Emergency Planning Guidelines for Local School Systems and Schools

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Response

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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INTRODUCTION

Emergency Planning Guidelines for
Local School Systems and Schools

One of Maryland's public education goals is to create and maintain safe, secure, and drug-free school environments that are conducive to learning. To achieve this goal, it is essential that local school systems (LSSs) and schools take measures to prevent/mitigate risks, prepare for hazards that cannot be fully mitigated, and that they are prepared to respond to a variety of emergency and crisis situations. Schools are an integral part of the communities they serve and, therefore, are not isolated from the issues that affect their communities and our Nation. The issues that impact the daily lives of children, families, and communities are also reflected in our schools.

The isolated, yet tragic and violent events that have happened in schools and communities across the nation (the 1999 Columbine High School shootings, the September 11, 2001 terrorist attacks, the 2002 Washington, DC area sniper shootings, and the 2012 Sandy Hook Elementary School shootings), validate the need for State and local agencies, LSSs, schools, and communities to have well-written and well-rehearsed plans that address a variety of emergencies, crisis situations, and traumatic events. These plans must also have a living quality in order to be relevant and helpful during these events. They cannot be placed on shelves waiting to be dusted off when a situation arises, but must be continuously reviewed, updated, and exercised.

These guidelines were developed in consultation with the Local School System Emergency Planning contacts, Maryland State Police, Governor's Office of Crime Control and Prevention, Maryland School Psychologist Association, Maryland Emergency Management Agency, Maryland Department of the Environment, Johns Hopkins Lab, and Maryland Association of Boards of Education. The guidelines will help LSSs and schools in developing new plans and in reviewing and updating existing plans. The planning process includes identifying and analyzing hazards in the school and community and taking measures to mitigate those hazards. A comprehensive emergency plan should address **mitigation/prevention, preparedness, response, and recovery**. The plan should be stored, electronically if possible, in a place that is both secure and easily accessible. All stakeholders should know how to access the plan. Abbreviated flip charts or similar documents are often used to assist staff with a quick response during an emergency. These documents should be kept simple, listing basic emergency procedures for classroom teachers and staff; however, are not a replacement for comprehensive district or school plans. Additionally, communication with parents regarding emergency response should be included in the writing and implementation of the plan and parents should have a copy of the pieces that pertain to them. Relevant information should be shared with parents to assist with implementation and understanding of the plan, while also not compromising security.

The Incident Command System model provides a framework to help develop roles, responsibilities, and functions to address emergency situations. It is essential that exercises and drills be conducted to test the plan and to increase the knowledge and skills of staff and students.

The plan must be routinely reviewed and updated at least annually to reflect or address issues that arise after each rehearsal/test or actual emergency. Schools should tailor the LSS plan to meet the individual and unique needs of the school. The quality of the plan is related to the extent to which all stakeholders in the school community are involved in the plan, have a role, and are involved in the planning.

Why LSSs and Schools Should Plan for Crises and Emergencies

Code of Maryland Regulations 13A.02.02.01-.04 – *Emergency Plans,* sets forth the requirements for emergency plans that shall be developed and implemented by each of Maryland's 24 local school systems. **It is important to note that these regulations on *Emergency Plans* are currently being reviewed and may change after publication of this document**. "Emergency plan" means a plan <u>for each school system</u> and <u>each public school</u> within the school system that addresses mitigation, preparation, response, and recovery to an emergency including responding to:
- Violent or traumatic events on school grounds during regular school hours or during school-sponsored activities;
- Events in the community that affect normal school functioning.

The Regulation further requires each local school system school to develop an emergency plan for each public school and central administration office under its jurisdiction in consultation with other health and safety officials in the local community that:
- Deals with the contingencies of man-made, technological, and natural hazards; and
- Conforms to the requirements of the Regulation.

Additionally, the Regulation requires each:
- Public school emergency plan to be on file in each public school system;
- LSS to develop and implement an annual schedule of drills for each school within the system; and
- Local superintendent of schools to certify annually in writing to the State Superintendent of Schools that the requirements of the Regulation are being implemented.

Parents entrust their children to schools with the expectation that their health and safety will be of the utmost concern to school officials. Children look to their teachers, principals, and other school staff to protect them from harm and to instruct them during emergencies. Thus, school personnel have an ethical obligation to ensure they can respond appropriately during crisis and emergency situations.

Schools play a unique role in the lives of children and must have plans to deal with emergencies while students are in their care. There is a great difference between crisis intervention and emergency planning. **Crisis intervention** is a reactive event that takes place during and after something has happened. On the other hand, **emergency planning** is an active process by which LSSs and schools plan for a variety of emergency situations before they happen in order to reduce the adverse consequences during an emergency. Emergency planning attempts to provide

faster and more appropriate responses. This type of planning increases confidence and helps communities, parents, staff, and students respond appropriately during an emergency.

Planning and practicing for emergencies serve to ensure that staff and students know what actions to take and when to take them. It also serves to minimize injury and damage and makes it easier to return to normal operations once the emergency is over.

These guidelines are divided into three major sections: Emergency Management; Plan Development; and Training, Testing, and Evaluating the Plan. Ten appendices are included to provide additional resources to help LSSs and schools develop, test, and evaluate their emergency plans.

SECTION I: EMERGENCY MANAGEMENT

Emergency management is an organized process by which schools and communities:
- Prevent/Mitigate risks;
- Prepare for hazards that cannot be fully mitigated;
- Respond to emergencies; and
- Recover from emergencies and restore the school and community to its pre-emergency condition.

The degree to which emergency management is effective is directly related to the quality of the planning process, the plan, and the familiarity of the plan by those who will use it. Thus, the planning process is continuous. Planners use the lessons learned from drills and real emergencies through evaluation to improve the plan. LSS plans and school plans need to be reviewed and revised if necessary each time the plan is rehearsed and each time the plan is used for an emergency. The unique needs of the community must be carefully considered in developing the plan and the plan should address the four phases of Emergency Management, which are Prevention/Mitigation, Preparedness, Response, and Recovery.

THE EMERGENCY MANAGEMENT PROCESS
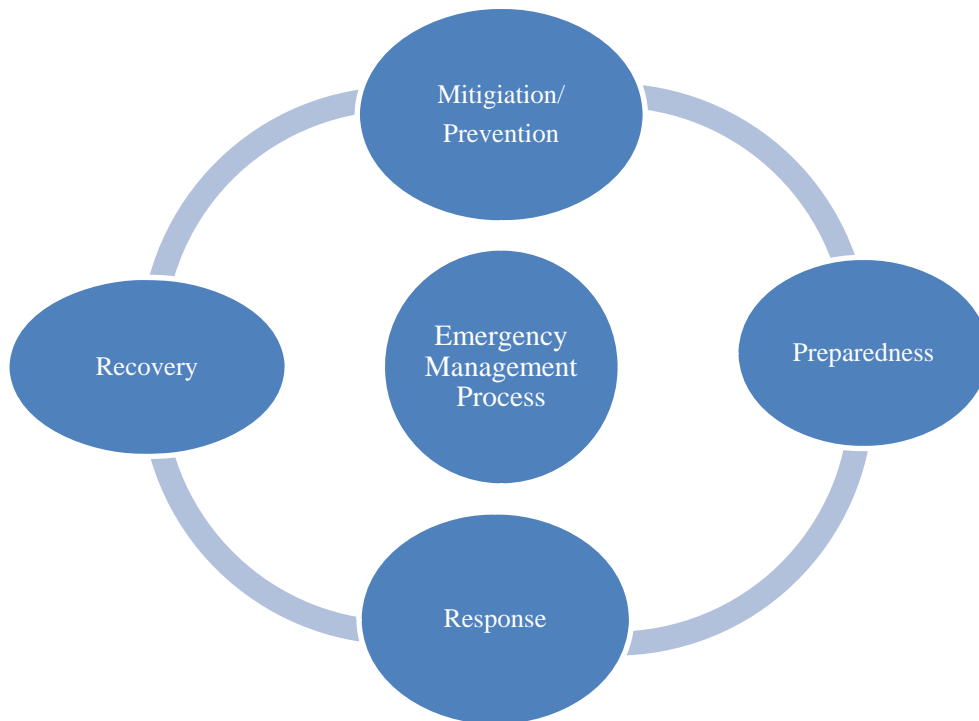
Prevention/ Mitigation

A key element in planning is addressing situations that may arise during an emergency. This includes taking steps to minimize the impact of an emergency. Mitigation is an action taken to reduce the loss of life or damage to property from all hazards (44 C.F.R. 206.401).

The following actions should be taken during the planning process to prevent or reduce the loss of life or damage to property from all hazards:

1. **Conduct a Multi-Hazard assessment of each central office and school building in the LSS in consultation with your local health and safety officials**. Identify those factors that put the site and its inhabitants at risk. These may include, but are not limited to, proximity to rail tracks that regularly transport hazardous material, to facilities that produce toxic materials, or to gas tanks. Consider ways of mitigating the risk, to include such measures as evacuating inhabitants from these areas during emergencies and/or repositioning propane tanks and other hazardous materials away from school buildings.

2. **Address issues surrounding school science laboratories. Such emergencies may include, but are not limited to**:
   - Thermal and chemical burns;
   - Cuts and puncture wounds from metal and glass;
   - Poisoning by inhalation, ingestion, absorption, or injection;
   - Skin irritations from chemicals;
   - Chemicals, liquids, dusts or glass in eyes; and
   - Electric shock.

3. **Include local agencies when developing plans (Emergency Management Agency, Emergency Medical Services, Local Health Department, Fire Department, Police Department, and other agencies as unique to LSS)**.

4. **Work with businesses, factories, hospitals, and religious organizations to ensure that the emergency plan is coordinated with community emergency plans**.

5. **Ensure that a process is in place to monitor and control access and egress to buildings. Include measures to deal with strangers**.

6. **Require all schools to conduct multiple drills throughout the school year to include (but not limited to)**:
   - Evacuation – Conditions outside are safer than inside;
   - Reverse Evacuation – Conditions inside are safer than outside;

- Severe Weather – Severe weather emergencies;
- Shelter in Place – External gas or chemical release scenarios;
- Lockdown – To protect building occupants from potential dangers in the building; and
- Drop, Cover, and Hold – Earthquake or imminent danger to building or surroundings.

7. **Review traffic patterns and parking and plan how releasing students will be handled during an emergency**. Take measures to minimize unauthorized buses, cars, and trucks from approaching school buildings. Communicate with parents what the plan will be prior to an emergency.

Preparedness

Preparedness is a community process that is both cooperative and collaborative. An effective plan involves local emergency management, first-responders, social services personnel, and others who will provide assistance during an emergency. In coordination with the community, LSSs and schools shall develop a plan that identifies:
- The resources available and the best way to use them;
- Additional resources that may be required, where these resources are located, how these resources may be accessed, and a timeframe for attaining them;
- The procedures that will be followed in an emergency; and
- The process of returning to normal operations and business of teaching and learning.

The types of emergencies that plans should address include natural, technological, and man-made hazards. Regardless of the type of emergency, planning issues are similar. Multi-hazard emergency planning can reduce the magnitude of an emergency by saving lives and protecting property. Effective planning involves others in the community who share a responsibility for public safety. Parents, teachers, mental health professionals, police, State Fire Marshall, maintenance personnel, security officers, food services workers, architects, emergency medical services, and local emergency management agencies should be actively involved in the planning process. School personnel, however, may be thrust into the role of being first responders until other community safety personnel arrive at a school site. Depending on the type of emergency and its magnitude, that time period can become quite lengthy. Refer to training section for guidance.

Response

The procedures to be followed in an emergency are dictated to a large extent by the hazards that cause the emergency. Hazard identification is a key process in developing a plan. The identification of hazards should be conducted jointly with local emergency agencies in your jurisdiction. The local emergency management agency in each local jurisdiction has a list of

hazards identified for that area. Three major categories of hazards are those that are man-made, natural, or technological. Once identified, each hazard should be thoroughly analyzed to determine how it will be addressed and what resources will be needed to address it. See Appendix A, Hazard Identification Guidelines, for additional information.

Some examples of hazards include, but are not limited to:
- Fire;
- Hazardous materials;
- Kidnapping;
- Medical emergencies;
- Nuclear/radiology incidents;
- Off-campus illnesses/injuries;
- Riots/student protests;
- Suicide/death on school property;
- Terrorism;
- Trespassing/armed intruder(s)/hostage situation;
- Weather-related emergencies;
- School violence assaultive behavior; and
- Suspicious Package (suspected bomb), suspicious powders/liquids, aerosolized chemicals.

The following actions should be considered:
1. Analyze landscaping to ensure that buildings are not obscured by overgrowth of bushes or shrubs where contraband might be placed or persons may hide unnoticed.
2. Have site plans for each school facility readily available and ensure that they are shared with first responders and agencies responsible for emergency preparedness. Access to these site plans should be available from users/devices external to the school facility on a single page and electronically when possible.
3. Plan for multiple evacuation routes and meeting points. The first or second evaluation site options may be blocked or unavailable at the time of a real emergency.
4. **Practice, practice, practice.** It is suggested that schools practice each type of drill at least annually and the most common drills once a semester.
5. Inspect and certify all equipment needed during emergencies on a routine basis to ensure it is in good working order.
6. Have a plan for releasing students that mitigates risk to all. As part of this plan consider possible scenarios that the plan should cover such as delay in reunification due the nature of the event; delay in the reunification due to no parent or guardian to receive the student; parents who insist on removing students without following the reunification plan; etc. Make certain that each student has a secondary contact person and contact information is up-to-date and readily available. Part of this discharge plan should include the procedures to be followed to ensure accountability for the whereabouts of students and what to do in cases when students are not picked up.

7. Plan for communicating information with parents and the community. Take into consideration that rumors may run rampant in an emergency situation.
8. Cultivate relationships with the media on an ongoing basis. Have clearly indentified individuals with delineated roles and responsibilities to act as a spokesperson.
9. Plan for procedures for 'special needs' populations. For example, a school with a daycare may require specialized protocols. Include provisions to deal with students, staff, or visitors who may be wheelchair-bound, hearing, or otherwise impaired. Be sure exits are clearly designated.
10. Communication should be led by senior administrators until arrival of the 1st responder and then begin unified command.
11. Every school district/principal should have close contact with their local emergency management agency.
12. Plan for sheltering students and staff for 12 to 24 hours.

A well defined command structure with clearly delineated roles and responsibilities must be included in a comprehensive emergency plans. It is essential that the roles and responsibilities of educators, law enforcement and fire officials, and other first responders are clearly articulated, reviewed, and updated. Determine how communication will occur during the emergency. This includes communicating with those on and off site, parents, emergency responders, the community, and the media. Determine what will happen until outside assistance arrives. Consideration must be given to the fact that outside assistance may be detained and/or needed in other areas of the community.

Terrorism Preparedness

Two key factors that must be considered in planning are: 1) the nature of a terrorist threat and 2) how much warning time is available. According to the Federal Emergency Management Administration (FEMA), the weapons of mass destruction most likely to be used by terrorists fall into the following categories:

Conventional weapons include bombs and other explosive devices. Protective measures are to place inhabitants in a protected space and/or increase the distance from the blast area. The following actions should be considered:

- Move to interior hallways away from windows;
- Implement 'duck and cover' drill;
- Shut off gas utilities;
- Evacuate students and staff; and
- Release students to parents/guardians.

Chemical weapons are poisonous gases, liquids, or solids that have toxic effects on people, plants, and animals. Most chemical agents can cause serious injuries or death. The following actions should be considered:

- Mitigate the deleterious effects of the agent;
- Follow Shelter in Place Procedures;
- Shut off heat, ventilation, and air-conditioning systems;
- Seal doors/windows;
- Make decisions based on reliable information from public safety officials on the location of the chemical release and the direction and speeds of wind;
- Develop reunification procedures that minimize the penetration of airborne substances; and
- Communicate with medical personnel (intervene as appropriate or instructed).

Biological agents are organisms or toxins that have the potential of inducing illnesses in people and livestock and contaminating crops. They can be dispersed as aerosols or airborne particles. These agents may not cause symptoms for days or weeks following an exposure. The following actions should be considered:

- Mitigate exposure (includes getting everyone into buildings);
- Follow Shelter in Place procedures;
- Seal and secure avenues of penetration to include closing doors/windows and shutting down the heating, ventilation, and air conditioning systems;
- Develop reunification procedures that mitigate risks;
- Develop a recovery plan in light of the highly contagious nature of these weapons; and
- Communicate with medical personnel.

Nuclear or radiological incidents in the region (such as Washington DC) could have significant consequences to Maryland as radioactive fallout could fall on a wide area of the state. Recent Federal guidance has emphasized that the greatest danger from fallout comes in the first few hours after an incident and that hundreds of thousands of lives can be saved if people shelter, ideally for 12 to 24 hours (Executive Office of the President, Homeland Security Council, 2010). The overarching concern is to get individuals to a protected space away from outside contaminants. Information needs to be communicated to parents about long term sheltering before an event, including and not limited to a nuclear/radiological event and how to get information about their children.

Issues for consideration during the long-term sheltering include, but are not limited to:

- Determine the best shelter location(s) in the school. Basements and/or the center of brick or cement buildings make excellent shelter locations
- Shutting off HVAC systems.
- If in a room with windows, begin to seal windows and follow Shelter in Place procedures.
- Consider restroom and sleep options that minimize or eliminate time spent out of good shelter areas.
- Plan on how to feed students and staff.

- Plan how to entertain/teach/exercise/work with students.
- Plan how to assist and possibly admit parents, who may come to the school during the event, being sure they remove or dust off any fallout contamination from their clothing before joining the sheltered population.
- Unavailability of emergency resources.
- Special needs and assistance for students and staff.

It is important not to become overwhelmed by the thought of planning for acts of terrorism. LSSs and schools should build on existing plans, work closely with local emergency agencies, and rehearse their plans to respond to acts of terrorism. School staff may respond more effectively in emergency situations when their personal preparedness is accomplished**. See Appendix B, Checklist for Home Preparedness**, for more information.

<u>Recovery</u>

While the people who inhabit buildings are much more important than the buildings, the buildings and their surrounding areas must be considered to ensure safety. After an emergency, it is essential that actions are taken to ensure that structural or physical damage to buildings are assessed and repaired; disrupted services are restored; facilities are cleaned and safety hazards removed; and a plan is in place to resume normal operations.

While the damage to the infrastructure may be most obvious, medical, and psychological issues resulting from the emergency may be harder to recognize. Fear of the known and unknown can be extremely debilitating following an emergency. If not addressed, it can hamper the resumption of normal activities. Students, parents, and staff can often be left confused in the aftermath of an emergency and afraid of what else might happen. Comprehensive planning must include short-and long-range actions to recover and restore normal operations as quickly and completely as possible.

