Highland Grove Elementary School

2026-2027



Emergency/Disaster Response Plan

Team Responsibilities & Duties

Command Center

- Lead will activate emergency alarm/signal
- Emergency/Staff radios delivered to command center for dispersal to team leads
- Coordinate set-up of designated areas
- Dispatch teams to assigned tasks
- Use Command support to begin release of students
- Assist with the coordination of site and community disaster efforts
- Release staff members by priority release information and severity and duration of the disaster

Operations

- Lead will report to Command Center and retrieve radio
- Control Main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken or fallen lines
- Direct fire-fighting efforts until regular fire-fighting personnel take over
- Survey and report damage to the Command leader
- Disburse supplies and equipment from land/sea containers as needed

Search and Rescue

- Lead will report to Command Center and retrieve radio
- Assist lead to assign members areas for search and rescue
- When search is complete, join First Aid and Morgue Teams as necessary

Procedures

✔️Take no action that might endanger your team

✔️Use appropriate safety equipment

✔️Proceed as quietly as possible in order to hear calls for help

✔️Search rooms visually and vocally

✔️Place a large **X** (Blue Tape) on door when search of room is complete

✔️Stay in constant contact with other team members, both visually and vocally

✔️Make note of location and name, if possible, of any deceased staff or student. Report information to Command Center

✔️Secure all buildings from re-entry

Injuries

✔️Do not remove a victim until after breathing, bleeding and shock symptoms have been treated or if there is immediate danger from such hazards as falling walls or fire

✔️If there are any seriously injured persons who cannot be moved, use a desk or table to cover and protect the victim from falling debris, and make sure door is marked appropriately

✔️ See Appendix A for *First Aid Status*

First Aid

- Lead will report to Command Center and retrieve radio
- Activate triage and administer first aid as necessary. Keep accurate records of care given.
- Treat victims accordingly to the following categories:

  ✔️Immediate/life-threatening

  ✔️Delayed: broken bones, lacerations, non-life-threatening

  ✔️Minor: cuts and bruises

  ✔️Deceased
- Use gloves for protection from body fluids
- Supervise use and distribution of first aid supplies
- Notify Command Center of staff and student injuries or deaths

Morgue

- Lead will report to Command Center and retrieve radio
- Keep accurate records
- Attach tag to the body with the following information:

  ✔️Name – if known

  ✔️Location where found

  ✔️Name of person completing the tag
- Place body in plastic bag(s) and tape securely. Attach second tag to outside of bag
- Move body to designated morgue area

Sanitation

- Lead will report to Command Center and retrieve radio
- Retrieve supplies from storage container
- After it is determined the approximate length of time that staff and students will be on site, prepare toilet areas as follows: 3-4 feet long, 24-30 inches deep, as narrow as possible
- Gender separation is necessary using a divider tarp, solar blanket or other material available to provide privacy

Supply Team-Food/Water Supply

- Lead will report to Command Center and retrieve radio
- Gather food & water supply from land/sea container to designated Food & Water area
- Check with First Aid for immediate food & water needs of the injured
- Check cafeteria stock for use and distribution
- Begin immediate water distribution to students and staff
- Ration all supplies

Nutrition Services

- Lead will report to Command Center and retrieve radio
- Work with Food/Water team
- Document food/water distribution to each student and staff

