fall situation.
- θ Move all persons into the building.
- θ Evacuate if advised to do so.

STAFF ACTIONS:

- θ Be prepared to stay indoors. Consider Shelter-in-Place procedures.
- θ Close doors, windows and turn off HVAC systems.
- θ Have dust masks available.
- θ As much as possible, keep ash out of buildings, machinery, air and water supplies, downspouts, storm drains, etc.

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

STAFF ACTIONS:

- θ Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
- θ Alert the principal/site administrator.
- θ Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- θ Provide first aid for victims, if needed.
- θ Account for all students.
- θ Assist police officers – provide identity, location and description of individual and weapons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Remain calm. Depending on how the situation unfolds, initiate **LOCKDOWN** or **EVACUATION**, as needed. Do not confront the suspect.
- θ Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. **LOCKDOWN**).
- θ Identify Incident Command Post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
- θ If suspect has left, secure all exterior doors to prevent re-entry.
- θ Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- θ Gather information about the incident for the police:
 - Name of student with weapon.

- Location of witness when weapon was seen.
 - What did the student do with the weapon after it was displayed?
 - What is the current location of the student with the weapon?
- θ Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located.
- θ Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick-up or carry his own belongings.
- θ Search student's belongings, including--but not limited to -- backpack, purse, locker, and auto, if applicable.
- θ Notify parents/guardians.
- θ Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.
- θ Secure a detailed written statement from witnesses including staff.
- θ Provide post-event trauma counseling for students and staff, as needed.
- θ Provide informational updates to staff, students and their families during next few days to squelch rumors.

Recommended Emergency Supplies for Schools

Individual Student Kits

Some schools ask students to bring in their own kits, sometimes called "comfort kits." Items can be put into a 1 gallon zip lock bag: The school will need a plan to make sure that each student has a kit. Suggested items may include:

- 2 high energy bars (granola, etc.) Stay away from any containing peanut butter.
- 1 fruit cup, not from refrigerator section. Alternative--2 Jell-O cups.
- 1 package unsalted crackers or wafers (no larger than 4x4x2).
- 1 4 ounce size Jell-O gelatin (or 2 fruit cups)--not pudding.
- 2 Fruit roll-ups
- 2 small canned juice (5.5 ounce), no boxed juices.
- 1 pint plastic bottled water
- 2 small pocket size Kleenex (4x2x1), not in a box.
- Space blanket
- Trash bag (large plastic)
- Chemical light stick
- A note and/or photo from family reassuring to child.
- A small book, puzzle or toy which will fit inside bag.
- Completed copy of child's emergency card, covered in clear contact paper. The card should have 2 holes at the top and string or yarn attached so that it can be worn by the child in the event of an emergency.
- Change of clothes
- Jacket, raincoat, hat

Classroom Supplies List

- Clipboard with
 - List of classroom students (and photo)
 - List of students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential
- List of emergency procedures
- Whistle & hat (or other identifier) for teacher
- First aid supplies
- First aid instruction manual
- Medical gloves
- Food
- Water
- Battery-powered flashlight

- Batteries
- Blankets
- 5 gallon Bucket
- Sanitary items (towelettes & toilet paper)
- Work gloves
- Breathing masks
- Plastic sheeting
- Duct tape
- Can opener
- Hard candies
- Student activities
- Safety goggles, 1 pair.
- Space blankets, 3.
- Pens, paper.
- Drinking Water and cups – stored separately

Supplies for the Whole School

Water:

- 1 gallon per person per day times three days, with small paper cups.

First Aid:

- 4 x 4" compress: 1000 per 500 students.
- 8 x 10" compress: 150 per 500 students.
- Elastic bandage: 2-inch: 12 per campus 4-inch: 12 per campus.
- Triangular bandage: 24 per campus.
- Cardboard splints: 24 each, small, medium, large.
- Butterfly bandages: 50 per campus.
- Water in small sealed containers: 100 (for flushing wounds, etc.).
- Hydrogen peroxide: 10 pints per campus.
- Bleach, 1 small bottle.
- Scissors, paramedic: 4 per campus.
- Tweezers: 3 assorted per campus.
- Triage tags: 50 per 500 students.
- Medical disposable gloves: 100 per 500 students.
- Oval eye patch: 50 per campus.
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus.
- Dust masks: 25/100 students.
- Disposable blanket: 10 per 100 students.
- First Aid Books 2 standard and 2 advanced per campus.

- Space blankets: 1 per student and staff.
- Heavy duty rubber gloves, 4 pair.

Sanitation (if not supplied in the Classroom Kits):

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags.
- Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus:

- 3 rolls barrier tape 3" x 1000".
- Pry bar, Pick ax, Sledge hammer, Shovel, Pliers, Bolt cutters, Hammer, Screwdrivers, Utility knife, Broom Utility shut off wrench

Other Supplies:

- Designated command post with student roster (and photos), emergency contact information, and staff roster (with photos) in the form of a sign in/sign out sheet.
- 3' x 6' folding tables, 3-4.
- Chairs, 12-16.
- Reflective vests or other means of identifying safety team members
- Clipboards with Emergency Job Descriptions
- Office supplies: pens, paper, etc.
- Signs for Student Request and Release.
- Alphabetical Dividers for Request Gate.
- Copies of all necessary forms.
- Cable to connect car battery for emergency power.
- Two-way radios
- Cell phone charger(s)
- Can opener
- Waterproof matches and container
- Lighter
- Speaker or megaphone
- Whistles
- Battery-operated flashlight or light sticks
- Extra batteries
- Battery-operated radio
- Blankets, pillows
- Plastic sheeting / tarps

- Small directory with emergency telephone numbers of local drugstores, etc.
- Campus maps with evacuation sites & reunification site (See: Rapid Responder)

Food:

The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.