The following actions must be considered in the recovery plan:
- Return to the business of teaching and learning as soon as possible;
- Embrace a concept of recovery as a process rather than an event. Recovery may occur over a protracted period of time;
- Refer staff to services;
- Provide services for children on the anniversary of the event (day after, week after, month after, etc);
- Tell parents if school had a drill (ex. lock down) via email or letter; and
- Develop a communication plan to let students and parents know where and how to access assistance to help them recover.

SECTION II: PLAN DEVELOPMENT

Purpose and Objectives of Preparedness

The purpose of preparing for an emergency is to:
- Facilitate effective communication and response;
- Prevent and reduce casualties (injury, illness, and loss of life); and
- Reduce damage to property.

The objectives of preparing for an emergency are to:
- Develop plans and protocols for managing an emergency situation;
- Establish community partnerships to support school response; and
- Practice the skills necessary to respond effectively and efficiently.

Before beginning the plan development process, some time should be devoted to identifying who should be included in the planning process; what are the responsibilities of those responding to an emergency; and what resources are needed to adequately respond? A comprehensive emergency plan will address the common responses and special issues related to specific hazards and should be:
- Comprehensive – Includes response procedures for every person or agency having a role in the response and that it addresses all possible hazards--from lightning strikes to terrorist threats;
- Risk-based – Addresses actual risks facing the LSS and the school; and
- Complete – Contains documents such as maps, call-down lists, and up-to-date emergency points of contact.

While the resources and capabilities vary among LSSs and schools, these variances should not be a deterrent to comprehensive planning. The steps in comprehensive planning include:
- Identifying key players (school and community response personnel);
- Parent/family involvement in plan development;
- Developing assumptions;
- Developing a hazards profile;
- Identifying resource requirements (alignment with Continuity of Operations Plan (COOP) is essential);
- Establishing a chain of command and lines of succession – Incident Command System (ICS); and
- Developing the plan.

Assumptions in Plan Development

Assumptions define the limitations of the plan by delineating what is assumed to be true during plan development. Assumptions allow users to foresee the need to deviate from the plan if certain things prove to be untrue during an actual emergency. Some examples of assumptions

include:

- There will be little or no warning before some disasters, such as an earthquake or chemical spill;
- The school should plan to be able to resource itself for 12-24 hours following a major or catastrophic community event. *It is possible that the school will be without assistance for that period of time or even longer.* COOP planning annexes are essential to recovery. How would students be educated if buildings could not be occupied for several weeks? Are there plans for finance, facilities, transportation, etc. to operate if their buildings/equipment were damaged?; and
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. *Rapid and appropriate response will reduce the number and severity of injury.*

Steps to Prepare for Emergencies

1) Review Hazard Profiles and Risk Assessment

2) Develop Written Emergency Management Plans

- Incident Command and Critical Decision Plan
- Threat Response Plan
- Community Partnership Plan
- Disability Specific Plan
- Communication Plan
- Parent/Guardian Reunification Plan

3) Conduct Training, Emergency Exercises, and Evaluation

Hazard Profiles and Risk Assessment

When evaluating potential hazards, the following should be considered at a minimum in the planning:

- Each hazard identified as **high risk** to the LSS or school (tornadoes, fire, chemical spill) or having a high degree of impact if it occurred (explosion or terrorist incident);

- Probability that a particular event might occur;
- Areas of the buildings or grounds most likely to be affected (cafeteria, parking lot, chemistry lab, etc.);
- Locations and needs of special populations (disabled students/staff, fragile students/staff, and non-English-speaking students); and
- Identifying critical resource needs.

A sample Hazard Profile Worksheet and Hazard Profile Key are available in Appendix A to assist in assessing and assigning risk priority.

How will you operate?

Determining how the LSS and schools will operate when working with emergency responders is key to an effective response during emergencies. Time should be taken to develop the concept of operations. The concept of operations explains what will happen, when it will happen, and who will direct the operations and should include:
- An organizational chart that includes the appropriate staff;
- A statement about when and how the emergency plan will be activated;
- Definitions of "action levels" and their implementation;
- The general sequence of actions before, during, and after the emergency;
- The person who will coordinate directly with local and State responders and how the coordination will take place; and
- Coordination with existing state and local plans.

In developing the organization that will be in place in an emergency, keep in mind what works well in day-to-day activities may not work as well during an emergency. See Appendix C, Sample Incident Response Job Descriptions, for further details on roles and responsibilities.

Characteristics of an Effective Emergency Management Plan

- Establishes Crisis Response Team (CRT) with National Incident Management System
- Demonstrates collaboration with local community
- Reflects an "all-hazards" approach
- Obtains and documents School Board approval
- Aligns with federal, state, and local emergency management plans
- Contains specific plans for accommodating individuals with disabilities or special needs
- Provides a timeline for maintaining/updating the plan

U.S. Department of Education

What is the National Incident Management System (NIMS)?

The National Incident Management System (NIMS) is a systematic approach to mitigating, preventing, planning for, responding to, and recovering from the effects of an emergent incident. The system standardizes the approach to incident management for all persons responding to all types of incidents.

It is important to note that at the present time the only school districts that are required to fully comply with the NIMS requirements are those districts that are receiving funding under the Emergency Response and Crisis Management Grant program (Office of Safe and Drug-Free Schools) through the U.S. Department of Education. Regardless of the grant funding status, serious consideration should be given to using this structure in as much that it will provide consistency and will be aligned with local responders who <u>are required</u> to use this programming and response configuration. For more specific information on NIMS go to: http://www.ercm.org/views/document/NIMS.pdf.

Five (5) Components of NIMS

1. Preparedness
- Essential to achieving effective emergency management
- Requires partnerships between government, private, and nongovernmental organizations
- A continuous cycle of planning, organizing, training, practicing, evaluating, and updating

2. Communications and Information Management
- Establishes a common operating and communication plan between organizations
- Utilizes flexible communication and information systems

3. Resource Management
- Describes standard resource management practices for inventorying, organizing, and tracking resources
- Allows for sharing of critical resources when needed

4. Command and Management
- Utilizes three key organizations constructs

  (1) Incident Command System

  (2) Multiagency Coordination Systems

  (3) Public Information

5. Ongoing Management and Maintenance
- Continuously refine NIMS concepts, practices, and principles

What is an Incident Command System?

The Incident Command System (ICS) is a standardized, on-scene management approach, which:
- Facilitates coordinated response between multiple organizations;
- Establishes common planning and resource management process; and
- Allows organizations to communicate effectively, while sharing equipment and personnel.

Based on lessons learned during actual emergencies, the ICS has been developed to effectively manage emergencies and has proven effective in both major and minor emergencies. FEMA and states have adopted ICS as their emergency management system. The ICS helps to ensure safety of lives, protection of property, and effective resource management. Embracing the principles of ICS will enable LSSs and schools to work with emergency responders to provide a coordinated response. FEMA provides a three (3) hour course (0.3 CEUs) designed primarily for kindergarten through high school personnel. The overall course goal is to promote school safety by familiarizing school staff with how ICS principles can be applied in school-based incidents and preparing them to interface with community response personnel.

The following basic ICS principles should be given careful consideration in developing a plan:
- **Emergencies require certain tasks or functions to be performed.** For example, every emergency will require such functions as student care, site and facility security, and communications. These functions need to be addressed during the development of the concept of operations and personnel need to be matched to the functions.

- **ONE person should be in charge.** That person, known as the 'Incident Commander (i.e. the local superintendent, school principal, fire chief, chief of police, etc.) must be identified and everyone must know who that person is at all times.

- **No person should direct the efforts of more than seven people.** Experience has shown that an effective span of control in an emergency is three to seven people. Fewer than three people leads to inefficient operations. Generally, an individual should manage no more than seven people during an emergency.

- **No one should report to more than one individual.** A clear chain of command eliminates confusion during the stress of emergency operations.

- **Speak the same language.** Everyone should use the same words to refer to the same situation. This requires training. Everyone should know the same terminology and use it both in practice and during an actual emergency. Clear and specific language is recommended to activate school and response personnel. Codes are not recommended.

How does an Emergency Management Response Team fit into the ICS?

ICS can serve as a possible link between the LSS, school, and all others who are involved in an emergency. An Emergency Management Response Team works with the operations manager to set up mental health and counseling services during and after the incident. Be sure that the Emergency Management Response Team leader and the operations manager have one another's personal contact information so they can easily communicate.

Following is an example of an ICS organization.

What is the structure of the Incident Command Team?
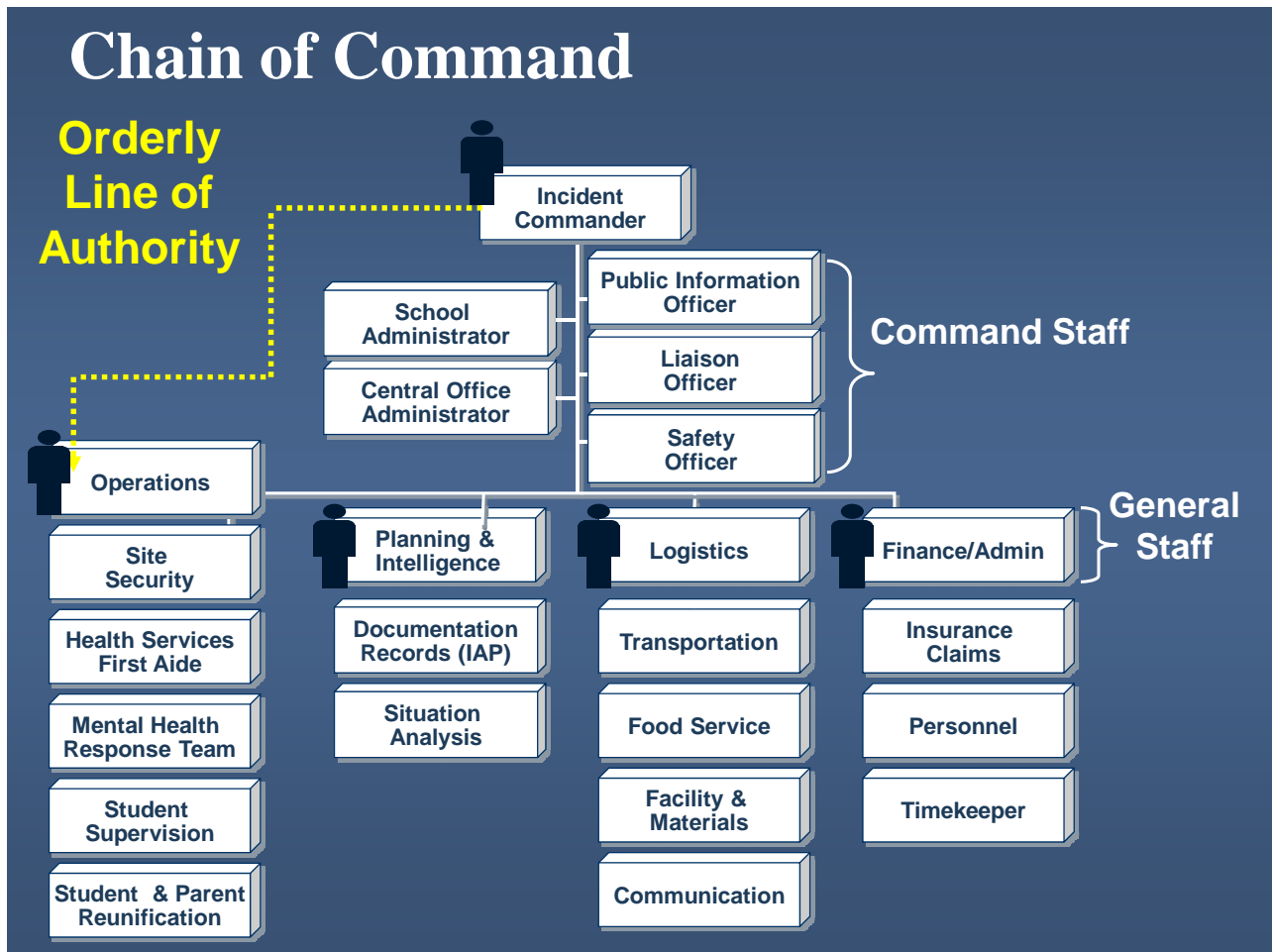
Command Staff

The **Incident Commander** is responsible for all ICS management functions until he or she delegates the function. Emergency situations demand constant control from a central location (i.e. a command post). Consideration should be taken in selection of a command post that is secure and has access to communication and facilities resources. That means that the Incident Commander shall not leave the command post without leaving someone in charge. At a minimum, the Incident Commander should:

- Assess the situation;
- Establish objectives;
- Track resource needs, including what resources are available, what have been assigned, and what additional resources are needed;
- Develop a strategy/plan for handling the emergency, monitoring how the plan is working, and adjusting the plan to meet the realities of the situation;
- Every incident must have an Incident Action Plan (IAP) to ensure that the emergency is properly documented as a historical record and for legal and financial reasons; and
- Appoint additional staff as necessary.

The **School Administrator** is likely to be the first on the scene of an emergency and therefore responsible for all ICS management functions until he or she delegates the Incident Command function. In establishing objectives, notification of the Central Office Administration should occur as soon as possible. However, the School Administrator must plan for contingencies in case communication with the central office staff is not possible. Lessons learned from September 11, 2001 in New York revealed that principals must be empowered to make decisions without consulting with central office. The arrival of first responders may result in the incident command being transitioned to a unified command. Unified command means that designated individuals from one or more response agencies will work jointly with the LSS or school commander to carry out the response.

The **Central Office Administrator** may serve as a Deputy Incident Commander or receive transfer of command until the arrival of first responders. In either capacity, the Central Office Administrator represents the Local School System in ICS Command decisions.

The **Deputy Incident Commander** may be designated to perform specific tasks as requested by the Incident Commander or receive transfer of command. Transfer of command may change to meet the needs of the incident when incidents expand or contract; become more or less complex. Transfer of command requires a briefing for the incoming Incident Commander and notification to all personnel that a change in command is taking place.

Other roles and functions during an emergency include, but are not limited to, the following:

- The **Safety Officer (SO)** ensures that the safety of students, staff, and others on campus has the highest priority. The SO is empowered to stop actions that create an unsafe situation or put students, faculty, staff, and others at risk. A School Resource Officer or school personnel entrusted with security may be tasked with this role.

- The **Public Information Officer (PIO)** or a designated spokesperson acts as a liaison with the public and the media. The PIO must be well informed of the situation at all times and should be the ONLY person talking to the media. All other staff should refer media questions to the PIO. Someone should be designated as the alternate PIO in the event the primary PIO is unable to perform the duties.

- The **Liaison Officer** acts as a point of coordination between the Incident Commander and other public agencies and organizations such as the Red Cross or public utilities.

General Staff

The divisions of labor and responsibilities included in the ICS model are:
- The **Operations Section** handles all emergency response jobs, including accounting for and taking care of students and all personnel. Most of the adult responders will be assigned to jobs in the Operations Section.

- The **Planning and Intelligence Section** is responsible for tracking both available and needed resources, assessing the changing situation, documenting the response, and managing the large site map at the Command Post.

- The **Logistics Section** manages personnel, supplies, and equipment. During the response, the Logistics Section is responsible for handing out supplies and equipment and for deploying unassigned people for work.

- The **Finance/Administration Section** is responsible for buying materials and keeping financial records of expenditures and employee hours.

It is important that consideration be given in plan development to who is best qualified to perform the functions and that staff is assigned appropriately. This is necessary so that staff may be trained appropriately and knows what to do in an actual emergency. Each key person should have a back-up person assigned in case the person with primary responsibility is unavailable or injured. Routinely review the school system and school plan to consider staff turnover and assign tasks by role or position rather than by individual people.

Some situations may require that a classroom teacher be used to fill an ICS position. This means that a buddy system should be developed in order to ensure that students are properly supervised. If a buddy system is used, school administrators should provide duplicate rosters for both classes and evacuate both classes to the same area in the event of an evacuation.

Threat Response Plan

A written threat response plan should be developed by key personnel using the Hazard Profile Worksheet and Key to guide appropriate response to all possible threats. School districts and individual schools should not attempt to create plans in isolation. The following entities should be considered in the preparation, planning and testing of the response plan:

- Law enforcement;
- Public Health;
- Mental Health;
- Local government;
- Utilities;
- Fire Safety Officials; and
- Emergency Medical Services.

An effective Threat Response Plan is adopted by the local board of education, implemented as adopted, communicated to the school community, and posted in each district and school facility.

Universal Emergency Procedures

Universal Emergency Procedures are a set of standard, clear directives that may be implemented in response to a variety of threats. When an emergency begins, the principal, as Incident Commander, will decide which Universal Emergency Procedures to implement, based on the situation. There are six basic procedures which can be utilized in responding to various emergencies:

- Evacuation – Conditions outside are safer than inside;
- Reverse Evacuation – Conditions inside are safer than outside;
- Severe Weather – Severe weather emergencies;
- Shelter in Place – Outdoor biological, chemical, or radiological contamination;
- Lockdown – To protect building occupants from potential dangers in the building; and
- Drop, Cover, and Hold – Earthquake or imminent danger to building or surroundings.

Some emergencies may require that procedures be in place to handle the following:

- **Search and Rescue.** Schools should have plans to assist first responders in Search and Rescue efforts.

- **Medical.** This includes triage, treatment, and psychological first aid. The school nurse and guidance counselor are essential in fulfilling these functions.

- **Student Care.** This is one of the most important tasks in an emergency. It includes accounting for all students, protecting them from severe weather, providing for sanitation needs, and providing for food and water. Teachers are essential in carrying out these tasks. All tasks—and the personnel assigned to handle these tasks—must be included in the emergency plan within reason.

Community Partnership Plan

Develop a list of potential community partners, which may be helpful to the school in the event of an emergency. Contact partners to discuss potential service arrangements for transportation, food services, comfort items, and mental health. Consider establishing pre-negotiated contracts or Memorandums of Agreement with your local school board.

Disability / Special Population Specific Plan

Consider including a response team member specifically responsible for students, staff, and visitors with disabilities or special needs. Current lists of students and staff with disabilities or special needs should be included in the appropriate "go-kits' with respect to confidentiality. All visitors with special considerations should be made note of upon checking into the office. The Disability Specific/Special Population Plan addresses disabilities and/or special needs including:

- Language, (non-verbal, ESL)
- Mobility
- Cognitive
- Attention
- Equipment

- Visual
- Medical
- Emotional
- Hearing

Communication Plan

Communication is a critical part of emergency management. School staff, students, and visitors must be told what is happening and what to do. Parents of students and families of staff members must be informed about situations, 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 Central Office and to the other affected schools. And finally the media must be informed and kept updated. The Incident Command System designates that a Public Information Officer (PIO) is identified as a single information source.