Roving Staff

- Report to Command Center for assignment

Assembly Area-Student Supervision

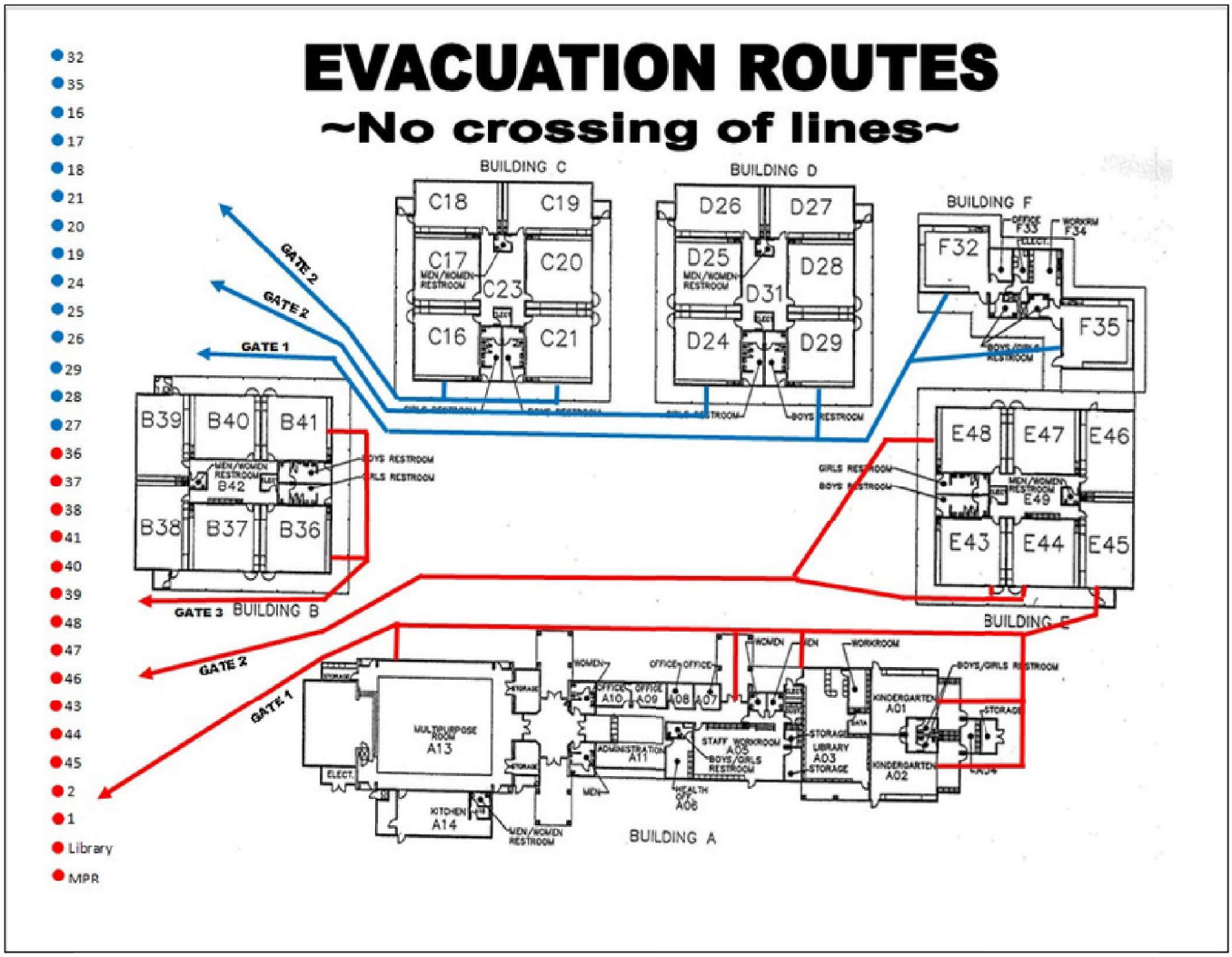
- Lead will report to Command Center and retrieve radio
- Gather Emergency Status Report form from each teacher
- Move students to student supervision area
- Verify student attendance using the Emergency Status Report form
- Care for and provide for necessary needs of students
- Work with Command Support team on student release

Request/Reunion Gate

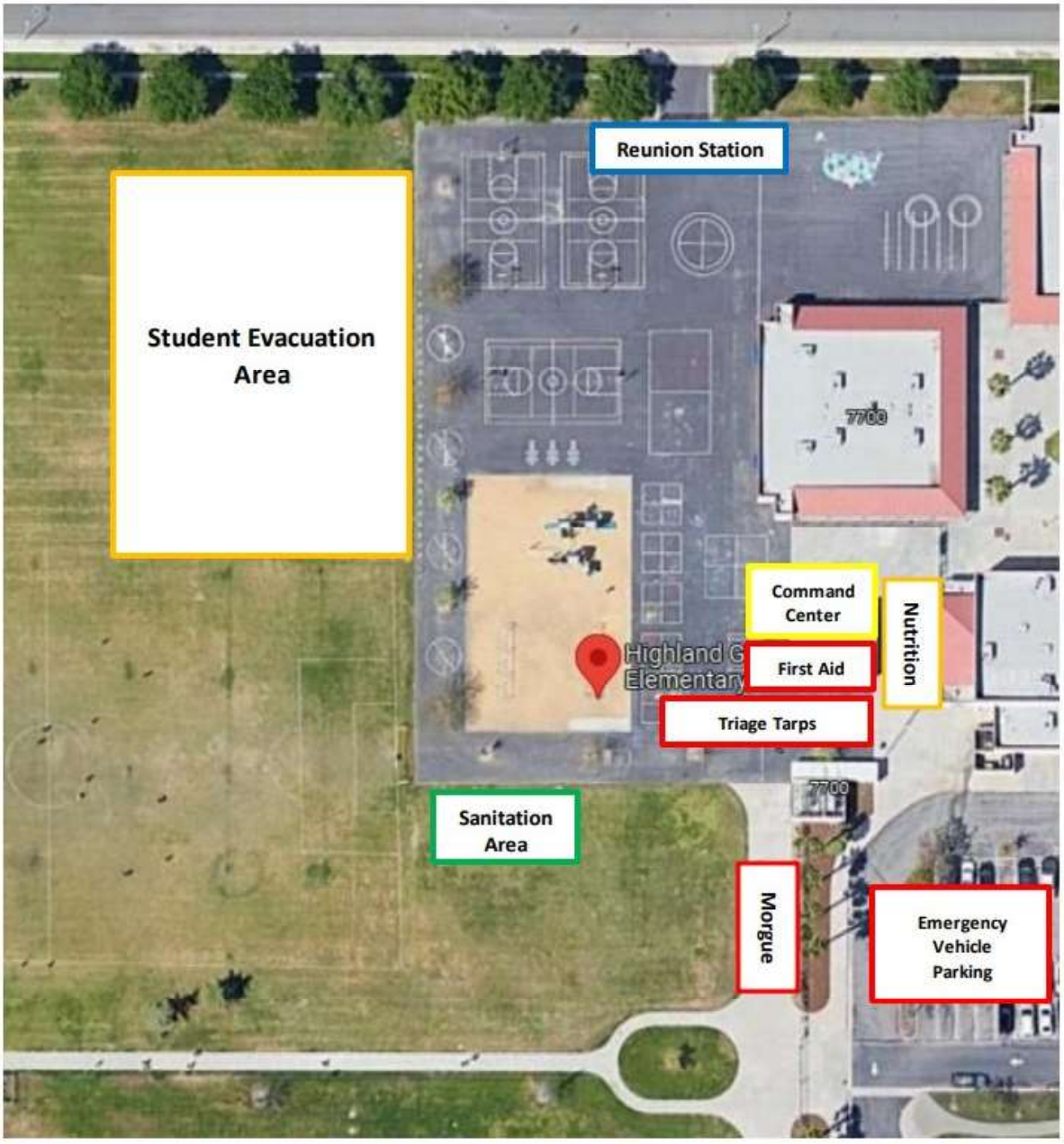
- Lead will report to Command Leader and retrieve radio
- Monitor radio emergency broadcasts
- Begin the procedures for student release
    - Parents or persons listed on the emergency release card may sign out the student by showing school staff a picture ID. The emergency contact signs the student out, noting date and time. Once this is complete, staff will radio the supervision team for the student to report to the reunion gate.
- Document student release information
- Provide for the safety of essential school records and documents
    - At the reunion gate, staff will have binders with student emergency contact information. These records are the responsibility of the staff members that will be releasing students.

Site Map

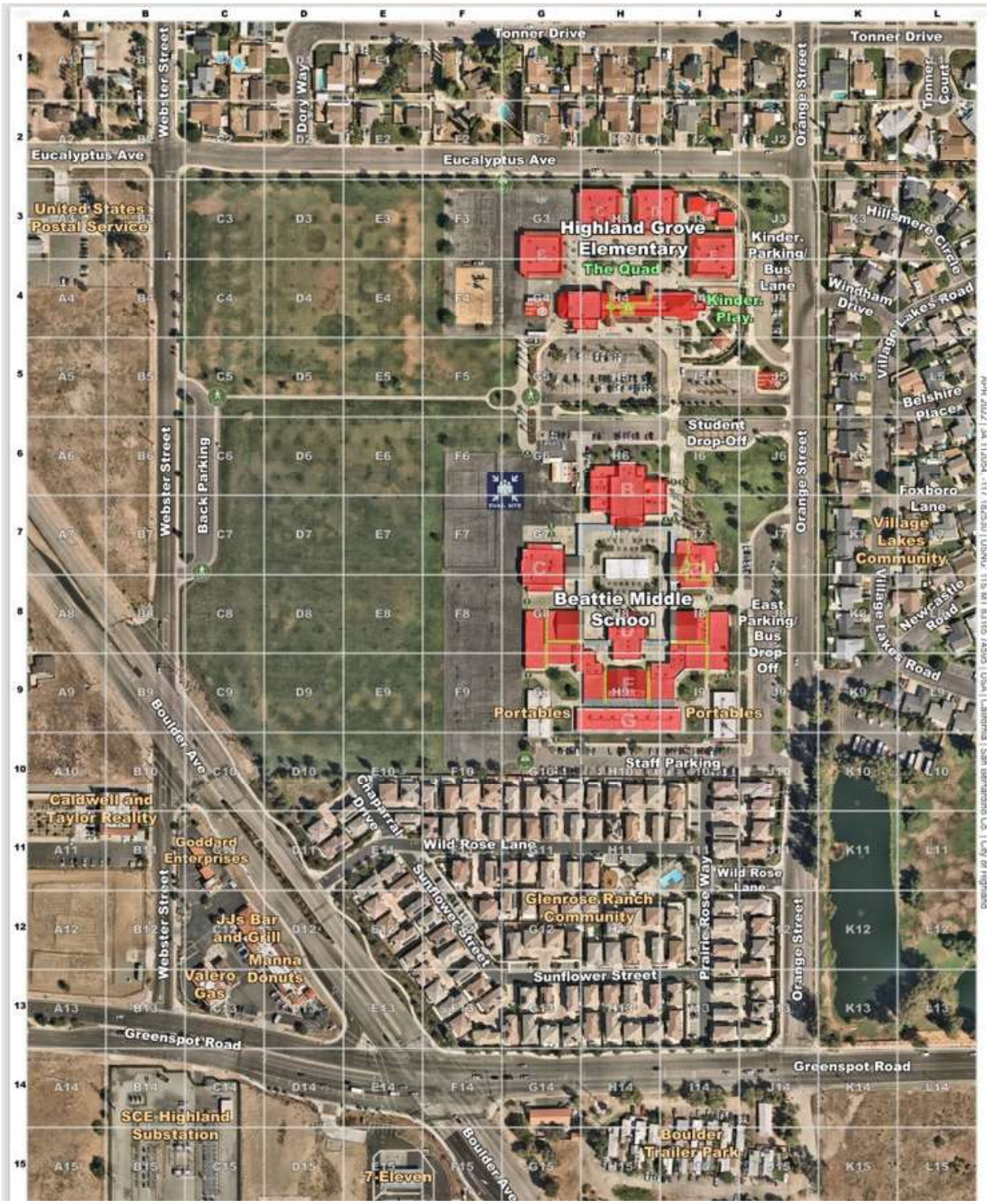

Build. C
C18
C19
C17
C20
C16
C21
Build. D
D26
D27
D25
D28
D24
D29
Build. F
Office
F32
F33
F34
V.I.
Class
F35
Build. B
B39
B40
B41
B38
B37
B36
Build. E
E48
E47
E46
E43
E44
E45
The Quad
Build. A
Stage
A142
Multi-
Purpose
A13
Kitch.
A14
Work
A5
Library
A3
A101
A2
Kinder.
Playground
Bike Rack
North UP
10
V1.0
Micro
Highland Grove Elementary School