Communication with parents and the community is best begun <u>before</u> an emergency occurs. Some useful strategies include:
- Inform parents about the school's emergency plan, its objectives, and the need for it; such information can be included in a school newsletter, local public access media, websites, social media, or other informational material prepared for parents.
- Develop a school climate that nurtures relationships with parents so that they trust and feel comfortable calling school personnel in the event of an emergency.
- Develop material that may be needed, including:
  - ✓ Draft letters to parents
  - ✓ Information regarding possible reactions to a variety of safety situations for use by parent as they talk with their children
  - ✓ Steps the school and school district are taking to handle the situation.

- **Lists of personnel on emergency teams and their specific roles in a crisis should not be detailed and released to parents or listed on community information. Many of these lists include private information such as cell phone numbers.**

- **The details of the emergency plan should remain confidential, care should be given not to publish evacuation routes, floor plans or other information that could be used by individuals seeking targets for predatory actions.**

Technology

Technology can be a very effective tool for communication during and after an emergency. Consider plans for employing a variety of common communication tools:

- Telephones
- Two-way radio
- Cellular telephones
- Text Message
- Website Announcement
- Intercom systems

- Computers
- "Panic buttons"
- Email
- Written Letter
- Bullhorns/megaphones
- Fax machines

- Alarm systems
- Voice-Recordings
- Media/PR Release
- Social Media

Key Communicators

The use of key communicators, adults, and students who are trusted in the community, will help to combat rumors about the incident. These individuals may or may not be in positions of authority or officially recognized leaders. In the school, it may be a secretary, paraprofessional, or custodian. In the community, a key communicator might include a post office clerk, police officer, firefighter, physician, etc. The key communicators distinguishing characteristics are that they are respected by their peers and other people trust their opinions. Providing facts to key communicators as soon as possible for dissemination and correction of misinformation can support a positive perception of the schools ability to manage an emergency.

Parent/Guardian Reunification Plan

Getting families reunited in an efficient and orderly fashion is essential. Reunification can be an enormous challenge and requires a great deal of careful planning. An area should be designated for parents/guardians to pick up their children. This area should be away from the damage and away from the student assembly area. Keep media out of this area and control with law enforcement as necessary. It is a good idea to have parents/guardians sign a statement indicating they have picked up their child.

Communication with families is essential. Schools should notify parents at the beginning of each school year of the school's procedures for dealing with an emergency and the process that will be used in reunification in the event of an emergency. **Specific routes or locations should not be identified.**

SECTION III: TRAINING, TESTING, AND EVALUATING THE PLAN

<u>Training the Emergency Plan</u>

All plans should be tested and rehearsed. The successful implementation of emergency plans relies on training and rehearsal of emergency protocols by administration, staff, and community agencies. Testing increases:
- readiness;
- reveals weaknesses;
- identifies the need for additional resources;
- clarifies roles and responsibilities;
- builds confidence and trust; and
- improves coordination and individual performance during actual emergencies.

Lessons learned from testing the plan should be used to revise and update the plan, which is discussed in the evaluation section below. Developing training and drill calendars help to ensure that these items take place on a regular basis.

Review the Hazard Profile and determine the type of training and exercises you plan to conduct. Establish a training and exercise schedule and notify students, faculty, staff, and parents. Establish a protocol for documentation of drills and exercises as well as debriefing. Consider conducting tabletop and full scale exercises as well as the six universal drills.

<u>Providing Staff Training</u>

LSS and school staff should receive training on the plan before the plan is tested. Several methods may be used to conduct the training (i.e. orientation seminars and hands-on training). Orientation seminars (in-service presentations) may be used to introduce the plan, distribute copies, and address roles and responsibilities. There are a number of training resources that can be accessed online and through national, state, and local emergency management services. In Maryland, the Maryland Association of Boards of Education offers free online training in school safety including emergency management and security for its members. http://www.mabe.org/insurance-programs/risk-management/risklinks

It has been emphasized recently the need to assist staff with knowing what to do during the time prior to first responders and law enforcement's arrival. Working with your local and state emergency management and law enforcement can help with this. A contact list is included in Appendix I of this manual to assist. The State of North Carolina has released a video to help teachers with the first twenty minutes during a school shooting. http://www.youtube.com/channel/UCa2XdpccYzCPoEue89loANw/videos

Hands-on training is designed to train school staff in specialized procedures (e.g., CPR, first aid, or light search and rescue). Hands-on training also allows staff members to develop a skill or

maintain proficiency in the skill area. Hands-on training is more effective when it follows a thorough orientation. The plan should only be tested after the staff is trained in their roles and responsibilities. During a crisis people often go into a state of confusion if they have not practiced and trained in the emergency response plan. It is said we do what we drill in an emergency situation. It is important for staff to practice the most common exercises that staff may need to utilize in a crisis. These are covered below in the testing the plan section.

Specialized Staff Training

The National Incident Management System Training Program administered through the Federal Emergency Management Agency is a comprehensive, nationwide approach to incident management as previously described. It addresses the components of:
- Preparedness;
- Communications and Information Management;
- Resource Management;
- Command and Management; and
- Ongoing management and maintenance.

NIMS training could be a valuable resource for administrators and other central office staff to obtain. This program integrates with FEMA training offered through the Emergency Management Institute (EMI) and United States Fire Administration (USFA).

School violence has been a focus in many emergency response plans since the incident at Columbine High School and, more recently, in Newtown, CT. There is no easy way to predict when a student or a community member may become violent. See the U. S. Secret Service document on Threat Assessment in Schools (2002). More recently the use of determining the credibility or seriousness of a threat and the likelihood that the threat could be carried out has been suggested. Threat assessment is not to be confused with risk assessment efforts that are broader including multi-hazard risks, crisis intervention, and physical plant. This method of "threat assessment" needs to be conducted by a team of trained school personnel augmented by qualified/certified assessment professionals and requires district commitment to initial and ongoing training to ensure proper implementation. Districts may want to consider investing in such training as a possible response for threats in schools. There are a number of threat assessment programs and trainings to consider. In addition, School Resource Officers (SRO) are often trained in threat assessment. The SRO's role in threat assessment would need to be outlined in any memorandum of understanding between the law enforcement agency and the LSS.

Debriefings are a way to process an event. There are two types of potential debriefings that can occur following an emergency. The first is when the team that is responding to a crisis may want to debrief about how well they have followed protocols and procedures. The second is for those affected by the emergency. These traumatic event debriefings can be used to help process feelings and emotions concerning a crisis situation. It is key that student support services staff and administrators receive training on conducting both of these types of debriefings. Debriefing students, parents, and staff about the emergency situation or drill will help to ease tension and

concerns as well as process any emotions around the event. In addition, districts should consider establishing a protocol of letting parents know (either via email or letters) that a drill was held at the school. The community may believe there was an actual emergency when only a drill was conducted.

Besides training school based staff, it is important to keep emergency response in the forefront of all school district employees' minds. Promoting emergency response, crisis intervention, and prevention, is key for central office staff and decision makers such as board of education members. Many districts are including their board of education and central office administrators in regular briefings on emergency management, trends in the field, and responsibilities of districts. Such overviews and promotion activities will assist in keeping emergency planning and support of its proper implementation through training, practice, and continual evaluation as a district priority.

<u>Preparing Parents and Students</u>

Training for parents through briefings, newsletters, and policy distribution may also be used. Parents and guardians should be given information at the beginning of each year. It is important to give parents and students an overview of how the school plans to respond in an emergency; what protocols parents and students are expected to follow; and the rationale for these policies. Parents and students will be more willing to follow protocols if they understand the safety concerns and procedures that underlie the various steps that need to occur during an emergency. A key example is the need for identification requirements prior to releasing of students after an emergency. Schools are not purposefully delaying releasing students but rather taking safety precautions to ensure students are released to the proper person(s).

<u>Cross Training with Emergency Responders and Other Community Agencies</u>

It is important prior to an emergency to have trained and practiced the school emergency plans with all the key agencies and responders that could be called upon. Both cross training on what each agency will do in an emergency and what services are available before and after an emergency are important. It is key for first responders to know the buildings in which they will be assisting as well as knowing staff on a personal basis. This will be particularly important when establishing incident command and unified command during an emergency.

Testing the Plan-Types of Exercises

LSSs and schools will generally use three types of exercises/tests, **drills, tabletop, and full-scale exercises**. Drills are primarily used to practice and perfect a single emergency response. They typically deal with a specific type of response and provide field experience. Schools use drills to test how well students and staff respond to simulated fires, tornadoes, and bus emergencies for example. Additionally, drills may be used to test plans for bomb threats, intruders, hazardous materials release, and explosions. Some drills are used to test certain recovery functions, such as damage assessment. See Appendix G, Optional Exercise Scenarios, for further information on

exercises. In developing training materials and exercises, it is important to take into consideration the age and developmental abilities of the students.

Exercise	Tabletop Exercises	Drills	Full Scale Exercises
Activity	Participants from multiple agencies and organizations come together to work on a response scenario through discussion	Students, faculty, and staff practice procedures, such as evacuation, lockdown, and/or shelter in place	Simulate a full-scale emergency response, because of logistics and costs this is only done approximately once a year
Goal	• Practice decision making • Clarify roles/responsibilities • Identify resources • Build relationships • Evaluate plans/procedures	• Define procedures • Communicate plans • Designate routes and shelter locations • Practice accounting for students	• Build relationships and planning capacity • Practice roles and responsibilities • Share resources • Evaluate plans/procedures

Drills can be done at different levels. Classroom drills may be done for individual classes or the entire school. They are conducted to ensure students and staff understand what to do and to improve response times during an emergency. The most common classroom drill is the "drop, cover, and hold." The critical point to remember in this drill is to protect one's head and vital organs and to do so **immediately**.

School level drills should involve the entire school population. They are used to test response procedures such as accounting for all staff and students, setting up a command post, or conducting a sweep of the school. The most common type of school drill is an evacuation drill. An evacuation may not be appropriate for every emergency situation. In fact, in some situations reverse evacuation or lock-down may be necessary. Schools should plan multiple evacuation routes and assembly areas in case some exits are blocked or the hazard affects either the evacuation route or assembly area, rendering them unsafe. Schools should consider practicing the following drills: evacuation, reverse evacuation, lock-down, shelter-in-place, and "drop, cover, and hold." All students should be exposed to the various drills.

The following five most common drills should be practiced at least once a year.
- **Evacuation**. Students and staff are led to the closest and safest way out of a building and roll is taken;
- **Reverse evacuation.** Students and staff are moved as quickly as possible back into secure buildings and roll is taken;
- **Lock-down.** Students are instructed to report to the nearest classroom and close and lock all doors and windows. Students/staff should move away from doors and windows and drop to the floor and instructed to be quiet;
- **Shelter-in-place.** Students and staff report to assigned locations. Ideally, the locations are away from windows and in the core of the building. Put signs in the windows about

sheltering. For a chemical or biological event, turn off HVAC/air conditioning system and put tape on windows and on outside door; and

- **Drop, cover, and hold**. Students and staff take cover under a desk (DROP), away from windows, cover eyes (COVER), make efforts to protect vital organs, and hold onto the desk legs (HOLD).

Tabletop exercises may be useful to LSSs and schools because they enable school staff to visualize an emergency scenario where decisions can be made that are similar to those made in actual emergencies. These exercises promote discussion of plans, policies, and procedures in a low stress situation. Tabletop exercises also provide an opportunity to resolve questions of coordination and responsibility.

Full scale exercises can also be used to assist LSSs and local emergency management agencies to practice an actual drill from start to finish. Such exercises allow agencies to practice with the use of equipment, establish roles, and experience what would actually happen in a way that cannot be assessed during tabletop exercises.

Developing Exercises

Keep exercises as simple as possible so that the exercise goals and objectives can be easily evaluated. Following these key items below should be considered when developing exercises:
- Exercise only the parts of the plan identified in the objectives for the exercise;
- Keep it simple and without unnecessary complications; and
- Use an evaluation plan.

Evaluating the Emergency Plan

It is said that emergency response plans must be "living documents". As such, LSSs should consider updating their emergency response plans annually and after training or an emergency situation as deemed necessary. Using formative and summative evaluation can help to identify potential areas for modification and improvement of the plan.

Documenting activities and conducting a debriefing after training exercises or actual emergencies are over, can assist with the evaluation. During exercises assign one or more evaluators, depending on the complexity of the exercise, to observe the exercise and take notes on what worked well; what needs additional attention; and whether additional training is required. Tabletop exercises provide an excellent opportunity for staff to discuss and evaluate the emergency plan.

Annual reviews and updating is also an essential component to evaluating and improving emergency response plans. New protocols and innovations in the field can occur at any time but LSSs may not think to update the emergency plan with these items unless annual reviews are built into the planning process. Scheduling updates with all stakeholders including community agencies, law enforcement, and emergency services can help to keep plans current. In addition, it is recommended to update the schools multi-hazard assessment on an annual basis as risk

factors may change over time. As evaluation and updating occurs, a feedback loop to planning, training, and practice needs to occur for all staff, students, parents, and community agencies. Annual planning and training is required for all as a means to keep the loop complete.

Plan Evaluation Grid

Plan Review and Evaluation

LSSs are required to ensure that each school has an emergency plan. An evaluation tool follows this document to provide guidance to LSS's and schools in their plan development. MSDE staff is available to provide technical assistance and support. Please contact the Safe Schools Specialist, at (410) 767-0311 for additional information about these guidelines or to request technical assistance.

OUTCOME: Each local school system and school will develop and practice a Multi-Hazard Emergency Plan to address possible emergency situations specific to its needs.

Planning	Explanation	Title and Position (s) Responsible/Involved	Timeline (in place/in progress/needed)	Indicators of success/completion
1. A Comprehensive Emergency Management Plan is in place to respond to violent or traumatic incidents that occur on school grounds and/or in the surrounding areas.				
2. The Emergency Plan has been developed in cooperation with local agencies including but not limited to Police, Fire, Emergency Management, and Emergency Medical Agencies.				

Emergency Management	Explanation	Title and Position (s) Responsible/Involved	Timeline (in place/in progress/needed)	Indicators of success/completion
1. The Emergency Plan includes four major areas of: mitigation/prevention, preparedness, response, and recovery.				
2. Mitigation-An analysis of the factors that place the site and its inhabitants at greater risk has been conducted.				
3. Preparedness-Resources and procedures have been developed in collaboration with community agencies and nearby facilities.				
4. Response-A hazard analysis has been completed and includes manmade (terrorism, school shootings), natural (weather related), and technological/hazardous materials hazards.				
5. Recovery- A plan for recovery includes short-term and long-term needs, as well as facilities and personal social needs.				

Plan Development	Explanation	Title and Position (s) Responsible/Involved	Timeline (in place/in progress/needed)	Indicators of success/completion
1. Response to each hazard identified as high risk to a school/system has been independently planned.				
2. Key players as well as chain of command has been clearly established and communicated.				
3. A sequence of actions before, during, and after an emergency has been developed and communicated.				
4. All levels of personnel in the organization are clear as to their responsibilities, duties, and actions				
5. An incident command system (ICS) or related system of management has been developed.				
6. A common language is practiced by all.				
7. Procedures are in place to handle specific emergencies such as student care, and reunifications with families.				

Training, Testing, and Evaluating the Plan	Comments	Title and Position (s) Responsible/Involved	Timeline (in place/in progress/needed)	Indicators of success/completion
1. Staff training including staff development and hands-on training has been conducted.				
2. Parent notification and an overview of procedures are conducted annually.				
3. Both tabletop exercise and full scale drills are routinely practiced.				
4. The most common drills are each practiced at least once annually.				
5. Drills and plans are evaluated routinely to determine what parts of the plan work well, what needs additional attention, and whether additional training is required.				
6. The plan is reviewed annually and updated as necessary.				

GLOSSARY

Active Shooter
An individual actively engaged in killing or attempting to kill people in a confined and populated area.

Assembly Area
A pre-designated area where personnel and students are trained to gather following directives to evacuate buildings. Sites chosen should minimize exposure to hazards, provide quick and accessible shelter for all and consider the needs of persons with disabilities. Monitoring the safety and well-being of students and staff begins here. Most experienced crisis interveners should be assigned here to begin the provision of on scene support.

Cascading events
Hazardous event that triggers another hazardous event, thus compounding the danger.

Command Post
The area from which the command function will operate during an emergency.

Community Partnership Plan
A list of potential community partners which may be helpful to the school in the event of an emergency. Contact partners to discuss potential service arrangements for transportation, food services, comfort items, and mental health. Consider establishing pre-negotiated contracts or Memorandums of Agreement for School Board review.

CPR Training
Cardiopulmonary resuscitation. An emergency procedure, performed in an effort to manually preserve intact brain function until further measures are taken to restore spontaneous blood circulation and breathing in a person in cardiac arrest.

Crisis Intervention
The application of short term repeated interventions designed to support problem solving, reduce feelings of isolation, helplessness, and anxiety and promote return to normal

functioning.

Debriefing	The process of questioning to gain information from an individual after an unusual event. It can be done with responders as well as individuals affected by an emergency.
Defusing	A group crisis intervention technique conducted by a trained facilitator. It provides a supportive, safe interactive process among individuals in small groups, providing clarity and complete expression of the event and experiences.
District Support Team	Initially, the team directs the process of adapting the emergency planning guide to reflect local conditions. Ongoing, the district team serves to assist the schools when an emergency occurs and the need exceeds the school's resources.
Drills (also see Exercises)	Testing aspects of a response; practicing and perfecting a single emergency response.
Drop, Cover, and Hold	Students and staff take cover under a desk (DROP), away from windows, cover eyes (COVER), make efforts to protect vital organs, and hold onto the desk legs (HOLD).
Emergency Evacuation	The immediate and rapid movement of people away from the threat or actual occurrence of a hazard.
Emergency Management	An organized process by which communities prevent/mitigate risks; prepare for hazards that cannot be fully mitigated; respond to emergencies, and recover from emergencies and restore the school and community to its pre-emergency condition.
Emergency Operations Plan (EOP)	All of the common response issues and special issues related to specific hazards.
Emergency Planning	A proactive process to create a detailed scheme or program, including training and exercising, that enables schools to reduce the frequency and magnitude of an emergency.