EVACUATION ROUTES
~No crossing of lines~
32
35
16
17
18
21
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19
24
25
26
29
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37
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41
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48
47
46
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44
45
2
1
Library
MPR
BUILDING C
C18
C19
C17
C20
C23
C16
C21
BUILDING D
D26
D27
D25
D28
D31
D24
D29
BUILDING F
F32
F35
GATE 2
GATE 2
GATE 1
B39
B40
B41
B42
B38
B37
B36
GATE 3 BUILDING B
E48
E47
E46
E49
E43
E44
E45
BUILDING E
GATE 2
GATE 1
A13
A10
A09
A08
A07
A05
A11
A14
A01
A03
A02
BUILDING A

Highland Grove Elementary
Emergency Zoning Map



Highland Grove, Beattie, and Surrounding Neighborhoods



Emergency / Disaster Procedures

Types of emergencies:	Response Procedures:
1. Earthquake	Duck, Cover, and Hold
1. Fire	Evacuate
2. Smog Alert	Modified Shelter-in-Place
3. Airplane crash	Duck, Cover, and Hold
4. Bomb or bomb threat	Duck, Cover, and Hold or Evacuate
5. Hazardous materials release	Lockdown or Shelter in Place
6. Sniper or gunfire	Hit the Deck, Modified Shelter - in-Place
7. Severe storm	Modified Shelter-in-Place

Earthquake or Explosion

SIGNAL: Continuous Series of ShortBell Sounds(Ifnotanearthquake)Followed By Announcement
PROCEDURE: DUCK, COVER, AND HOLD

When the ground begins shaking, a loud explosion is heard/felt, or a duck, cover, and hold drill begins, everyone — students, staff, and all others present — take the following protective actions:

Indoors:

- **Duck** : Take cover under a nearby desk or table, positioning as much of the body as possible under cover.
- **Cover** eyes by leaning the face against the arm.
- **Hold on** to the table legs or side of the desk. Remain in position until the ground stops shaking, objects stop falling, or the teacher indicates that this phase of the drill has ended.

If there is no table or desk nearby, but there are chairs (such as an auditorium-style arrangement):

- **Duck, cover, and hold** : take cover under the chairs, if possible, and/or between the rows of chairs, by dropping to the floor, holding on, and protecting the eyes with the arm.

If there are no tables or chairs nearby (or not enough):

- **Duck, cover, and hold** : take cover by dropping to the floor, against an interior wall, if possible. The "drop" position is preferred: on the floor, on the knees, leaning over to rest on the elbows, hands clasped behind the neck, face down for protection.

In the hallway:

- **Duck, cover, and hold** : take the "drop" position alongside the walls. Choose the closest safe place.

On stairs:

- **Duck, cover, and hold** : Sit down, hold onto the handrail, and cover your eyes

People with disabilities:

- In a wheelchair: Remain in the chair, set the brake, and hold on. If you have a hard hat with you, put it on.
- Trying to protect the head and neck by leaning forward so that the head is lower than the back of the wheelchair is not practical. First, the person would have to bend head down to knees, which may not be physically possible. Second, the leather or vinyl backs of most wheelchairs will not add protection

With mobility impairments, but not in a wheelchair:

- If sitting at onset of earthquake, remain in place, protecting your head if possible, and hold on.
- If standing, sit down or brace your body to avoid falling.
- People with mobility impairments should not be routinely placed under or near potential hazards.

Teachers and other Caregivers:

- Duck, cover, and hold as directed above so that you will be available and uninjured to assist others after the ground stops shaking. The teacher should be the first to duck, cover, and hold.

Outdoors:

- **Duck, cover, and hold** : Move away from buildings, power lines, block walls, and other items which might fall. Take the "drop" position or sit down.

- **Remain in position** until the ground stops shaking or the teacher indicates that this phase of the drill has ended.

Situation assessment:

- Teacher or supervising adult makes a quick assessment of the situation. Any of the following require immediate evacuation: fire, damage to structure, hazardous materials spill.
- Teacher makes a quick assessment of injuries to students. Unless the situation calls for immediate evacuation, the teacher uses first aid for critical injuries.
- Teacher checks with buddy teacher. It may be necessary to assist or evacuate the buddy teacher's class.
- In most cases, the teacher will wait until composure has been reached and an evacuation signal has been received before directing the class to evacuate. See evacuation procedures.

Aftershocks:

- Students and staff ***duck, cover, and hold.***
- Teacher/staff repeat situation assessment procedures detailed above.

Evacuation

SIGNAL: CONTINUING SERIES OF SHORT BELLSOUNDS(Firedrillbell)
PROCEDURE: EVACUATE BUILDING

Evacuation Routes :
Evacuation routes should minimize exposure to hazards.

- move away from buildings
- avoid walking under covered walkways, alongside block walls or buildings, under power lines, etc.

Evacuation Procedures:

- Evacuation is generally ordered by the Incident Commander.
- Students and staff are notified by the bell signal (commonly described as a fire drill bell).
- The Incident Commander calls for an evacuation during conditions in which the interior of the school buildings may not be safe, such as a fire, explosion, or hazardous materials spill in the building.

During an earthquake or any ground shaking:

- students and staff ***duck, cover, and hold*** .

When the ground stops shaking, the teacher:

- Evaluates the situation; orders immediate evacuation in case of fire, chemical spill, or obvious structural damage.
- Checks with buddy teacher.
- Evacuates when advised to do so.

Incident Commander assesses the situation and determines whether evacuating is necessary and safe.

Reasons to evacuate after an earthquake:

- existence or possibility of fire, structural damage, chemical spills inside buildings
- to consolidate students into one area for care, freeing staff members for other assignments

Reasons not to evacuate following an earthquake:

- hazardous materials release in area
- inclement weather
- hazards in the primary and backup evacuation areas
- hazards along the evacuation routes
- electrical hazards

Buddy teacher system:

- neighbor teachers paired at the beginning of the year.
- check on each other after a disaster.
- if there are no injuries/problems, **evacuate classes together, with one teacher at front of line, other at the rear to check that all students have evacuated.**
- if one class has injuries, a teacher stays with injured students; the other teacher takes both classes out.
- If both classes have injuries and the building appears stable, both classes wait for assistance.

Lockdown or Shelter-in-Place

SIGNAL (Lockdown): THREE BELLS&"LOCKDOWN"announced.
SIGNAL (High Alert Lockdown/Shelter-in-Place): THREE BELLS & "HIGH ALERT LOCKDOWN" announced.
PROCEDURE: LOCK ALL DOORS

If any of the following are perceived : • an unusual odor or sound • visible smoke, vapor cloud, or fire (outside school buildings) • skin or eye irritation	• any breathing difficulty • gunfire • safety hazard reported by police • electrical hazard

Then these actions are taken :

Teacher and other staff members:

- A teacher may make the decision to Lockdown/Shelter-in-Place when he or she perceives any of the above conditions.
- Initiate Shelter-in-Place and notify the principal.
- Or, follow Lockdown/Shelter-in-Place procedures when instructed to do so.

Procedures :

- Everyone reports to the assigned classroom as quickly as possible.
- Close and lock classroom doors and windows.
- Students not in the room are to report to the alternate shelter site.
- Turn off pilot lights, air conditioners, and exhaust fans.
- Tape around doors, windows, and vents, or place wet towels at bottom of door.
- Do not open doors or windows until all-clear (one long bell) sounds.
- Close drapes and stay away from windows.
- Take roll.
- Electricity will be left on. Intercoms, radios, and televisions may be used for getting information during the event.
- **Do not allow anyone to leave the classroom.** Use emergency food and toilet facilities stored in the room, if necessary.
- Wait for further instructions.
- Do not evacuate the room until told to do so.

Gunfire

SIGNAL: GUN SHOT SOUND OR INTERCOM ANNOUNCEMENT
PROCEDURE: "HIT THE DECK" & LOCK ALL DOORS (same as "High Alert Lockdown")
When gunfire is heard nearby (the sound is very loud), a teacher or staff member shouts to "hit the deck." This means lying flat on the ground or floor. Lock all classroom doors and listen for specific directions.

Bomb Threat

SIGNAL: INTERCOM ANNOUNCEMENT
PROCEDURE: LOCKDOWN OR EVACUATE
In the event of a bomb threat, the responsibility for determining the exact course of action in each case remains with the Superintendent/designee. The following procedures are given for the safety of students and staff and the prevention of panic. Please listen carefully to the intercom announcement for specific directions.

*See page 20 for detailed instructions for:

Safe and Secure Mode

Lock Down

Critical Report

3 LEVELS OF STUDENT SAFETY IN A CRISIS

Safe and Secure Mode *(Limit Outside Movement)* YELLOW

Safe and Secure Mode is a security procedure used to reduce student and staff movement outside school buildings. This may be due to a medical emergency, area disturbance, isolated site disturbance, etc. It is designed to allow for school to carry forward but have the ability to move to Lockdown quickly if needed. During the Safe and Secure mode, there is heightened vigilance on campus by all school staff.

Generally, recesses and outdoor activities are reduced. Parents/guardians can have access to their student(s) and may check them out of school if they see fit to do so.

- Teachers should continue teaching as normal
- Allow students restroom use with clear administrator/ teacher direction
- Increased available staff presence during passing periods and student dismissal
- Lunch/activities monitored more closely for movement outside of lunch area, unless site admin decides otherwise
- Standard inclement weather schedule/routine in place, unless site administrator/designee decides otherwise
- Perimeter gates, where applicable, will be locked and monitored by available staff, allowing for central access points
- PE classes will be monitored more closely for movement outside of PE area; classes may be moved off all fields into more secure locations (e.g., gym, class, & MPR)

Lock Down *(Prevent All Outside Movement)* ORANGE

Lock Down is called when a law enforcement event is happening in the vicinity of a school or on campus. With the support of law enforcement, a school site will call a Lock Down as a precautionary measure. This means all students and staff must stay inside behind locked doors; however, it does not mean that there is an active threat occurring on campus.