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Emergency Preparedness	Process by which schools and community officials develop a plan that tells how they will respond to an emergency and what steps they will take to recover from the emergency.
Evacuation	Students and staff are led to the closest and safest way out of a building and roll is taken.
Exercises (also see Drills)	Testing aspects of a response; practicing and perfecting emergency responses.
FEMA	Federal Emergency Management Agency.
Finance/Administration Section	Responsible for buying materials and keeping financial records of expenditures and employee hours.
Hazard	Natural, manmade, or technological disasters.
Hazard Analysis	The process of looking for hazards or potential hazards around the community, neighborhood, and school.
Hostage	A person or entity, which is held by one of two belligerent parties or seized as security for the carrying out of an agreement.
Incident Command	The organizational structure that the school will use during an emergency.
Incident Command System (ICS)	Is a standardized, on-scene management approach, which facilitates coordinated response between multiple organizations; establishes common planning and resource management process; and allows organizations to communicate effectively while sharing equipment and personnel.
Incident Commander	Person in charge during an emergency event.
Intruder	One who gains entry inappropriately, especially without invitation, fitness, or permission.
Liaison Officer	Acts as a point of coordination between the

	Incident Command the other public agencies and organizations.
Lockdown	Individuals go to the closest room and all doors and windows are locked. Individuals move away from view of doors and windows. Individuals must stay where they are and may not exit or enter the building.
Logistics Section	Manages personnel, supplies, and equipment.
MEMA	Maryland Emergency Management Agency.
Mitigation	An action or plan to reduce the loss of life, damage to property from all hazards, or trauma to people; a type of prevention.
Operations Section	Handles all emergency response jobs.
Plane or Train Response	Actions determining next steps if there is an air or train disaster in close proximity to a school.
Planning and Intelligence Section	Responsible for tracking both available and needed resources, assessing the changing situation, documenting the response, and managing the large site map at the command post.
Preparedness	Process by which school and community officials develop a plan that tells how they will respond to an emergency, and what steps they will take to recover from the emergency.
Public Information Officer (PIO)	Acts as a liaison with the public (including the media).
Recovery	The long-term actions to return the school to its normal operations; restore normal operations as quickly and completely as possible.
Response	The act of determining who will make critical decisions, how to get necessary resources, how to handle a crime scene, tasks to be completed immediately, and by whom.

Reverse Evacuation

Students and staff are moved as quickly as possible back into secure buildings and roll is taken.

Safety Officer

The key person whose ultimate responsibility is to ensure the safety of students, staff, and others on campus as the highest priority.

Shelter

A basic architectural structure or building that provides cover.

Shelter in Place

Students and staff report to assigned locations. Ideally, the locations are away from windows and in the core of the building. Put signs in the windows about sheltering. For a chemical, nuclear/radiological, or biological event, turn off HVAC/air conditioning system and put tape on windows and on outside door, if in a room with windows.

Suicidal Thoughts/Ideation

A medical term for thoughts about or an unusual preoccupation with suicide. The range of suicidal ideation can vary greatly from fleeting to detailed plans, self-harm, and unsuccessful attempts.

Tabletops

Enable staff members to walk through an emergency scenario and make decisions similar to those made in an actual emergency; lend themselves to low stress discussion of plans, policies, and procedures; provide an opportunity to resolve questions of coordination and responsibility.

Threat Assessment

A process of determining the credibility or seriousness of a threat and the likelihood that the threat could be carried out. It is conducted by a team of trained school personnel and can be augmented by qualified/certified assessment professionals.

Threat Response Plan

A written threat response plan should be developed by key personnel using the Hazard Profile Worksheet and Key to guide appropriate

response to all possible threats.

Toxic Substance   A substance that can be poisonous or cause health effects.

Training   Training is important on at least three levels: 1) Team training for general emergency preparedness; 2) Training to address specific emergency responses or recovery activities and 3) Awareness training for all staff (i.e., Universal Emergency Procedures.)

APPENDICES

Appendix A: Hazard Identification Guidelines

These guidelines are intended to assist you with the hazard identification and risk analysis process for every area in and around your school. Regardless of your current capability to reduce hazards, simply being familiar with the hazards in and around your school and neighborhood will be a large help in developing school emergency plans. Your local Emergency Manager, fire department, or law enforcement can assist you in identifying and responding to potential hazards. As you complete your hazard assessment, consider the potential impact of a major event on the community and the possible hazards a major event could cause. Taking a broad view will help you to anticipate problems.

As you identify potential hazards, remember that many hazards can be reduced substantially or eliminated with little effort and no cost. Other hazard mitigation measures might be phased into the routine maintenance schedule. Because the more costly measures are likely to compete with other budget items, it may be desirable to develop a long-term hazard reduction plan. At any rate, as you identify potential hazards, record hazards that you can **eliminate**, those that you can **reduce**, and those that you can only **anticipate**. The job aids included in this appendix are listed below.

Appendix A: Hazard Identification Guidelines

Hazard Identification Mapping Activity

Developing maps for each area of concern, large and small, can provide important information in identifying potential hazards that may have otherwise been overlooked. Use the checklist below to help you complete these tasks.

Note: All maps should be revised upon completion of mitigation or elimination of hazards following action planning. Current maps must be readily available to emergency response personnel.

Check ✓	Activity
	Obtain or draw a map of each area to be profiled (district, school, grounds, etc.). *This map will be used to note potential hazards and the location of utilities, emergency equipment, and supplies. It will also provide a basis for establishing evacuation routes, identifying a safe, open-space assembly area, and developing procedures for conducting emergency response activities.*

	• Use the profile assessment for each area to assist in identifying relevant structural features.
	 • Mark the location of pertinent structural features on the map; such as:
	     o Office, classrooms, library, activity rooms
	     o Restrooms, health rooms
	     o Heating plant
	     o Exits, hallways/doors and closets
	     o Geographic features

	• Locate the potential hazards or important resources on the map:
	     o Main shut-off valves for water and gas
	     o Master electrical breaker
	     o Heating and air-conditioning equipment, HVAC
	     o Appliances (note gas or electric)
	     o Chemical storage and gas lines in laboratories.
	     o Hazardous materials
	     o Emergency lighting units
	     o Fire extinguishers.
	     o First-aid equipment, "Go-Kits"
	     o Outside water faucets and hoses
	     o Overhead power lines
	     o Underground gas lines

Hazard Profile Key

1. Potential Hazard

Examples

- Flood
- Fire
- Tornado
- Power Outage
- Water System Failure
- Transportation Accident
- Pandemic Flu
- Drug Overdose
- Suicide
- Peer Aggression
- Unsecured Entry into Building
- Neighborhood Violence
- Local Business with Hazardous Materials
- Major Roadway Nearby
- Major Airport Nearby
- Large Shrubs Around Building
- Poor Visibility in Hallways

2. Potential Severity

Catastrophic	• Multiple deaths • Severe Damage to <50% of Property • Facilities Closed for 30+ days
Major	• Disabling injuries and/or illness • Severe Damage to <25% of Property • Facilities Closed for 2+ Weeks
Minor	• Injuries and/or illness (Not Disabling) • Severe Damage to <10% of Property • Facilities Closed for 1 Week
Limited	• Injuries Treatable with First Aid • Major Damage to >10% of Property • Shutdown Facilities for >24 hours.

3. Potential Frequency of Occurrence

Highly Likely	**Likely**
Probable in the next year	*Probable in the next 3 yrs.*
Occasional	**Not Likely**
Possible in the next 5 yrs.	*Possible in the next 10 yrs.*

4. Potential Geographic Effect

Widespread   *Local*   *Isolated*

5. Special Population Consideration

Students   *Staff*   *Visitors*

6. Duration

>2hrs.	*2-5 hrs.*	*5-12 hrs.*	*12-24 hrs.*	*<24 hrs.*

Short-term   *Long-term*

7. Speed of Onset

Minimal Warning   *3-6 hr. Warning*

6-12 hr. Warning   *12+ hr. Warning*

8. Critical Resource Needs

Operations   *Planning/ Intelligence*

Logistics   *Finance/ Administration*

9. Available Warning Systems

Local Media   *National Weather Service*

Amber Alert   *Fire Alarm*

10. Risk Priority

Potential Frequency	Limited	Minor	Major	Catastrophic
Highly Likely	MED	MED	HIGH	EXTREME
Occasional	MED	MED	MED	HIGH
Likely	LOW	MED	MED	MED
Unlikely	LOW	LOW	MED	MED

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Appendix A: Hazard Identification Guidelines

SAMPLE

District Hazards Profile Assessment

Use as many copies of worksheet as needed; revise or add potential hazards as appropriate for your district.

District:			Date Completed:		Profile Completed by: (name)				
1. Potential Hazard	2. Potential Severity	3. Potential Frequency	4. Potential Geographic Effect	5. Special Population Consideration	6. Duration	7. Speed of Onset	8. Critical Resource Needs	9. Available Warning System	10. Risk Priority
Flood									
Fire									
Tornado									
Power Outage									
Water and Sewage System Failure									
Transportation Accident									
Active Shooter									

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Appendix A: Hazard Identification Guidelines

SAMPLE

Hazards Profile Action Plan

Use as many copies of worksheet as needed; add potential hazards as appropriate for the scope of the profile.

Technology:		Date Completed:		Completed by: (names)			
Area of Concern *(External, Internal, Classroom, etc.)*	**Potential Hazard**	**Risk Priority**	**E= Eliminate R= Reduce A= Anticipate**	**Specific Action Steps**	**Cost/ Resources**	**Responsible Party**	**Timeline**
Voice Communication Systems: P.A., Telephone, Radio, Cell Phone, etc.							
Internet & Intranet Records and Communication Systems							
Finance Records & Communication Systems							
Human Resources Records & Communication Systems							
Transportation Records & Communication Systems							

Appendix A: Hazard Identification Guidelines

School Internal Building Hazards Profile Assessment

Use as many copies of worksheet as needed; revise or add potential hazards as appropriate for your school.

School:			Date Completed:		Profile Completed by: (name)				
1. Potential Hazard	2. Potential Severity	3. Potential Frequency	4. Potential Geographic Effect	5. Special Population Consideration	6. Duration	7. Speed of Onset	8. Critical Resource Needs	9. Available Warning System	10. Risk Priority
Internal: Unsecured entry									
Internal: Large, window panes (especially over exits)									
Internal: Heating & air conditioning units									
Internal: Overhangs									
Internal: Large Display Cases									
Internal: Long, unsupported roof spans									

Appendix A: Hazard Identification Guidelines

SAMPLE

School External Building Hazards Profile Assessment

Use as many copies of worksheet as needed; revise or add potential hazards as appropriate for your school.

School:			Date Completed:		Profile Completed by: (name)				
1. Potential Hazard	2. Potential Severity	3. Potential Frequency	4. Potential Geographic Effect	5. Special Population Consideration	6. Duration	7. Speed of Onset	8. Critical Resource Needs	9. Available Warning System	10. Risk Priority
External: Unsecured portable, storage building									
External: Unsecured fencing, siding or roofing materials									
External: Unsecured gasoline, propane or chemical storage									
External: Bleachers in need of repair									
External: High power electrical wires, natural gas lines									
External: Unsecured bicycle racks, benches									
External: Geographic hazard nearby; stream, major highway									

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Appendix A: Hazard Identification Guidelines

School Playground/ Sporting Fields Hazards Profile Assessment

Use as many copies of worksheet as needed; revise or add potential hazards as appropriate for your school.

Area:			Date Completed:		Profile Completed by: (name)					
1. Potential Hazard	2. Potential Severity	3. Potential Frequency	4. Potential Geographic Effect	5. Special Population Consideration	6. Duration	7. Speed of Onset	8. Critical Resource Needs	9. Available Warning System	10. Risk Priority
Playground/ Fields: Fixed equipment or structures in need of repair									
Playground/ Fields: Unsecured equipment or structures									
Playground/ Fields: Surfaces in need of repair, exposed nails, screws, bolts									
Playground/ Fields: Fences/gates in need of repair or unsecured									
Playground/ Fields: Rocks or other material that could cause injury									
Playground/ Fields: Unsecured bicycle racks, benches, storage units									

Appendix A: Hazard Identification Guidelines

Classroom Hazards Profile Assessment

Use as many copies of worksheet as needed; revise or add potential hazards as appropriate for your school classrooms.

Classroom:			Date Completed:		Profile Completed by: (name)				
1. Potential Hazard	2. Potential Severity	3. Potential Frequency	4. Potential Geographic Effect	5. Special Population Consideration	6. Duration	7. Speed of Onset	8. Critical Resource Needs	9. Available Warning System	10. Risk Priority
Free-standing cabinets, bookcases, and wall units									
Heavy objects on high shelves or carts									
Large/ heavy displays near seating *(hanging plants, aquariums, glass cases)*									
Unsecured TV monitors									
Paper or other combustibles *(greasy rags)* stored near heat source									
Incompatible chemicals stored in close proximity (*bleach & ammonia*)									

Appendix A: Hazard Identification Guidelines

SAMPLE

Non-Classroom Area Hazards Profile Assessment
Use as many copies of worksheet as needed; revise or add potential hazards as appropriate for your school classrooms.

Non-Classroom Area:				Date Completed:		Profile Completed by: (name)				
1. Potential Hazard	2. Potential Severity	3. Potential Frequency	4. Potential Geographic Effect	5. Special Population Consideration	6. Duration	7. Speed of Onset	8. Critical Resource Needs	9. Available Warning System	10. Risk Priority
Hazardous material storage without signage or unsecured				Be sure to check art, science, gymnasium and custodial supplies					
Inadequate material storage *(Toxic, corrosive, or flammable not stored to withstand falling)*									
Unsecured appliances *(water heaters, ovens, microwaves)*									
Unsecured fire extinguishers or in need of recharging									
Unsecured filing cabinets or inadequate latches									
Unsecured lamps, equipment, benches, seating									
Open workspace, cubicle, office									

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Appendix A: Hazard Identification Guidelines

SAMPLE

Evacuation Route Hazards Profile Assessment

Use as many copies of worksheet as needed; revise or add potential hazards as appropriate for your school neighborhood.

Evacuation Route:			Date Completed:		Profile Completed by: (name)				
1. Potential Hazard	2. Potential Severity	3. Potential Frequency	4. Potential Geographic Effect	5. Special Population Consideration	6. Duration	7. Speed of Onset	8. Critical Resource Needs	9. Available Warning System	10. Risk Priority
Hallway or doors with glass panels *(not tempered or Plexiglas)*									
Hallways; lockers, bookshelves, display cases, storage units	Assess potential for debris; broken ceilings, light fixtures, glass, etc								
Lighting dependent on electricity, limited natural light									
Elevators *(Signage prohibiting use during emergencies)*									
Unsecured passages *(Arcades, canopies, porch-like structures)*									
Structural Concerns *(Clay or slate roofs, balconies, cornices)*									
Outdoor Assembly *(Gas, sewer, or power lines nearby)*									

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Appendix A: Hazard Identification Guidelines

SAMPLE

School Neighborhood Hazards Profile Assessment

Use as many copies of worksheet as needed; revise or add potential hazards as appropriate for your school neighborhood.

Street:			Date Completed:		Profile Completed by: (name)				
1. Potential Hazard	2. Potential Severity	3. Potential Frequency	4. Potential Geographic Effect	5. Special Population Consideration	6. Duration	7. Speed of Onset	8. Critical Resource Needs	9. Available Warning System	10. Risk Priority
Facilities with toxic, chemically reactive, or radioactive materials (gas stations, dry cleaners)									
High voltage power lines									
Transportation routes allowing hazardous materials (truck routes, railway)									
Underground gas and oil pipelines or above ground storage									
Underground utility vaults, above ground transformers									
Multi-story buildings, unreinforced masonry									
Water towers and tanks									

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Appendix A: Hazard Identification Guidelines

Hazards Profile Assessment

Use as many copies of worksheet as needed; add potential hazards as appropriate for the scope of the profile.

Profile Scope: (District, school, etc.)	Date Profile Completed:		Profile Completed by: (name)						
1. Potential Hazard	2. Potential Severity	3. Potential Frequency	4. Potential Geographic Effect	5. Special Population Consideration	6. Duration	7. Speed of Onset	8. Critical Resource Needs	9. Available Warning System	10. Risk Priority

Appendix A: Hazard Identification Guidelines

Hazards Profile Action Plan

Use as many copies of worksheet as needed; add potential hazards as appropriate for the scope of the profile.

District/School:			Date Completed:		Completed by: (names)			
Area of Concern *(External, Internal, Classroom, etc.)*	Potential Hazard	Risk Priority	E= Eliminate R= Reduce A= Anticipate	Specific Action Steps		Cost/ Resources	Responsible Party	Timeline

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Appendix A: Hazard Identification Guidelines

POLYCHLORINATED BIPHENYL (AROCLOR 1254)   **ICSC: 939**

POLYCHLORINATED BIPHENYL (AROCLOR 1254) Chlorobiphenyl (54% chlorine) Chlorodiphenyl (54% chlorine) PCB Molecular mass: 327 (average)
CAS # 11097-69-1 RTECS # TQ1360000 ICSC # 0939 UN # 2315 EC # 602-039-00-4

TYPES OF HAZARD/ EXPOSURE	ACUTE HAZARDS/ SYMPTOMS	PREVENTION	FIRST AID/ FIRE FIGHTING
FIRE	Not combustible. Irritating and toxic gases may be generated in a fire.		Powder, carbon dioxide.
EXPLOSION			
EXPOSURE		PREVENT GENERATION OF MISTS! STRICT HYGIENE!	
▪ **INHALATION**		Ventilation	Fresh air, rest. Refer for medical attention.
▪ **SKIN**	MAY BE ABSORBED! Dry skin, redness, chloracne (further see Inhalation).	Protective gloves Protective clothing	Remove contaminated clothes. Rinse and then wash skin with water and soap. Refer for medical attention.
▪ **EYES**	Redness, pain	Safety goggles, face shield	First rinse with plenty of water for several minutes (remove contact lenses if easily possible), then take to a doctor.
▪ **INGESTION**	Headache, numbness, fever	Do not eat, drink, or smoke during work.	Rest. Refer for medical attention.

SPILLAGE DISPOSAL	STORAGE	PACKAGING & LABELING
Consult an expert! Collect leaking liquid in sealable containers. Absorb remaining liquid in sand or inert absorbent and remove to safe place. Do NOT let this chemical enter the environment (extra personal protection: complete protective clothing including self-contained breathing apparatus).	Separated from food and feedstuffs. Cool. Dry. Keep in a well-ventilated room.	Unbreakable packaging; put breakable packaging into closed unbreakable container. Do not transport with food and feedstuffs. Xn symbol R: 33 S: 35 Note: C UN Hazard Class: 9 UN Packing Group: II

SEE IMPORTANT INFORMATION ON BACK
ICSC: 0939   Prepared in the context of cooperation between the International Programme on Chemical Safety & the Commission of the European Communities © IPCS CEC 1993

Appendix A: Hazard Identification Guidelines

POLYCHLORINATED BIPHENYL (AROCLOR 1254)
ICSC:0939

I M P O R T A N T D A T A	**PHYSICAL STATE: APPEARANCE:** LIGHT YELLOW VISCOUS LIQUID. **PHYSICAL DANGERS:** **CHEMICAL DANGERS:** The substance decomposes in a fire producing irritating and toxic gases. **OCCUPATIONAL EXPOSURE LIMITS (OELs):** TLV: ppm, 0.5 mg/m^3 (skin) (ACGIH 1991-1992).	**ROUTES OF EXPOSURE:** The substance can be absorbed into the body by inhalation of its aerosol, through the skin and by ingestion. **INHALATION RISK:** A harmful contamination of the air will be reached rather slowly on evaporation of this substance at 20°C. **EFFECTS OF SHORT-TERM EXPOSURE:** The substance irritates the eyes (see Notes). **EFFECTS OR LONG-TERM OR REPEATED EXPOSURE:** Repeated or prolonged contact with skin may cause dermatitis chloracne. The substance may have effects on the liver. Animal tests show that this substance possibly causes toxic effects upon human reproduction.
PHYSICAL PROPERTIES	Relative density (water = 1): 1.5 Solubility in water: none	Vapour pressure, Pa at 25°C: 0.01 Octanol/water partition coefficient as log POW: 6.30 (estimated)
ENVIRONMENTAL DATA	In the food chain important to humans, bioaccumulation takes place, specifically in water organisms. It is strongly advised not to let the chemical enter into the environment.	
NOTES		
Changes into a resinous state (pour point) at 10°C. Distillation range: 365°-390°C. No open cup flash point to boiling. The symptoms other than the chloracne and liver effects may be in part due to contaminants of the PCB. Transport Emergency Card: TEC (R)-914		
ADDITIONAL INFORMATION		
ICSC: 0939	**POLYCHLORINATED BIPHENYL (AROCLOR 1254)** © IPCS, CEC, 1993	
IMPORTANT LEGAL NOTICE:	Neither the CEC or the IPCS nor any person acting on behalf of the CEC or the IPCS is responsible for the use which might be made of this information. This card contains the collective views of the IPCS Peer Review Committee and may not reflect in all cases all the detailed requirements included in national legislation on the subject. The use should verify compliance of the cards with the relevant legislation in the country of use.	