- Take a look outside your classroom and gather up any stray students in the hallways
- Ensure that your door is locked
- Project a calm demeanor to help students remain calm; reassure students that they are safe
- Do not allow anyone to leave the classroom
- Staff and parents/guardians frequently check their emails for updates from their site administrators
- If students are out on the playground or athletic fields, quickly move them to a secure classroom, locker room, or multi-purpose room
- Teachers continue to keep students engaged in learning

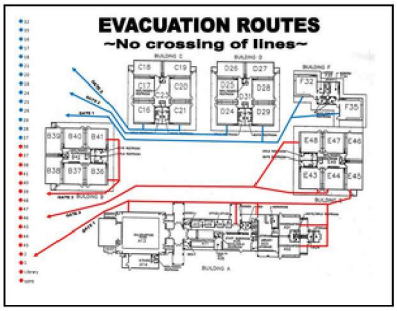
Critical Alert *(Locks, Lights, Out of Sight)* RED

Critical Alert is called when a significant, threatening event is happening on campus or adjacent to campus that creates a potential danger to students and staff. While this may be communicated to the school by law enforcement, it may also be determined by school officials on the scene. Critical Alert assumes that everyone is prepared for a potential significant threat/event on campus.

- Turn off or reduce lighting, so it will appear that the room is vacant
- Keep all students sitting on the floor, away from the door or windows
- Do not look out the windows
- Advise the students that there is a serious situation; project a calm demeanor and reassure students that you are taking steps to keep them safe
- Ensure that everyone in the room turns the ringer off on their cell phones
- Do not allow students to talk on their cell phones (keep room as quiet as possible)
- Limit calls to the school office; phones are being used to communicate with parents/guardians and first responders
- Quietly take roll and make a list of missing students and any extra students that are in your room. Email this list to your administrators and school site secretaries
- When staff determines, they will direct the evacuation of students they oversee to the designated area; each staff will make this determination based on their specific situation
- Do not open the door, even if someone knocks and claims to be a staff member (administrator/custodian will have a master key)
- If students are out on the PE field, do not return them to the locker room. Move them to a safe place (this may be the farthest part of the campus or off campus); Staff must remain with students until reunification

Emergency Drill Procedures

SIGNAL: CONTINUING SERIES OF SHORT BELL SOUNDS (Fire drill bell)
PROCEDURE: EVACUATE BUILDING



When you hear the fire alarm or announcement:

- Grade level lead - bring radio from pod when you evacuate
- Line students up quietly
- Pick up your emergency backpack/supplies **(Please make sure to keep an updated roster and extra Status Report forms in your backpack in case there is a sub)**
- Evacuate to your designated location on the field/playground

Teachers Check in:

- If there is a missing student (not absent and either with another adult or you don't know where they are - hold up your red card.
  - Use the "Injured/Missing Status Report Form" to list students who are present but not physically with your class
  - Send the status report to the admin or counselor checking off staff.
- Admin/Support Staff will check in with you and help locate the student/s.
- Once all present students are accounted for, flip your card to the green side.

Other Staff/volunteers on campus:

- Check in with the Office Manager so they know you are on campus and accounted for.

Roles of Admin and Support Staff During a Drill

- Office Manager and Head custodian communicate and start the alarm
- Admin will initiate the drill through Raptor
- Admin will check off classrooms/students accounted for
- Counselor and Office Manager will use the staff check-off list to account for staff members.
  - This will be a visual check. Once they see a teacher or staff member they will check them off on the list.

INJURED / MISSING STATUS REPORT FORM

Return this form to Assembly Area Team Recorder

*****DO NOT COMPLETE THIS FORM IF ALL PERSONS ARE ACCOUNTED FOR*****

Teacher's Name _____ **Room:** _____

CONDITION OF PERSONS

Injured Persons

Name of Person	Adult or Student ? (Circle one)	Condition (circle one)
1.	A S	non-life-threatening life threatening
2.	A S	minor non-life-threatening life threatening
3.	A S	minor non-life-threatening life threatening
4.	A S	minor non-life-threatening life threatening

minor

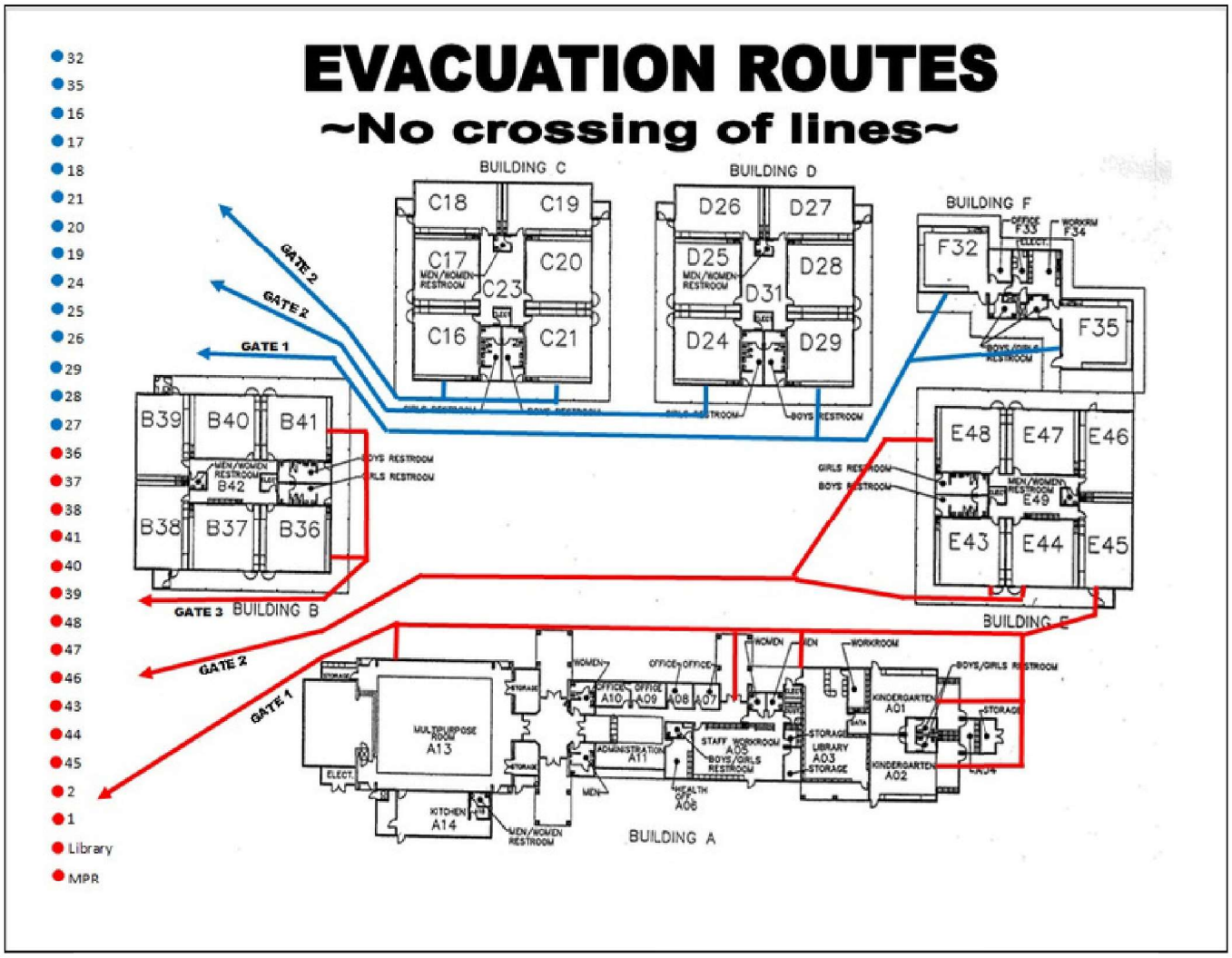
Missing or Unaccounted for:

Name of Person	Last known location (room #)	Trapped in Bldg.? Y or N (circle one)
1.		Yes No IDK
2.		Yes No IDK
3.		Yes No IDK
4.		Yes No IDK

Triage According to Severity – clip triage tag to person

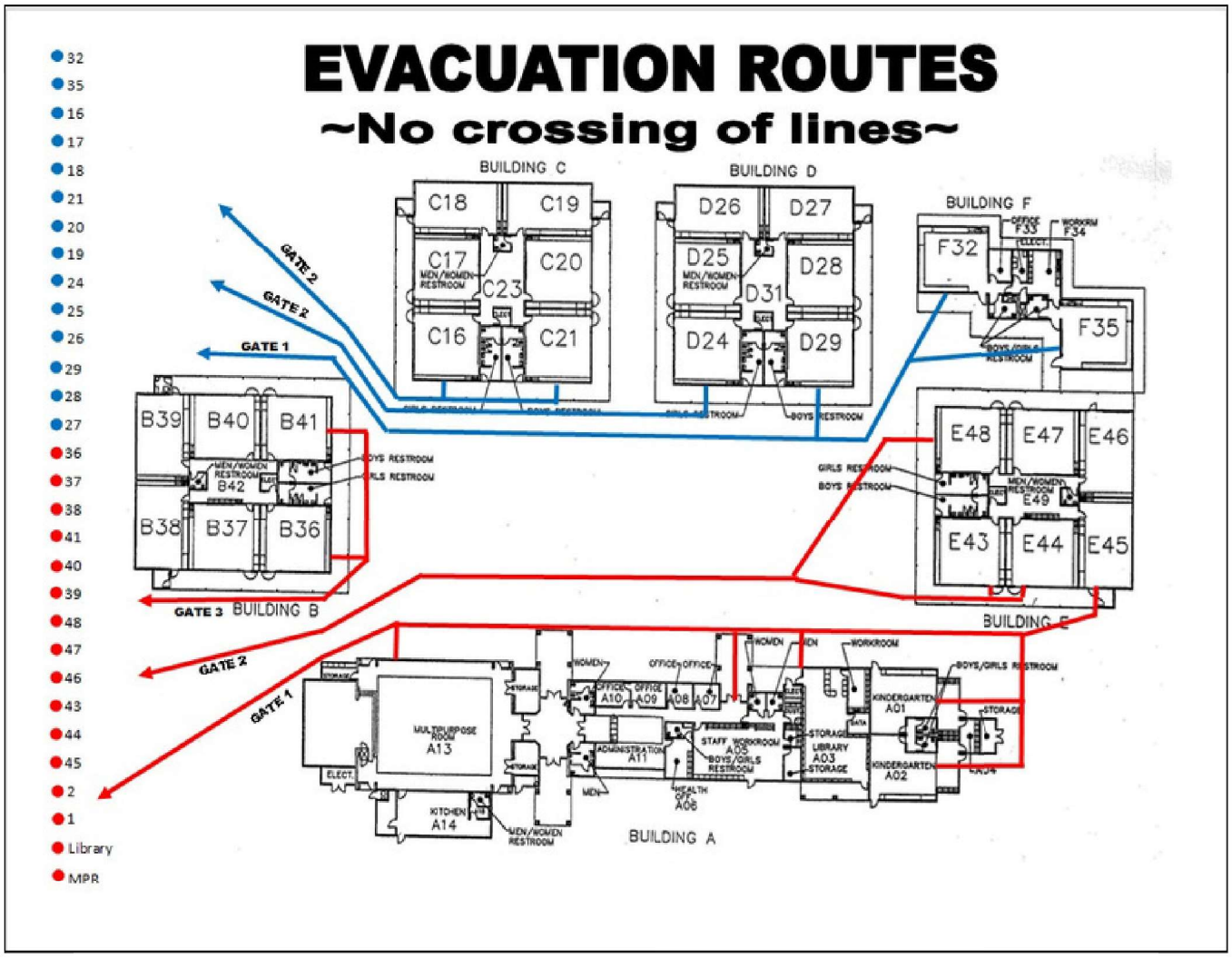
Deceased **Immediate** redtarp	Non-emergency
	Life Threatening Examples: unconscious, severe bleeding, difficulty breathing, major trauma
Delayed yellowtarp	Serious, not life threatening Examples: large open wounds, moderate burns, significant bone fracture, etc.
Minor greentarp	Walking wounded Examples: minor cuts and/or abrasions