Appendix A: Hazard Identification Guidelines

TERRORIST BOMB THREAT STAND-OFF

THREAT DESCRIPTION	EXPLOSIVES CAPACITY[1] (TNT EQUIVALENT)	BUILDING EVACUATION DISTANCE[2]	OUTDOOR EVACUATION DISTANCE[3]
PIPE BOMB	5 LBS/ 2.3 KG	70 FT/ 21 M	850 FT/ 259 M
BRIEFCASE/ SUITCASE BOMB	50 LBS/ 23 KG	150 FT/ 46 M	1,850 FT/ 564 M
COMPACT SEDAN	500 LBS/ 227 KG	320 FT/ 98 M	1,500 FT/ 457 M
SEDAN	1,000 LBS/ 454 KG	400 FT/ 122 M	1,750 FT/ 534 M
PASSENGER/ CARGO VAN	4,000 LBS/ 1,814 KG	640 FT/ 195 M	2,750 FT/ 838 M
SMALL MOVING VAN/DELIVERY TRUCK	10,000 LBS/ 4,536 KG	860 FT/ 263 M	3,750 FT/ 1,143 M
MOVING VAN/ WATER TRUCK	30,000 LBS/ 13,608 KG	1,240 FT/ 375 M	6,500 FT/ 1,982 M
SEMI-TRAILER	60,000 LBS/ 27,216 KG	1,570 FT/ 475 M	7,000 FT/ 2,134 M

Terrorist Bomb Threat Stand-Off

All personnel must either seek shelter inside a building (with some risk) away from windows and exterior walls, or move beyond the Outdoor Evacuation Distance.

Preferred area (beyond this line) for evacuation of people in buildings and mandatory for people outdoors.

[1] Based on maximum volume or weight of explosive (TNT equivalent) that could reasonably fit in a suitcase vehicle.

[2] Governed by the ability of an unstrengthened building to withstand severe damage or collapse.

[3] Governed by the greater of fragment throw distance or glass breakage/falling glass hazard distance. Note that pipe and briefcase bombs assume cased charges which throw fragments farther than vehicle bombs.

All personnel must evacuate (both inside of buildings and out).

Building Evacuation Distance

Outdoor Evacuation Distance

Threat

APPENDIX B: CHECKLIST FOR HOME PREPAREDNESS

This appendix includes a checklist that will help school personnel ensure that they are prepared for an emergency that may affect their homes as well as the school. Distribute this checklist to all school personnel at the beginning of each school year. Urge faculty and staff to use the checklist to ensure that their families know what is on hand and what to do if an emergency occurs while they are at school.

The items shown on this checklist may not be complete, and some items may be inappropriate for the hazards faced in your area. Feel free to revise the checklist to suit the hazards you face in your community.

APPENDIX B: CHECKLIST FOR HOME PREPAREDNESS

CHECKLIST FOR HOME PREPAREDNESS

Check	Supplies
☐	Water and food for 3 days
☐	Can opener
☐	Utensils
☐	First aid kit
☐	At least a 30-day supply of all needed medications
☐	Fire extinguisher
☐	Extra pair of glasses (If you wear contact lenses have a pair of glasses too, because the dust or smoke in the air following some types of disasters makes contacts uncomfortable.)
☐	Flashlight(s) with extra batteries
☐	Flares
☐	Portable AM/FM radio with extra batteries (A weather radio is also helpful in areas served by NOAA Weather Radio.)
☐	Communication kit (phone number of out-of-state relatives, coins for a pay phone and cash, pre-addressed, stamped postcards)
☐	Weather protection (gloves, jacket, raincoat, sunscreen, hat, etc.) Rotate as necessary for the season.
☐	Plastic trash bags
☐	Complete change of clothing
☐	Comfortable shoes and practical shoes (steel toe), extra socks ▪ Comfortable shoes for those not involved in search and rescue ▪ Steel toe shoes for those exposed to debris
☐	Sanitation supplies (toothbrush, toothpaste, soap, comb, plastic bags, tissues, sanitary napkins)
☐	Heavy-duty work gloves
☐	Shovels
☐	Sleeping bag, pillow, blankets
☐	Full tank of gas

Rotate the supplies seasonally. Check shelf life monthly.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

Use this appendix for drills, exercises, and real emergencies. Document all actions taken.

The job aids in this appendix are listed below.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

STUDENT CARE: INSTRUCTOR RESPONSIBILITIES

PERSONNEL: All teachers and substitute teachers

RESPONSIBILITIES:

General:
- Assess the situation and remain calm.

- If the ground is shaking or wind is blowing to the point that glass breakage or other damage to the school poses a risk to students, lead "**drop, cover, and hold."**

- Calm, direct, and give aid to students. Assist seriously injured students if possible.

Lockdown or Shelter in Place:
- Lock down procedures include:

   a. closing and locking classroom doors;
   b. turning off lights;
   c. moving to interior walls;
   d. silencing cell phones; and
   e. and following all other lockdown procedures

   *See E-5 for additional information

- If gunfire or explosions are heard, get everyone to lie flat on the floor.

- If shelter in place is activated, follow procedures as described in your school's plan. (Note: These procedures should be in your classroom "Go Kit" as well.)

Evacuation:
- Check with your buddy teacher and assist as necessary.

- Take classroom Go Kit, emergency cards, and roll book.

- Evacuate to emergency assembly area:
   - Check with your buddy teacher and assist or, if necessary, evacuate both classes together.
   - Use the safest route; stay alert for hazards; move quickly and quietly.
   - Close the classroom door, but leave it unlocked for search and rescue access.

Assembly Area:
- Instruct the students to sit on the grass or blacktop.

- Take attendance and complete a Student Accounting Form.

- One of each pair of buddy teachers must take the accounting forms to documentation and reports (at the Command Post).

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

STUDENT CARE: INSTRUCTOR RESPONSIBILITIES (CONTINUED)

RESPONSIBILITIES (CONTINUED)	**Remaining Supervising Teacher:** ▪ Supervise and reassure students. ▪ Administer first aid as necessary, or send the student(s) to the First Aid area with his/her emergency card. ▪ Fill out a Notice of First Aid Care form if first aid is given. Retain one copy; attach the other to the emergency card. ▪ Locate each student's emergency card. ▪ Keep a record of the location of all students at all times, using the Student Accounting Form. ▪ Be alert for latent signs of injury/shock in *all* students. **Student Release:** ▪ Runners will bring a form requesting the student. ▪ Note that the student has left on the Student Accounting Form. ▪ Send the emergency card and any first aid forms with the student. ▪ The student will accompany the runner to the release area. ▪ If a parent demands the child, breaking release procedure, make an appropriate notation describing the incident on the emergency card and store it in the Classroom Kit. Avoid confrontations.
EQUIPMENT/ SUPPLIES:	▪ Emergency Plans ▪ Class lists ▪ Student Information Sheets or Emergency Cards ▪ First Aid Kit and Classroom Kit (if available) ▪ Forms: ◆ Student Accounting Form ◆ Notice of First Aid Care ▪ Clipboard ▪ Pen or pencil

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

SUPPORT STAFF RESPONSIBILITIES

PERSONNEL:

Librarian	Guidance Counselors
Cafeteria Workers	Maintenance Workers
Classroom Aides	Day Care Providers
School Volunteers	Curriculum Specialist
Resource Teachers	Deans
	Custodians

RESPONSIBILITIES:

- Follow standard safety procedures.

- **If remaining with the students, follow Classroom Teacher Responsibility guidelines.**

- Check in at the Command Post for assignment.

- Report any known injuries or damage.

- Use safety equipment and follow directions.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

STUDENT SUPPORT TEAMS (OPTIONAL)

PERSONNEL:	**Pre-selected students inserviced on emergency procedures and with parental permission may assist in support roles. Students should never be placed in hazardous or potentially traumatic situations or unsupervised positions responsible for the safety of others.**
RESPONSIBILITIES:	▪ Report to classroom location for roll call. ▪ *After* roll is taken, check in at the Command Post for assignment. Possible assignments may include: ▪ Serving as runners for student release or delivery of written information to or from the Command Post. ▪ Assisting in the set up of student release and other response locations. ▪ Assisting the Student Care Director by delivering or assembling equipment (e.g., portable toilets and enclosures), distributing water, or acting as information runners. ▪ Assisting in recreational activities for students.
EQUIPMENT/ SUPPLIES:	▪ Emergency Plans ▪ Orange safety vest (if available) ▪ Others issued as necessary

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

INCIDENT COMMAND SYSTEM
ORGANIZATION CHART

Chain of Command

Orderly Line of Authority

- Incident Commander
  - School Administrator
  - Central Office Administrator
  - Public Information Officer
  - Liaison Officer
  - Safety Officer

Command Staff

- Operations
  - Site Security
  - Health Services First Aide
  - Mental Health Response Team
  - Student Supervision
  - Student & Parent Reunification
- Planning & Intelligence
  - Documentation Records (IAP)
  - Situation Analysis
- Logistics
  - Transportation
  - Food Service
  - Facility & Materials
  - Communication
- Finance/Admin
  - Insurance Claims
  - Personnel
  - Timekeeper

General Staff

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APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

COMMAND SECTION: INCIDENT COMMANDER

RESPONSIBILITIES:	**The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations.** Ensure the safety of students, staff, and others on campus. Lead by example: your behavior sets tone for staff and students.
START-UP ACTIONS	▪ Obtain your personal safety equipment (i.e., hard hat, vest, clipboard with job description sheet). ▪ Assess the type and scope of emergency. ▪ Determine the threat to human life and structures. ▪ Implement the emergency plan and hazard-specific procedures. ▪ Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives. ▪ Activate functions and assign positions as needed. ▪ Fill in the Incident Assignments form. ▪ Appoint a backup or alternate Incident Commander (as described in the emergency plan).

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

COMMAND SECTION: INCIDENT COMMANDER (CONTINUED)

ONGOING OPERATIONAL DUTIES:

- Continue to monitor and assess the total school situation:
    - View the site map periodically for search and rescue progress and damage assessment information.
    - Check with chiefs for periodic updates.
    - Reassign personnel as needed.

- Report (through Communications) to the school district on the status of students, staff, and facility, as needed (Site Status Report).

- Develop and communicate revised incident action plans as needed.

- Begin student release when appropriate.

🖹 NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the superintendent, except at the request of parent/guardian.

- Authorize the release of information.

- Utilize your backup; plan and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post.

- Plan regular breaks for all staff and volunteers. Take care of your caregivers!

- Release teachers as appropriate and per district guidelines. (By law, during a disaster, teachers become disaster workers.)

- Remain on and in charge of your campus until redirected or released by the superintendent.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

COMMAND SECTION: INCIDENT COMMANDER (CONTINUED)

CLOSING DOWN:	▪ Authorize deactivation of sections, branches, or units when they are no longer required.
	▪ At the direction of the Superintendent, deactivate the entire emergency response. If the fire department or other outside agency calls an "all clear," contact the district before taking any further action.
	▪ Ensure that any open actions not yet completed will be taken care of after deactivation.
	▪ Ensure the return of all equipment and reusable supplies to Logistics.
	▪ Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
	▪ Announce the termination of the emergency and proceed with recovery operations if necessary.
COMMAND POST EQUIPMENT/ SUPPLIES:	▪ Campus map
	▪ Master keys
	▪ Staff and student rosters
	▪ Disaster response forms
	▪ Emergency plan
	▪ Duplicate rosters (two sets)
	▪ Tables and chairs (if Command Post is outdoors)
	▪ Vests (if available)
	▪ Job description clipboards
	▪ Command Post tray (pens, etc.)
	▪ School district radio
	▪ Campus two-way radios
	▪ AM/FM radio (battery)
	▪ Bullhorn

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

COMMAND SECTION: SAFETY OFFICER

RESPONSIBILITIES:	The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the existing circumstances.
START-UP ACTIONS:	▪ Check in with the Incident Commander for a situation briefing. ▪ Obtain necessary equipment and supplies from Logistics. ▪ Put on a position identifier, such as a vest, if available. ▪ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document: ◆ Messages received. ◆ Action taken. ◆ Decision justification and documentation. ◆ Requests filled.
OPERATIONAL DUTIES:	▪ Monitor drills, exercises, and emergency response activities for safety. ▪ Identify and mitigate safety hazards and situations. ▪ Stop or modify all unsafe operations. ▪ Ensure that responders use appropriate safety equipment. ▪ Think ahead and anticipate situations and problems before they occur. ▪ Anticipate situation changes, such as cascading events, in all planning. ▪ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.
CLOSING DOWN:	▪ When authorized by the Incident Commander, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit. ▪ Return equipment and reusable supplies to Logistics.
EQUIPMENT/ SUPPLIES:	▪ Emergency Plans for District ▪ Vest or position identifier, if available ▪ Hard hat, if available ▪ Clipboard, paper, pens ▪ Two-way radio, if available

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

COMMAND SECTION: PUBLIC INFORMATION OFFICER (PIO)

PERSONNEL:

Assigned staff that can act as spokesperson.

POLICY:

The public has the right and need to know important information related to an emergency/disaster at the school site *as soon as it is available.*

The PIO acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should be used only if the media is on campus and the district PIO is not available.

News media can play a key role in assisting the school in getting emergency/ disaster-related information to the public (parents).

Information released must be consistent, accurate, and timely.

START-UP ACTIONS:

- Determine a possible "news center" site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.

- Identify yourself as the PIO (by vest, visor, sign, etc.)

- Consult with the district PIO to coordinate information release.

- Assess the situation and obtain a statement from the Incident Commander. Tape record it if possible.

- Advise arriving media that the site is preparing a press release and the approximate time of its issue.

- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

COMMAND SECTION: PUBLIC INFORMATION OFFICER (PIO) (CONTINUED)

OPERATIONAL DUTIES:	▪ Keep up to date on the situation.
	▪ Statements must be approved by the Incident Commander and should reflect:
	◆ Reassurance (EGBOK— "Everything's going to be OK.")
	◆ Incident or disaster cause and time of origin.
	◆ Size and scope of the incident.
	◆ Current situation—condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
	◆ Resources in use.
	◆ Best routes to the school, if known and if appropriate.
	◆ Any information the school wishes to be released to the public.
	▪ **Read** statements if possible.
	▪ When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid using the phrase "no comment."
	▪ Remind school staff and volunteers to refer *all* questions from the media or waiting parents to the PIO.
	▪ Update information periodically with the Incident Commander.
	▪ Ensure that announcements and other information are translated into other languages as needed.
	▪ Monitor news broadcasts about the incident. Correct any misinformation heard.
CLOSING DOWN:	▪ At the Incident Commander's direction, release PIO staff when they are no longer needed. Direct staff members to sign out through Timekeeping.
	▪ Return equipment and reusable supplies to Logistics.
	▪ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

EQUIPMENT/
SUPPLIES:

- Public information kit consists of:
  - ID vest
  - Battery-operated AM/FM radio
  - Paper/pencils/marking pens
  - Scotch tape/masking tape
  - Scissors
  - School site map(s) and area maps
    - 8-l/2 x 11 handouts
    - Laminated poster board size for display

- Forms:
  - Disaster Public Information Release Work Sheet
  - Sample Public Information Release
  - School Profile or School Accountability Report Card (SARC)

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

COMMAND SECTION: LIAISON OFFICER

RESPONSIBILITIES:	The Liaison Officer serves as the point of contact for agency representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
START-UP ACTIONS:	▪ Check in with the Incident Commander for a situation briefing. ▪ Determine your personal operating location and set it up as necessary. ▪ Obtain the necessary equipment and supplies from Logistics. ▪ Put on a position identifier, such as a vest, if available. ▪ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
OPERATIONAL DUTIES:	▪ Brief agency representatives on the current situation, priorities, and incident action plan. ▪ Ensure coordination of efforts by keeping the Incident Commander informed of agencies' action plans. ▪ Provide periodic update briefings to agency representatives as necessary.
CLOSING DOWN:	▪ At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping. ▪ Return equipment and reusable supplies to Logistics. ▪ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.
EQUIPMENT/ SUPPLIES:	▪ Emergency Plans for District ▪ Vest or position identifier, if available ▪ Two-way radio, if available ▪ Clipboard, paper, pens

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONS SECTION: OPERATIONS SECTION CHIEF

RESPONSIBILITIES:

The Operations Chief manages the direct response to the disaster, which can include:

- Site Facility Check/Security
- Search and Rescue
- Medical
- Student Care
- Student Release

START-UP ACTIONS:

- Check in with the Incident Commander for a situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on a position identifier, such as a vest, if available.

OPERATIONAL DUTIES:

- Assume the duties of all operations positions until staff are available and assigned.
- As staff members are assigned, brief them on the situation, and supervise their activities, using the position checklists.
- If additional supplies or staff needed for the Operations Section, notify Logistics. When additional staff arrive, brief them on the situation, and assign them as needed.
- Coordinate search and rescue operations if it is safe to do so. Appoint an S&R Team Leader to direct operations, if necessary.
- As information is received from operations staff, pass it on to situation analysis and/or the Incident Commander.
- Inform the Planning Section Chief of operations tasks and priorities.
- Make sure that operations staff are following standard procedures, using appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign staff within the section as needed.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONS SECTION: OPERATIONS SECTION CHIEF (CONTINUED)

CLOSING DOWN:	▪ At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping. ▪ Return equipment and reusable supplies to Logistics. ▪ When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

EQUIPMENT/ SUPPLIES:	▪ Vest or position identifier, if available
	
	▪ S&R equipment
	
	▪ Two-way radio
	
	▪ Job description clipboard, paper, pens
	
	▪ Maps:
	   ◆ Search and rescue maps
	   ◆ Large campus map

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONS SECTION: SITE FACILITY CHECK/SECURITY

PERSONNEL: Staff as assigned. Work in pairs.