Search and Rescue Bldg A & F



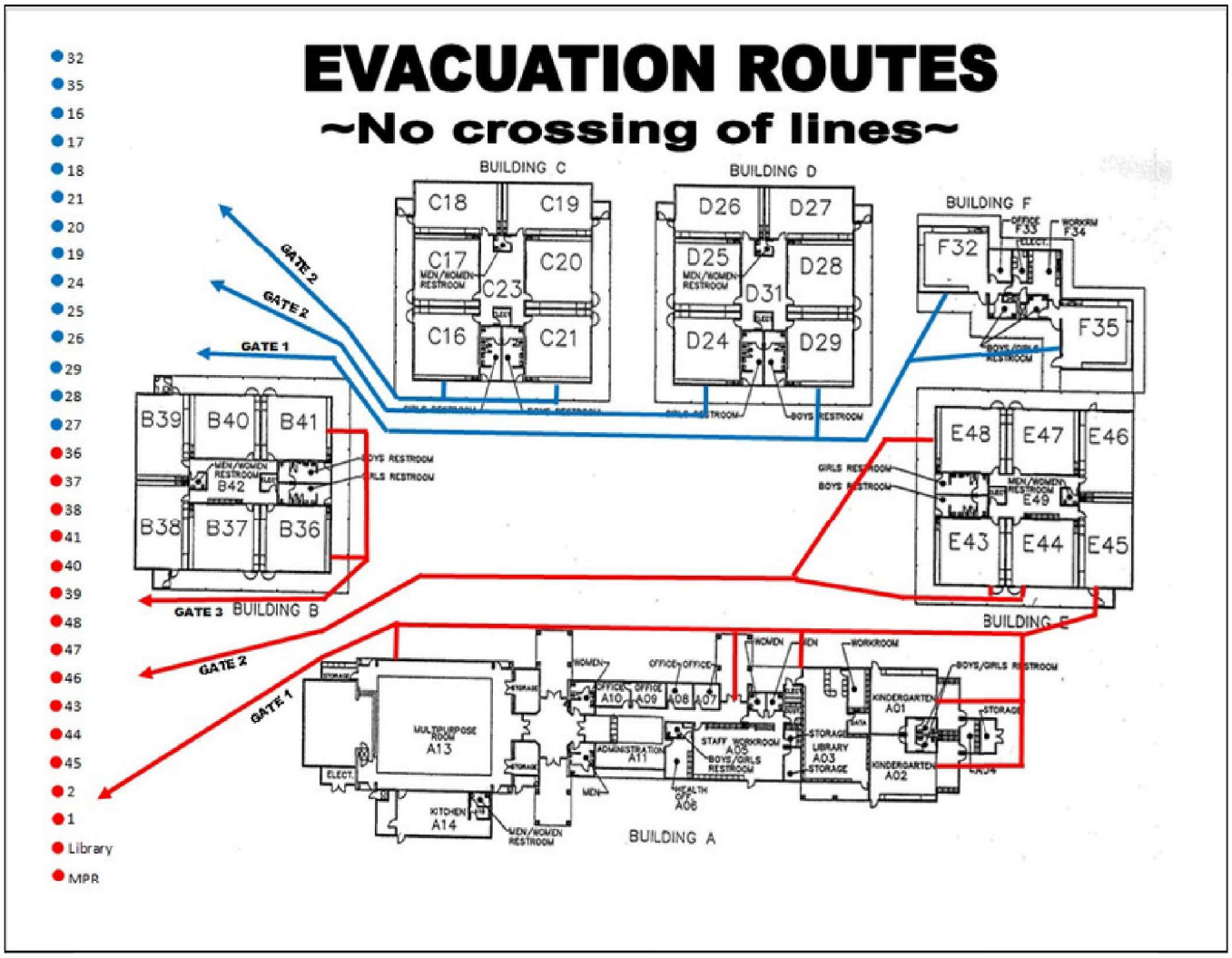
Notes

Search and Rescue Bldg B & C



Notes

Search and Rescue Bldg D & E



Notes