RESPONSIBILITIES: Take no action that will endanger yourself.

START UP ACTIONS:
- Wear hard hat and orange identification vest, if available.
- Take appropriate tools, job description clipboard, and radio.
- Put batteries in flashlight if necessary.

OPERATIONAL DUTIES:

As you complete the following tasks, observe the campus and report any damage by radio to the Command Post.

📄 **Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

- Lock gates and major external doors.
- Locate, control, and extinguish small fires as necessary.
- Check gas meter and, *if gas is leaking,* shut down the gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that the campus is "locked down" and report the same to the Command Post.
- Advise the Command Post of all actions taken for information and proper logging.
- Be sure that the entire campus has been checked for safety hazards and damage.
- No damage should be repaired before full documentation, such as photographs and video evidence, is complete unless the repairs are essential to immediate life-safety.
- Route fire, rescue, and police, as appropriate.
- Direct all requests for information to the Public Information Officer.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

CLOSING DOWN:	▪ Return equipment and reusable supplies to Logistics. ▪ When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.
EQUIPMENT/ SUPPLIES:	▪ Vest, hard hat, work gloves, and whistle. ▪ Campus two-way radio, master keys, and clipboard with job description. ▪ Bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools—for gas and water (crescent wrench)

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONS SECTION: SEARCH AND RESCUE TEAM LEADER

SAFETY RULES:	**Use the buddy system: Assign a minimum of 2 persons to each team.** Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. **Follow all operational and safety procedures.**
START-UP ACTIONS:	▪ Obtain all necessary equipment from container. (See list below.) ▪ Obtain a briefing from Operations Chief, noting known fires, injuries, or other situations requiring response. ▪ Assign teams based on available manpower, minimum 2 persons per team.
OPERATIONAL DUTIES:	▪ Perform a visual and radio check of the outfitted team leaving the Command Post. Teams must wear sturdy shoes and safety equipment. ▪ Record names and assignments before deploying teams. ▪ Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team. ▪ Remain at the Command Post in radio contact with S&R Teams. ▪ Record all teams' progress and reports on the site map, keeping others at the Command Post informed of problems. When a room is reported clear, mark a "C" on the map. ▪ If injured students are located, consult the Operations Section Chief for response. Utilize Transport teams, or send a First Aid Team. ▪ Record the exact location of damage and a triage tally (I=immediate, D=delayed, DEAD=dead) on the map. ▪ Keep radio communication brief and simple. No codes. 🖹 **Remember:** if you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.
CLOSING DOWN:	▪ Record the return of each S&R team. Direct them to return equipment and report to Logistics for additional assignment. ▪ Provide maps and logs to the Documentation Unit.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONS SECTION: SEARCH AND RESCUE TEAM LEADER (CONTINUED)

EQUIPMENT/ SUPPLIES:

- Vest, hard hat, work and latex gloves, and whistle with master keys on lanyard. One team member should wear a first aid backpack.

- Campus two-way radio and clipboard with job description and map indicating the search plan.

- Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONS SECTION: SEARCH AND RESCUE TEAMS

SAFETY:	**Use the buddy system: Ensure that each team has been assigned a minimum of 2 persons.** Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. **Follow all operational and safety procedures.**
START-UP ACTIONS:	▪ Obtain all necessary equipment from the container. (See list below.) **You must wear sturdy shoes and long sleeves.** Put batteries in the flashlight. ▪ Check in at the Command Post for assignment.
OPERATIONAL DUTIES:	▪ Report gas leaks, fires, or structural damage to the Command Post immediately upon discovery. Shut off gas or extinguish fires if possible. ▪ Before entering a building, inspect the complete exterior of the building. Report structural damage to the team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. **If you are in doubt about your safety, DO NOT ENTER!** ▪ If the building is safe to enter, search the assigned area (following the map) using an orderly pattern. Check all rooms. Use chalk or grease pencil to mark a slash on the door when entering a room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, complete the slash to form an "X" on the door. Report by radio to the Command Post that the room has been cleared (e.g. "Room A-123 is clear."). ▭ **Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions. ▪ When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use names of students or staff. Follow directions from the Command Post. ▪ Record the exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on the map and report the information to the Command Post. ▪ Keep radio communication brief and simple. Do not use codes.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONS SECTION: SEARCH AND RESCUE TEAMS

CLOSING DOWN:	▪ Return equipment to Logistics. Provide maps and logs to the Documentation Unit.
EQUIPMENT/ SUPPLIES:	▪ Vest, hard hat, work and latex gloves, and whistle with master keys on a neck lanyard. One member of the team should wear a first aid backpack.
	▪ Campus two-way radio and clipboard with job description and map indicating the search plan.
	▪ Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONS SECTION: MEDICAL TEAM LEADER

RESPONSIBILITIES: The Medical Team Leader is responsible for providing emergency medical response, first aid, and counseling. He or she informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide and ensures that appropriate actions are taken in the event of deaths.

START-UP ACTIONS:

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.

- Make personnel assignments. If possible, assign a minimum of two people to triage, two to immediate treatment, two to delayed treatment, and two to psychological treatment.

- Set up a first aid area in a safe place (upwind from the emergency area if the emergency involves smoke or hazardous materials), away from students and parents, with access to emergency vehicles. Obtain equipment and supplies from the storage area.

- Assess available inventory of supplies and equipment.

- Review safety procedures and assignments with personnel.

- Establish a point of entry ("triage") into the treatment area.

- Establish "immediate" and "delayed" treatment areas.

- Set up a separate psychological first aid area if staff levels are sufficient.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONAL DUTIES:

- Oversee the assessment, care, and treatment of patients.
- Ensure caregiver and rescuer safety: Ensure that they use latex gloves for protection from body fluids and new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel to respond to injuries in remote locations or request a Transport Team from Logistics.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to the Operations Section Chief.
- Keep the Operations Section Chief informed of the overall status.
- Set up a morgue, if necessary, in a cool, isolated, secure area; follow the guidelines established in the plan.
- Stay alert for communicable diseases and isolate appropriately.
- Consult with the Student Care Director regarding health care, medications, and meals for students with known medical conditions (e.g., diabetes, asthma, etc.).

CLOSING DOWN:

- At the Incident Commander's direction, release medical staff who are no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs. Provide the logs and other relevant documents to the Documentation Unit.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

Recommended First Aid Supplies:

- 4 x 4" compress: 1000 per 500 students

- 8 x 10" compress: 150 per 500 students

- Kerlix bandaging: 1 per student

- Ace wrap: 2-inch: 12 per campus
  4-inch: 12 per campus

- Triangular bandage: 24 per campus

- Cardboard splints: 24 each of sm, med, lg.

- Steri-strips or butterfly bandages: 50 per campus

- Aqua-Blox (water) cases (for flushing wounds, etc.): 0.016 x students + staff = # cases

- Neosporin: 144 squeeze packs per campus

- Hydrogen peroxide: 10 pints per campus

- Bleach: 1 small bottle

- Plastic basket or wire basket stretchers or backboards: 1.5 per 100 students

- Scissors, paramedic: 4 per campus

- Tweezers: 3 assorted per campus

- Triage tags: 50 per 500 students

- Latex gloves: 100 per 500 students

- Oval eye patch: 50 per campus

- Tapes: 1" cloth: 50 rolls/campus
  2" cloth: 24 per campus

- Dust masks: 25 per 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
- Auto-injectable epinephrine per Education Article §7-426.2

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONS SECTION: MEDICAL TEAM

PERSONNEL:

First-aid trained staff and volunteers

RESPONSIBILITIES:

Use approved safety equipment and techniques.

START-UP ACTIONS:

- Obtain and wear personal safety equipment including latex gloves.
- Check with the Medical Team Leader for assignment.

OPERATIONAL DUTIES:

- Administer appropriate first aid.
- **Keep accurate records of care given.**
- Continue to assess victims at regular intervals.
- Report deaths immediately to the Medical Team Leader.
- If and when transportation is available, do a final assessment and document on the triage tag. Keep and file records for reference—**do not send any records with the victim**.
- A student's emergency card must accompany each student removed from campus to receive advanced medical attention. Send an emergency out-of-area phone number, if available.

Triage Entry Area:

The triage area should be staffed with a minimum of two trained team members, if possible.

- One member confirms the triage tag category (red, yellow, green) and directs to the proper treatment area. Should take 30 seconds to assess—no treatment takes place here. Assess if not tagged.
- Second team member logs victims' names on form and sends the forms to the Command Post as completed.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

Treatment Areas ("Immediate and Delayed")

Treatment areas should be staffed with a minimum of two team members per area, if possible.
- One member completes secondary head-to-toe assessment.

- Second member records information on the triage tag and on-site treatment records.

- Follow categories: Immediate, Delayed, Dead

⧉ When using the two-way radio, do not use the names of the injured or dead.

CLOSING DOWN:
- Return equipment and unused supplies to Logistics.

- Clean up first aid area. Dispose of hazardous waste safely.

- Complete all paperwork and turn it in to the Documentation Unit.

EQUIPMENT/ SUPPLIES:
- First-aid supplies (See the list on the following page.)

- Job description clipboards

- Stretchers

- Vests, if available

- Tables and chairs

- Staff and student medication from health office

- Forms:
    - Notice of First Aid Care
    - Medical Treatment Victim Log

- Marking pens

- Blankets

- Quick reference medical guides

- Ground cover/tarps

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONS SECTION: MEDICAL BRANCH MORGUE

PERSONNEL:

To be assigned by the Operations Section Chief if needed.

START-UP ACTIONS:

- Check with the Operations Section Chief for direction.
- If directed, set up a morgue area. Verify:
  - Tile, concrete, or other cool floor surface
  - Accessible to Coroner's vehicle
  - Remote from the assembly area
  - Security: Keep unauthorized persons out of the morgue.
  - Maintain a respectful attitude.

OPERATIONAL DUTIES:

After pronouncement or determination of death:

- *Confirm that the person is actually dead.*
- *Do not* move the body until directed by the Command Post.
- *Do not* remove any personal effects from the body. Personal effects must remain with the body *at all times.*
- As soon as possible, *notify the Operations Section Chief,* who will notify the Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. Law enforcement personnel will notify the Coroner.
- Keep accurate records and make them available to law enforcement and/or the Coroner when requested.
- Write the following information on two tags:
  - Date and time found.
  - Exact location where found.
  - Name of decedent if known.
  - If identified—how, when, by whom.
  - Name of person filling out tag.
- Attach one tag to body.
- If the Coroner's Office will not be able to pick up the body soon, place the body in a plastic bag and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move the body to the morgue.
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONS SECTION: MEDICAL BRANCH MORGUE (CONTINUED)

CLOSING DOWN:	▪ After all bodies have been picked up, close down the Morgue. ▪ Return equipment and unused supplies to Logistics. ▪ Clean up the area. Dispose of hazardous waste safely. ▪ Complete all paperwork and turn in to the Documentation Unit.
EQUIPMENT/ SUPPLIES:	▪ Tags ▪ Pens/pencils ▪ Plastic trash bags ▪ Duct tape ▪ Vicks VapoRub ▪ Plastic tarps ▪ Stapler ▪ 2" cloth tape

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONS SECTION: STUDENT CARE

PERSONNEL:	Classroom teachers, substitute teachers, and staff as assigned.
RESPONSIBILITIES:	Ensure the care and safety of all students on campus except those who are in the medical treatment area.

START-UP ACTIONS:

- Wear an identification vest, if available.
- Take a job description clipboard and radio.
- Check in with the Operations Section Chief for a situation briefing.
- Make personnel assignments as needed.
- If evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the classrooms as they exit, to make sure that all classes evacuate.
  - Initiate the set-up of portable toilet facilities and hand-washing stations.

OPERATIONAL DUTIES:

- Monitor the safety and well-being of the students and staff in the assembly area.
- Administer minor first aid as needed.
- Support the Student Release process by releasing students with the appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the PIO.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONS SECTION: STUDENT CARE (CONTINUED)

CLOSING DOWN:	- Return equipment and reusable supplies to Logistics. - When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.
EQUIPMENT/ SUPPLIES:	- Vest - Clipboard with job description - Ground cover, tarps - First aid kit - Student activities: books, games, coloring books, etc. - Forms: - Student Accounting - Notice of First Aid Care - Campus two-way radio - Water, food, sanitation supplies

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONS SECTION: STUDENT RELEASE

PERSONNEL:	School secretary, available staff and disaster volunteers. Use a buddy system.
RESPONSIBILITIES:	Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates.
START-UP ACTIONS:	- Obtain and wear a vest or position identifier, if available. - Check with the Operations Section Chief for assignment to the Request Gate or Release Gate. - Obtain necessary equipment and forms from Logistics. - Secure the area against unauthorized access. Mark the gates with signs. - Set up the Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests. - Have Student Release Forms available for parents outside of the fence at the Request Gate. Assign volunteers to assist. - Set up the Release Gate some distance from the Request Gate.
OPERATIONAL DUTIES:	Follow the procedures outlined below to ensure the safe reunification of students with their parents or guardians: **Refer all requests for information to the POI. Do not spread rumors!** - If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to Logistics. If they are not registered (i.e., do not have badges), direct them to a branch library to register.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONS SECTION: STUDENT RELEASE (CONTINUED)

PROCEDURES:

- The requesting adult fills out a Student Release Form, gives it to a staff member, and shows identification.

- The staff member verifies the identification, pulls the Emergency Card from the file, and verifies that the requester is listed on the card.

- The staff member instructs the requester to proceed to the Release Gate.

- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, a runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.

- The runner takes the form(s) to the designated classroom.

⬛ **Note:** If a parent refuses to wait in line, don't argue. Note the time with appropriate comments on the Emergency Card and place it in the out box.

If the student is with the class:

- Runner shows the Student Release Form to the teacher.

- The teacher marks the box, *"Sent with Runner."*

- If appropriate, the teacher sends the parent copy of the First Aid Form with the runner.

- The runner walks the student(s) to the Release Gate.

- The runner hands the paperwork to release personnel.

- Release staff match the student to the requester, verify proof of identification, ask the requester to fill out and sign the lower portion of Student Release Form, and release the student. Parents are given the Notice of First Aid Care Given, if applicable.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

OPERATIONS SECTION: STUDENT RELEASE (CONTINUED)

	If the student is not with the class:
	▪ The teacher makes the appropriate notation on the Student Release Form:
	◆ *"Absent"* if the student was never in school that day.
	◆ *"First Aid"* if the student is in the Medical Treatment area.
	◆ *"Missing"* if the student was in school but now cannot be located.
	▪ The runner takes Student Release Form to the Command Post.
	▪ The Command Post verifies the student's location if known and directs the runner accordingly.
	▪ If the runner is retrieving multiple students and one or more are missing, the runner walks the available students to the Release Gate before returning "Missing" forms to the Command Post for verification.
	▪ The parent should be notified of the missing student's status and escorted to a crisis counselor.
	▪ If the student is in First Aid, the parent should be escorted to the Medical Treatment Area.
	▪ If the student was marked absent, the parent will be notified by a staff member.
CLOSING DOWN:	▪ At the direction of the Operations Section Chief, return equipment and unused supplies to Logistics.
	▪ Complete all paperwork and turn it in to the Documentation Unit.
EQUIPMENT/ SUPPLIES:	▪ Job description clipboards
	▪ Pens, stapler
	▪ Box(es) of Emergency Cards
	▪ Signs to mark Request Gate and Release Gate
	▪ Signs for alphabetical grouping to organize the parents (A-F, etc.)
	▪ Empty file boxes to use as out boxes
	▪ Student Release Form (copies for every student)

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

PLANNING SECTION: PLANNING SECTION CHIEF

RESPONSIBILITIES:	This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status.
START-UP ACTIONS:	▪ Check in with the Incident Commander for a situation briefing. ▪ Obtain necessary equipment and supplies from Logistics. ▪ Put on a position identifier, such as a vest, if available.
OPERATIONAL DUTIES:	▪ **Assume the duties of all Planning Section positions until staff is available and assigned.** ▪ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists. ▪ Assist the Incident Commander in writing action plans.
CLOSING DOWN:	▪ At the Incident Commander's direction, deactivate the section and close out all logs. ▪ Verify that the closing tasks of all Planning Section positions have been accomplished. ▪ Return equipment and reusable supplies to Logistics.

EQUIPMENT/ SUPPLIES:	▪ Two-way radio
	
	▪ File box(es)
	
	▪ Dry-erase pens
	
	▪ Large site map of campus, laminated or covered with Plexiglas
	
	▪ Forms:
	   ◆ Emergency Time/Situation Report
	   ◆ Sample Log
	   ◆ Student Accounting Form
	
	▪ Paper, pens
	
	▪ Job description clipboard
	
	▪ Tissues

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

PLANNING SECTION: DOCUMENTATION

RESPONSIBILITIES: This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

START-UP ACTIONS:

- Check in with the Planning Section Chief for a situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on a position identifier, such as a vest, if available.
- Determine whether there will be a Finance/Administration Section. If there is none, **the Documentation Clerk will be responsible for maintaining all records of any expenditures as well as all personnel timekeeping records.**

OPERATIONAL DUTIES:

Records:

- Maintain a time log of the incident, noting all actions and reports. (See the sample log in Appendix G.)
- Record content of all radio communication with the district Emergency Operations Center (EOC).
- Record verbal communication for basic content.
- Log in all written reports.
- File all reports for reference (file box).

📧 *Important:* A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting forms.
- Check off staff roster. Compute the number of students, staff, and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to the Command Post.
- Report first aid needs to the Medical Team Leader.
- File forms for reference.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

PLANNING SECTION: DOCUMENTATION (CONTINUED)

CLOSING DOWN:	- Collect and file all paperwork and documentation from deactivating sections. - Securely package and store these documents for future use. - Return equipment and reusable supplies to Logistics.
EQUIPMENT/ SUPPLIES:	- Two-way radio - File box(es) - Forms: - Emergency Time/Situation Report - Student Accounting Form - Sample Log - Paper, pens - Job description clipboard

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

PLANNING SECTION: SITUATION ANALYSIS

RESPONSIBILITIES: This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

START-UP ACTIONS:
- Check in with Planning Section Chief for a situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on a position identifier, such as a vest, if available.

OPERATIONAL DUTIES:

Situation Status (Map):

- Collect, organize and analyze situation information.
- Mark the site map appropriately as related reports are received, including but not limited to S&R reports and damage updates, giving a concise picture of the status of the campus.
- Preserve the map as a legal document until it is photographed.
- Use an area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- **Report only to Command Post personnel. Refer all other requests to the PIO.**

CLOSING DOWN:
- Close out all logs and turn all documents in to Documentation.
- Return equipment and reusable supplies to Logistics.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

PLANNING SECTION: SITUATION ANALYSIS (CONTINUED)

**EQUIPMENT/
SUPPLIES:**

- Two-way radio
- Paper, pens, dry-erase pens, tissues
- Job description clipboards
- Large site map of campus, laminated or covered with Plexiglas
- File box(es)
- Map of county or local area

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

LOGISTICS SECTION: LOGISTICS SECTION CHIEF

RESPONSIBILITIES:	The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.
START-UP ACTIONS:	▪ Check in with the Incident Commander for a situation briefing. ▪ Open the supplies container or other storage facility. ▪ Put on position identifier, such as a vest, if available. ▪ Begin distribution of supplies and equipment as needed. ▪ Ensure that the Command Post and other facilities are set up as needed.
OPERATIONAL DUTIES:	▪ **Assume the duties of all Logistics positions until staff is available and assigned.** ▪ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists. ▪ Coordinate supplies, equipment, and personnel needs with the Incident Commander. ▪ Maintain security of the cargo container, supplies and equipment.
CLOSING DOWN:	▪ At the Incident Commander's direction, deactivate the section and close out all logs. ▪ Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

EQUIPMENT/ SUPPLIES:	▪ Two-way radio
	▪ Job description clipboard
	▪ Paper, pens
	▪ Cargo container or other storage facility and all emergency supplies stored on campus
	▪ Clipboards with volunteer sign-in sheets
	▪ Forms:
	   ◆ Inventory of emergency supplies on campus
	   ◆ Site Status Report
	   ◆ Communications Log
	   ◆ Message forms

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

LOGISTICS SECTION: SUPPLIES/FACILITIES

RESPONSIBILITIES: This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.

START-UP ACTIONS:

- Check in with the Logistics Section Chief for a situation briefing.
- Open the supplies container or other storage facility if necessary.
- Put on a position identifier, such as a vest, if available.
- Begin distribution of supplies and equipment as needed.
- Set up the Command Post.

OPERATIONAL DUTIES:

- Maintain security of the cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up the Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.

CLOSING DOWN:

- At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- Secure all equipment and supplies.

EQUIPMENT/ SUPPLIES:

- Two-way radio
- Job description clipboard
- Paper, pens
- Cargo container or other storage facility and all emergency supplies stored on campus
- Form: Inventory of emergency supplies on campus

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

LOGISTICS SECTION: STAFFING

RESPONSIBILITIES:	This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.
START-UP ACTIONS:	▪ Check in with the Logistics Section Chief for a situation briefing. ▪ Put on a position identifier, such as a vest, if available. ▪ Open three logs to list staff, volunteers, and students who are awaiting assignment.
OPERATIONAL DUTIES:	▪ Deploy personnel as requested by the Incident Commander. ▪ Sign in volunteers, making sure that volunteers are wearing their ID badges and are on the site disaster volunteer list. Unregistered volunteers should be sent to the city library to register.
CLOSING DOWN:	▪ Ask volunteers to sign out. ▪ At the Logistic Section Chief's direction, close out all logs and turn them in to Documentation. ▪ Return all equipment and supplies.

EQUIPMENT/ SUPPLIES:	▪ Two-way radio
	
	▪ Job description clipboard
	
	▪ Paper, pens
	
	▪ Cargo container or other storage facility and all emergency supplies stored on campus
	
	▪ Clipboards with volunteer sign-in sheets
	
	▪ Forms:
	   ◆ Inventory of emergency supplies on campus
	   ◆ List of registered disaster volunteers

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

LOGISTICS SECTION: COMMUNICATIONS

RESPONSIBILITIES:	This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.
PERSONNEL:	▪ **A school staff member with a campus two-way radio,** supported by student or disaster volunteer runners, and
	▪ **A disaster volunteer who is a qualified radio operator.**
START-UP ACTIONS:	▪ Set up the Communications station in a quiet location with access to the Command Post.
	▪ Turn on radios and advise the Command Post when ready to accept traffic.
OPERATIONAL DUTIES:	▪ Communicate with the district EOC per district procedure. At the direction of the Incident Commander, report the status of students, staff, and campus, using the Site Status Report form.
	▪ **Receive and write down all communications from the district EOC.**
	▪ Use runners to deliver messages to the Incident Commander with copies to the Planning Section Chief.
	▪ Maintain the Communications Log: date/time/originator/recipient
	▪ Follow communications protocol. Do not contact the city directly if the district EOC is available.
	▪ Direct the media or the public to the PIO.
	▪ Monitor AM/FM radio for local emergency news: [specify station(s) and frequency].
CLOSING DOWN:	▪ Close out all logs, message forms, etc. and turn them over to Documentation.
	▪ Return all equipment and unused supplies to Logistics.

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

LOGISTICS SECTION: COMMUNICATIONS (CONTINUED)

EQUIPMENT/ SUPPLIES:

- Two-way radios with spare batteries for each
- Job description clipboard
- Paper, pens
- Table and chairs
- AM/FM radio
- File boxes, tote tray for outgoing messages
- Forms:
    - Site Status Report
    - Message forms

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

FINANCE/ADMINISTRATION SECTION: FINANCE/ADMINISTRATION SECTION CHIEF

RESPONSIBILITIES:	The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. It maintains financial records and tracks and records staff hours.
START-UP ACTIONS:	▪ Check in with the Incident Commander for a situation briefing. ▪ Put on a position identifier, such as a vest, if available. ▪ Locate and set up work space. ▪ Check in with the Documentation Clerk to collect records and information that relate to personnel timekeeping and/or purchasing.
OPERATIONAL DUTIES:	▪ **Assume the duties of all Finance/Administration positions until staff is available and assigned.** ▪ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
CLOSING DOWN:	▪ At the Incident Commander's direction, deactivate the section and close out all logs. ▪ Verify that the closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.
EQUIPMENT/ SUPPLIES:	▪ Financial expenditure and documentation plan ▪ Job description clipboard ▪ Paper, pens ▪ Form: Staff Duty Log

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

FINANCE/ADMINISTRATION SECTION: TIMEKEEPING

RESPONSIBILITIES:	This unit is responsible for maintaining accurate and complete records of staff hours.
START-UP ACTIONS:	▪ Check in with the Finance/Administration Section Chief for a situation briefing. ▪ Put on a position identifier, such as a vest, if available. ▪ Locate and set up work space. ▪ Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping.
OPERATIONAL DUTIES:	▪ Meet with the Finance/Administration Section Chief to determine the process for tracking regular and overtime hours of staff. ▪ Ensure that accurate records are kept of all staff members, indicating the hours worked. ▪ If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.
CLOSING DOWN:	▪ Close out all logs. ▪ Secure all documents and records.
EQUIPMENT/ SUPPLIES:	▪ Job description clipboard ▪ Paper, pens ▪ Form: Staff Duty Log

APPENDIX C: SAMPLE INCIDENT RESPONSE JOB DESCRIPTIONS

FINANCE/ADMINISTRATION SECTION: PURCHASING

RESPONSIBILITIES:	This unit is responsible for maintaining accurate and complete records of purchases. Most purchases will be made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.
START-UP ACTIONS:	▪ Check in with the Finance/Administration Section Chief for a situation briefing. ▪ Put on a position identifier, such as a vest, if available. ▪ Locate and set up work space. ▪ Check in with the Documentation Clerk to collect records and information that relate to purchasing.
OPERATIONAL DUTIES:	▪ Meet with the Finance/Administration Section Chief to determine the process for tracking purchases. ▪ Support Logistics in making any purchases which have been approved by the Incident Commander.
CLOSING DOWN:	▪ Close out all logs. ▪ Secure all documents and records.
EQUIPMENT/ SUPPLIES:	▪ Job description clipboard ▪ Paper, pens

APPENDIX D: PREPAREDNESS JOB AIDS

This appendix includes checklists, worksheets, and other job aids and reminders that you will find useful when developing your school's or district's emergency plan. Feel free to use the job aids as they are or to change them to fit your district's needs. The job aids included in this appendix are listed below:

APPENDIX D: PREPAREDNESS JOB AIDS

PLANNING QUESTIONNAIRE FOR SCHOOLS

Use the questions below to help your school plan for an emergency.

1. Does your school have a multi-hazard emergency plan in place?
2. Are staff and students **trained** on the procedures?
3. How often has your school exercised the plan? Have any changes been made, based on the exercise?
4. Does your staff know where your emergency checklists and resource manuals are located?
5. Do new hires, volunteers, student teachers, and substitutes get training on your emergency plan *before* starting to work?
6. Does every school principal know *how long* would it take for local fire, police or EMS to arrive, after dialing 9-1-1?
7. Is your staff *trained* to handle emergency tasks until help arrives?
8. Is any of the school staff trained to do CPR?
9. Does your school have 9-1-1 on speed dial or another quick means to call 911 or alternate communication method available?
10. Does your school know *how long* will it take for a principal to obtain personnel or equipment form other facilities?
11. In an evacuation, does your school have enough buses to transport **all** of the students to another site?
12. Do the local emergency services (police, fire, etc.) have floorplans of all school buildings in their jurisdiction?
13. Have your principals invited local police and fire to do a "walk-through" of their schools **yearly?**
14. **When** does the school practice fire, evacuation, reverse evacuation, lockdown, shelter in place, active shooter, and tornado drills? Is it at the "high traffic" times (i.e., lunchtime, change of class, beginning and end of the school day)?
15. Does your school have a student release system established? Is the staff trained to do their tasks?
16. Do you have procedures in place if an emergency occurs on a bus?
17. Who (besides the principal and janitor) has the keys to the buildings, classrooms, locked fences and gates? What about after school and on the weekends?
18. If your school holds children after normal school hours because of a disaster in the community, is the school prepared to keep students for long periods of time? (Do you have enough food, water, medication, etc.)?
19. When does the school's responsibility for the students end? Is your school legally responsible for students if they are kept at school?
20. Do you have a backup system for your vital records?

APPENDIX D: PREPAREDNESS JOB AIDS

IS YOUR SCHOOL READY?

How well would your school respond to a disaster? How would people respond in the first few minutes? In the first few hours? Do people know what to do? Schools and communities face all kinds of potential hazards, both natural (winter storms, tornadoes, fires, floods) and man-made (hazardous material spills, acts of violence). Being prepared to address such hazards requires thorough and comprehensive planning. How ready are you? Take this test to find out! Mark YES, NO, or NOT SURE to the following questions:

	YES	NO	NOT SURE
1. Does you school have an emergency response plan?			
2. Did the plan result from a hazard analysis and does it address multiple hazards, not just fire?			
3. Does the plan include mitigating potential disasters?			
4. Does the plan include responding to disasters?			
5. Does the plan include recovering from disasters?			
6. Was the plan developed in cooperation with local emergency responders (i.e., fire, law enforcement, emergency medical, Emergency Manager)?			
7. Does the plan include an Incident Command System?			
8. Have incident command responsibilities been assigned along with back-up responsibilities?			
9. Does the plan include a system of accountability for all students and adults in the building?			
10. Does the plan include a system for releasing children to their parents?			
11. Does the plan include both primary and secondary evacuation routes?			
12. Is the plan practiced through regular drills and exercises?			
13. Are emergency responders included in drills and practice exercises?			
14. Are both evacuation and reverse-evacuation drills practiced?			
15. Are shelter-in-place drills practiced?			
16. Are lock-down drills practiced?			
17. During evacuation drills, are exits regularly blocked to test secondary evacuation route systems?			
18. During drills, are student accountability systems tested?			
19. Are systems for evacuation during cold weather ever tested?			
20. Does the plan include a system for regular review and updating?			
21. Have you read the plan?			
22. Do you know where the plan is located?			
23. Has the plan been reviewed with the professional and support staff as well as the local Emergency Manager?			
24. Do you know the name of the Emergency Manager for your jurisdiction?			
25. Does your plan include sheltering for as long as 24 hours?			

If you were able to respond **YES** to all of these questions, congratulations, your school is probably well prepared to respond to almost any type of disaster. Obviously, your **NO** or **NOT SURE** responses point to areas where present plans and systems might be improved. If you had more than five **NO** responses, your school quite likely would face serious problems in the event of a real disaster.

_____

Developed by Mary Erhardt, Director, North Dakota, LEAD Center

APPENDIX D: PREPAREDNESS JOB AIDS

EMERGENCY PLAN CHECKLIST

Use this checklist to verify that you have developed everything you need to include in your school's or district's emergency plan.

Check	Does Your Plan Include . . .
	An Introduction that includes:
☐	▪ A Table of Contents?
☐	▪ An Approval Statement and dated approval signatures of the principal, superintendent, and school board president (as appropriate)?
☐	▪ A Distribution List (including the local Emergency Manager and all first-response agencies)?
☐	▪ A Schedule of Page Changes?
☐	▪ A statement of the purpose of the emergency operations plan?
☐	▪ The size and location of your facility in acres and the number, general size, and use of each building on the site?
☐	▪ The number of students and employees normally on hand and any scheduled daily differences in population? Check in or access to a timekeeping device or program log in.

APPENDIX D: PREPAREDNESS JOB AIDS

EMERGENCY PLAN CHECKLIST (CONTINUED)

Check	Does Your Plan Include . . .
☐	▪ A description of who is in charge for emergency operations?
☐	▪ The location and function of your primary and alternate on-site Command Posts, including layout, staffing, displays, etc?
☐	▪ Persons, by title, who will be notified in an emergency?
☐	▪ How logistical support will be provided for the emergency response, including provision for food, water, emergency lighting, fuel, etc?
☐	▪ Actions planned to protect essential personnel, equipment, and resources during emergencies?
☐	▪ The actions that will be taken to assure that all employees and students understand the warning signals and know what to do in an emergency?
☐	▪ How emergency information will be disseminated for the disabled, including those who are visually or hearing impaired or non-English speaking?
☐	▪ Individual(s) who will serve as the school's or district's point of contact with the media during an emergency and procedures for authenticating information?

APPENDIX D: PREPAREDNESS JOB AIDS

EMERGENCY PLAN CHECKLIST (CONTINUED)

Check	**Does Your Plan Include . . .**
☐	▪ The individual, by title, who is responsible for directing the emergency response?
☐	▪ The individuals, by title, who are responsible for maintaining recall rosters for all emergency functions?
☐	▪ The individual, by title, who is responsible for safeguarding essential records?
☐	▪ The individual(s), by title, who is/are responsible for preparation and distribution of employee and student emergency guidance material?
☐	▪ The individual, by title, who is responsible for briefing new employees or visitors or substitutes on the emergency plan and the roles to which they are assigned?
☐	▪ The individual(s), by title, who is/are responsible for developing scheduling and presenting training in safety measures to all students and employees?
☐	▪ The individual, by title, who is responsible for the logistical preparations and support detailed under Administration and Logistics?
☐	▪ A three-deep line of succession for the principal (and/or superintendent) to ensure continuous leadership.
☐	▪ A description of how resources and information are requested and passed through the chain of command to higher levels of the school district.
☐	▪ A description of what records are considered essential and how they are protected and preserved.

APPENDIX D: PREPAREDNESS JOB AIDS

EMERGENCY PLAN CHECKLIST (CONTINUED)

Check	Does Your Plan Include . . .
☐	▪ The individual(s), by title, who is/are responsible for records, reports, and expenditures during an emergency?
☐	▪ Lists of agreements with voluntary organizations, government agencies, and private organizations that will assist the school district during an emergency?
☐	▪ A resource inventory of emergency items available, including lighting, first aid and medical supplies, firefighting equipment, and other basic emergency response support equipment?
☐	▪ Additional resource requirements for personnel, equipment, and supplies and the source(s) and method for obtaining them?
☐	▪ Provision for annual review of the emergency plan (conducted jointly with the local emergency management staffs)?
☐	▪ Provision for updating the plan based on deficiencies identified through drills, exercises, and actual emergencies?

APPENDIX D: PREPAREDNESS JOB AIDS

EMERGENCY PLAN CHECKLIST (CONTINUED)

Check	Does Your Plan Include . . .
☐	▪ A map of the area showing items that may have an impact on the school, including major highways, railways, airports, power transmission lines and generating stations, industrial complexes, bulk oil and gas storage, pipe lines, etc.?
☐	▪ A plot plan of the facility and floor plan(s) of the building(s), showing the location(s) of heat plants, boilers, generators, flammable liquid storage, other hazardous materials storage, firefighting equipment locations, first aid facilities, etc.?
☐	▪ Call-up lists with the names, titles, telephone numbers, and organizational responsibilities of all involved in emergency operations?
☐	▪ Checklists that detail specific tasks to be accomplished in an emergency?
☐	▪ Responsibility matrices?

APPENDIX D: PREPAREDNESS JOB AIDS

RESPONSE SUPPLIES CHECKLIST

This checklist is a comprehensive list of items that schools may need to respond to an emergency. Your school will not need all of these response supplies for every emergency but should plan on stocking (or being able to obtain) these supplies in the case of a catastrophic disaster. Use the checklist as a guide to developing and maintaining your supply inventory. **Note:** Your school may not need all items on this checklist—or it may need other items that are not shown here. Review the list carefully to determine the supplies that your school needs.

Classroom "Go Kit"

- ☐ Bright-colored bucket with lid. The bucket should be stenciled with the classroom number for visual identification.

- ☐ First aid kit.

- ☐ A hat, vest, or other unique identifier for the teacher (and aide).

- ☐ A whistle.

- ☐ Student accounting paperwork for student accountability (student disaster cards, buddy class list, etc.).

- ☐ Tarp or ground cover.

- ☐ Age-appropriate time passers (cards, crayons, etc.).

Storage Container (Keep this container outside if your school is at high risk for earthquakes. This should be a Central Administration Unit)

- ☐ Medical equipment.

- ☐ Food and water. (Remember dietary needs for special populations.)

- ☐ Sanitary supplies:

    - ☐ Toilet paper.

    - ☐ Chemicals (if required).

    - ☐ Plastic sheeting for privacy.

    - ☐ Disinfectant spray.

    Note: Consult with the local sanitation district regarding plans for post-event disposal of human waste.

- ☐ Spare batteries.

- ☐ Blankets.

- ☐ Search and rescue backpacks with medical supplies.

APPENDIX D: PREPAREDNESS JOB AIDS

RESPONSE SUPPLIES CHECKLIST (CONTINUED)

Outdoor Storage Container (Continued)

- ☐ Search and rescue bucket that contains:
    - ☐ Flashlights.
    - ☐ Crowbar.
    - ☐ Masking tape.
    - ☐ Large chalk.
    - ☐ A door restraint.
    - ☐ A lanyard with snap hook.
    - ☐ Whistle.
    - ☐ Keys.
    - ☐ Portable radio.
    - ☐ Pen and clipboard (for logging of victim locations and status).
    - ☐ Site map.
- ☐ A lockbox with master key sets (enough to guarantee access) on lanyard.
- ☐ A bull horn.
- ☐ Rescue tools:
    - ☐ Shovels
    - ☐ Prybars
    - ☐ Sledgehammers (10 lb.)
    - ☐ Pick axes (6 lb.)
    - ☐ Backboards
- ☐ **Water Barrels**

Water Dispensing System, consisting of:
- ☐ 5-gallon barrel(s) with spigot in lid.
- ☐ Disposable paper cups.

APPENDIX D: PREPAREDNESS JOB AIDS

RESPONSE SUPPLIES CHECKLIST (CONTINUED)

Student Request Table:

☐ Signs to notify parents.

☐ Request cards, pencils, and pens.

☐ File box containing each student's emergency card and alpha dividers.

☐ Staplers.

☐ 2-way radios.

☐ Vests for staff and student runners.

☐ **Fire Extinguishers (A, B, C, D) –** This is required by fire Code

APPENDIX D: PREPAREDNESS JOB AIDS

SUGGESTED SPECIFICATIONS FOR WATER STORAGE CONTAINERS

This checklist includes specifications for water storage containers. Use the checklist as a guide to planning the type and numbers of storage containers needed at your school.

Quantity Considerations:

☐ Number of students and staff requiring water. (Allow 1-2 gallons per person per day for drinking and 1-2 gallons per person per day for sanitation needs.)

☐ Uses (i.e., drinking only, cooking and drinking, or drinking, cooking, and sanitation).

☐ Length of time predicted to release all students and staff.

Container Size Considerations:

☐ Stacking.

☐ Storage space.

☐ Transport requirements.

- **Tips!**

    1. Consider having the local water authority perform random checks of the drinking water to ensure potability.

    2. If containers must be stacked, consider improving stability by placing a masonite or plywood sheet between each layer of containers.

    3. If toppling is a potential problem (such as in an area that is high-risk for earthquakes), consider restraining the containers with 2 x 8 boards, held in place with removable wingnuts.

APPENDIX D: PREPAREDNESS JOB AIDS

RECOMMENDED EMERGENCY SUPPLIES

First Aid:

- 4 x 4" compress: 1000 per 500 students

- 8 x 10" compress: 150 per 500 students

- Kerlix bandaging: 1 per student

- Ace wrap: 2-inch: 12 per campus
  4-inch: 12 per campus

- Triangular bandage: 24 per campus

- Cardboard splints: 24 each of sm, med, lg.

- Steri-strips or butterfly bandages: 50 per campus

- Aqua-Blox (water) cases (for flushing wounds, etc.): $0.016 \times$ students + staff = # cases

- Neosporin: 144 squeeze packs per campus

- Hydrogen peroxide: 10 pints per campus

- Bleach, 1 small bottle
- Automated external defibrillalator (AED)
- Cotton balls
- Facial tissue (disposable)
- Eyewash

- Plastic basket or wire basket stretchers or backboards: 1.5 per 100 students

- Scissors, paramedic: 4 per campus

- Tweezers: 3 assorted per campus

- Triage tags: 50 per 500 students

- Latex 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 per 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 pairs
- Auto-injectable epinephrine per Education Article §7-426.2

Sanitation Supplies:

- 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. (Note: Toilet kits will not be necessary for most emergencies. Consult your hazard and risk analyses when determining need.)

- Soap and water, in addition to the wet wipes, is strongly advised.

APPENDIX D: PREPAREDNESS JOB AIDS

Search and Rescue Equipment:

Adjust the number of S&R teams according to the size and complexity of the campus – training would be required. Teams must consist of a minimum of two persons.

Protective gear per team member:

- Hard hat, OSHA approved
- Identification vest
- Gloves, leather work and latex
- Goggles, safety
- Dust mask
- Flashlight, extra batteries (Attach flashlight to hard hat)
- Duffle or tote bag to carry equipment

Gear per S&R team:

- Back pack with first aid supplies
- Master keys

Tools, per campus:

- 2 pry bars 5'–6'
- Pick ax, 6 lb.
- Sledge hammer, 10 lb.
- Square shovel
- Round shovel
- Utility shut off wrench, 1 per utility
- 3 rolls barrier tape 3" x 1000"
- Broom, street grade
- Pliers, adjustable, 10"
- Pliers, lineman, 8"
- Pry bar, 24"
- Hacksaw, mini folding
- Bolt cutters, 18"
- Hammer, 3 lb.
- Tape, duct
- Plastic bags - 6

- Folding shovel
- Angle head flashlight
- Screwdriver, 6"
- Screwdriver, Phillips, 4"
- Utility knife
- Container to hold tools
- Cribbing (if trained):
  - 18 - 2"x4"s
  - 15 - 4"x4"s
  - 6 wedges

APPENDIX D: PREPAREDNESS JOB AIDS

RECOMMENDED EMERGENCY SUPPLIES (CONTINUED)

Other Supplies:

- 3' x 6' folding tables, 3-4

- Chairs, 12-16

- Identification vests, preferably color coded per school plan

- Clipboards with job descriptions

- Extra clipboards

- 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

Food:

The bulk of stored food should be nonperishable 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. The recommended amount is 3 days' supply for each student and staff member.

APPENDIX D: PREPAREDNESS JOB AIDS

Storage:

All storage containers for supplies must be organized, bug-free, water tight, secure from vandals, and, if possible, kept cool. Ventilators on the roofs of storage containers allow vandals access. Some schools have purchased used refrigerated cargo containers or sprayed insulation inside the container. Containers should be located on a paved, level surface, away from hazards, preferably in a shaded area. It is highly recommended that shelves be installed to hold and organize the supplies. Secure all supplies from damage during ground shaking. Local fire departments should have keys to the storage container for access to supplies in the event of any local emergency with an agreement to replace the supplies within 72 hours.

Shelter in Place Kit per room:

- Duct tape, 2 rolls
- Scissors
- Towels
- Water in containers

- Toilet supplies
- Portable radio, batteries
- Flashlight

**Insert your
Site Emergency Supplies

Inventory Here**

Appendix D: Preparedness Job Aids

INCIDENT COMMANDER PRE-INCIDENT PLANNING GUIDELINES

This checklist is intended to provide guidance to superintendents, principals, and others who have been designated to serve as Incident Commanders during a school emergency. The tasks in the checklist should be completed as soon as possible after school starts every year. Feel free to add additional tasks to the checklist if they are important to your school's or district's emergency response.

Task/Step	Action
☐	Acknowledge that your position is ultimately responsible for site emergency preparedness.
☐	Become familiar with all aspects of the site emergency plan.
☐	Review the emergency response procedures and nonstructural hazard mitigation with all staff. Ensure that all staff are familiar with drills, including "drop, cover, and hold," evacuation, shelter in place, and gunfire safety procedures.
☐	Survey staff for preference of emergency assignments.
☐	Make tentative assignments with provision for absences.
☐	Select back-up Incident Commanders (in case the Incident Commander is absent when an emergency threatens). Train back-ups in Incident Commander responsibilities.
☐	Identify the person(s) with primary responsibility for after-hours emergency check of the facility and two back-ups.
☐	Coordinate with the leaders of all groups that use your site after hours.
☐	Create a buddy teacher list. (Buddy teachers should be familiar with each other's assignment in case one is absent when an emergency threatens.)
☐	Review and revise all necessary plans, lists, and maps.
☐	Schedule date(s) for skills training.
☐	Submit an updated emergency plan to the district office.
☐	Send parent information on preparedness at home and school (not later than October).
☐	Schedule the dates of district-wide drills and two-way radio checks.
☐	Ensure that emergency procedures are included in substitute teacher packets.
☐	Meet with emergency volunteers at your site to ensure that they understand the school district's emergency plan.

Appendix D: Preparedness Job Aids

INCIDENT COMMANDER PRE-INCIDENT PLANNING GUIDELINES (CONTINUED)

Task/Step	Action
☐	Meet with the site safety representative, PTA safety chair, and custodian to: ☐ Check bulk water for exchange date, determine the method of water distribution, and (if necessary) locate siphon pumps and directions. ☐ Check inventory of supplies in classroom go-kits. ☐ Replace missing supplies and change the batteries in the go kits. ☐ Verify availability of signs for pick-up gates. ☐ Verify that copies of all student emergency cards are available (one in the office and one in each classroom go kit.) Ensure that the cards are moved appropriately when a student's schedule changes. ☐ Plan monthly (elementary or middle school) or quarterly (high school) emergency/disaster drills with oral and written after-action reports. ☐ Gather and organize written materials and supplies required for a response. Ensure that all individual job descriptions and necessary forms are on clipboards and stored with the Command Post supplies.

Appendix D: Preparedness Job Aids

CAMPUS EMERGENCY ASSIGNMENT WORKSHEET

This worksheet will help you ensure that you have coverage for all critical positions during a school emergency. Ensure that each position is assigned as early as possible in the school year and that all positions are assigned even if you think that it will not be necessary to fill the positions during an actual emergency. To guard against the absence of key personnel when an emergency threatens, it is strongly recommended that back-up personnel also be assigned and that key personnel are cross-trained in critical job requirements.

Position	Staff Assigned	Back-Up Personnel
Incident Commander		1. 2.
Safety Officer		1. 2.
Public Information Officer		1. 2.
Liaison Officer		1. 2.
Operations Section Chief		1. 2.
Site Facility Check/Security		1. 2.
Search & Rescue Team Leader		1. 2.
S&R Team #1		1. 2.
S&R Team #2		1. 2.
Medical Team Leader		1. 2.
Triage		1. 2.
Treatment		1. 2.

Appendix D: Preparedness Job Aids

CAMPUS EMERGENCY ASSIGNMENT WORKSHEET (CONTINUED)

Position	Staff Assigned	Back-Up Personnel
Psychological First Aid		1. 2.
Morgue		1. 2.
Student Care Director		1. 2.
Student Release Coordinator		1. 2.
Planning Section Chief		1. 2.
Documentation		1. 2.
Situation Analysis		1. 2.
Logistics Section Chief		1. 2.
Supplies/Facilities		1. 2.
Staffing		1. 2.
Communications		1. 2.
Finance/Administration Section Chief		1. 2.
Timekeeping		1. 2.
Purchasing		1. 2.

Appendix D: Preparedness Job Aids

EMERGENCY RESPONSE AREA LAYOUT #1

> **Insert your map of the primary evacuation area here. Be sure that the following items and/or areas are indicated on the map. <u>Be sure to mark evacuation routes for students and staff who have mobility impairments</u>.**

- ☐ Supplies container
- ☐ Command Post
- ☐ Student Assembly Area
- ☐ First Aid Areas:
    - ☐ Triage
    - ☐ Immediate Treatment
    - ☐ Delayed Treatment
    - ☐ Psychological Treatment
  - • Consider access for emergency vehicles. Also try to ensure that the site is not readily visible to students, press, or parents. Those requiring first aid should enter via the triage area. Psychologically traumatized students should be separated from students who are physically injured.
- ☐ Request Gate
  - ✉ Consider the logical place for parents to arrive at the school to pick up their students. Be sure that this gate is clearly posted at all times.
- ☐ Release Gate
  - • Consider how far parents will be willing to walk. The release gate should be separated from, but in sight of, the request gate.
- ☐ Sanitation area for portable toilets and hand washing.
  - • Consider privacy and location of disposal area.
- ☐ Traffic control pattern
- ☐ Information Center
- ☐ Staging area
  - • Staging areas are locations where resources awaiting assignment are located.
- ☐ Critical Incident Stress Debriefing Area for adults
  - • The Critical Incident Stress Debriefing Area is a waiting area for adults whose children are not immediately available for release.

Appendix D: Preparedness Job Aids

EMERGENCY RESPONSE AREA LAYOUT #2

> **Insert your map of the <u>back-up</u> evacuation area here.
> Be sure that the following items and/or areas are
> indicated on the map. <u>Be sure to mark evacuation
> routes for students and staff who have mobility
> impairments</u>.**

☐ Supplies container

☐ Command Post

☐ Student Assembly Area

☐ First Aid Areas:

    ☐ Triage

    ☐ Immediate Treatment

    ☐ Delayed Treatment

    ☐ Psychological Treatment

    🗐 Consider access for emergency vehicles. Also try to ensure that the site is not readily visible to students, press, or parents. Those requiring first aid should enter via the triage area. Psychologically traumatized students should be separated from students who are physically injured.

☐ Request Gate

    🗐 Consider the logical place for parents to arrive at the school to pick up their students. Be   sure that this gate is clearly posted at all times.

☐ Release Gate

    🗐 Consider how far parents will be willing to walk. The release gate should be separated from, but in sight of, the request gate.

☐ Sanitation area for portable toilets and hand washing.

    • Consider privacy and location of disposal area.

☐ Traffic control pattern

☐ Information Center

☐ Staging area

    🗐 Staging areas are locations where resources awaiting assignment are located.

☐ Critical Incident Stress Debriefing Area for adults

    🗐 The Critical Incident Stress Debriefing Area is a waiting area for adults whose children are not immediately available for release.

Appendix D: Preparedness Job Aids

EMERGENCY RESPONSE AREA LAYOUT #3

> **Insert your map of the <u>indoor</u> emergency set-up area here. Be sure that the following items and/or areas are indicated on the map.**

☐   Command Post

☐   Student Assembly Area

☐   First Aid Areas:

    ☐   Triage

    ☐   Immediate Treatment

    ☐   Delayed Treatment

    ☐   Psychological Treatment

- Consider access for emergency vehicles. Also try to ensure that the site is not readily visible to students, press, or parents. Those requiring first aid should enter via the triage area. Psychologically traumatized students should be separated from students who are physically injured.

☐   Request Entrance

- Consider the logical place for parents to arrive at the school to pick up their students. Be sure that this entrance is clearly posted at all times.

☐   Release Exit

- Consider how far parents will be willing to walk. The release exit should be separated from, but in sight of, the request entrance.

☐   Sanitation area for portable toilets and hand washing.

- Consider privacy and location of disposal area.

☐   Information Center

☐   Staging area

- Staging areas are locations where resources awaiting assignment are located.

☐   Critical Incident Stress Debriefing Area for adults

- The Critical Incident Stress Debriefing Area is a waiting area for adults whose children are not immediately available for release.

☐   Signs for shelter in place

☐   Shelter in place entrance for latecomers

Appendix D: Preparedness Job Aids

EMERGENCY RESPONSE TRAFFIC CONTROL MAP

> **Insert a map of your campus and the surrounding streets here. Work with the Police Department to plan traffic control around the school in the event of an emergency.**

Appendix D: Preparedness Job Aids

SHELTER LAYOUT MAP

Many schools are designated as community shelters in emergency or disaster situations. If your school is designated as a shelter, insert your layout for use of the school facility as a shelter by the American Red Cross here.

Appendix D: Preparedness Job Aids

GUIDELINES FOR PREPARING A BUDDY TEACHER LIST

This checklist includes items to remember when developing a buddy teacher list. There may be additional items that you need to add to the list, depending on your school's or district's needs. Feel free to add items as necessary. Use the worksheet on the next page (and make additional copies as necessary) to record buddy teachers.

Check	**Consideration**
☐	Assign teachers in adjacent or nearby rooms as buddies.
☐	Review evacuation routes and procedures with entire staff.
	▪ During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each other's health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
	• **Remember:** The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should <u>do the greatest good for the greatest number</u>.
	▪ If necessary, one buddy teacher should evacuate both classrooms. In these cases, the students should exit <u>without</u> the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it). If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
☐	Ensure that each classroom contains a "go kit" that contains the teacher's class roster <u>and</u> the buddy teacher's class roster.
☐	<u>Immediately</u> following student accounting, one member of each buddy team must check in at the Command Post.
	✉ In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher is then available for assignments.
☐	Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.

Appendix D: Preparedness Job Aids

GUIDELINES FOR PREPARING A BUDDY TEACHER LIST (CONTINUED)

Teacher. . .	. . .Buddies With. . .

Appendix D: Preparedness Job Aids

WINTER STORM PROCEDURES

The _____ School District's winter storm procedures are based on the premise that, in the event a major winter storm strikes, utilities may not be operable, schools may have to be closed, and students and staff may have to be evacuated and/or sheltered away from school sites, or sheltered at school sites.

Managing the emergency, responding to physical and emotional needs, and getting back into the business of educating students are the bottom line of all disaster planning.

BEFORE THE WINTER STORM HAPPENS, BE PREPARED

Winter storms are part of our climate. Taking preparatory measures will lessen the impact on students, staff, facilities, and instructional program when one strikes.

District-Level Preparation

_____ Develop district-wide procedures for determination of school closures because of winter storm or inclement weather.
- Chain of command
- Notification of staff

_____ Formulate agreements with bus companies guaranteeing their availability any time it is necessary to evacuate or relocate students and staff, as well as for early closure of school.
- Automatic response to schools when winter storm warnings are issued

_____ (If applicable) Develop a school district policy relative to providing or not providing transportation for students attending out-of-town schools when classes in the home district have been canceled because of inclement weather or other reason.

_____ Develop a district policy as to whether or not to release students early if an adult or responsible older sibling is not at home.

_____ Develop and maintain an up-to-date roster of radio and television stations to notify.

_____ Set up procedures with the radio and television stations concerning school closure or evacuation.
- Designated authorized school district person
- Code
- Confidential phone number(s)

Appendix D: Preparedness Job Aids

WINTER STORM PROCEDURES (CONTINUED)

_____ At the beginning of each school year, notify parents to listen to specific radio and television stations for school closures and/or evacuation as a result of inclement weather. Include this information in:
- A packet that goes home on the first day of school
- School district and school newsletters
- PTA newsletters

_____ Confer with the local jurisdiction regarding the school district's Winter Storm Plan and Procedures and how it can be coordinated with/into the town's plan.

_____ Request that sanding of slippery school driveways be included in the town's sanding routes, and determine procedures for notifying the town that sanding is needed. Also, discuss cost, if any.

_____ Set up a communication link with local responders (fire, police, medical), so that the district administration and, if necessary, schools can be in contact with these agencies as soon as possible within the limitations of the situation.
- Telephone (confidential private lines)
- Two-way radio
- National Weather Service radio
- Amateur radio operators assigned by the town or jurisdiction

_____ Determine school district policy relative to supervision of students until they can be released to parents or designated adults. Convey this information to parents.

_____ Formulate agreements with the American Red Cross to open shelters at school sites.

_____ Predetermine alternative locations—Schools within the district to which other schools would locate, if necessary.

_____ Develop appropriate forms and/or materials to implement procedures for responding to inclement weather emergencies: sheltering, evacuation, early closure of school, delayed start of school, off-site sheltering, power failure, etc.
- Hold harmless agreements
- Include parents' work locations (city & distance) on student release forms
- Staff medical information forms

_____ The Business Services Department should develop forms for a "closed-loop" audit. Precise records must be kept to qualify for Federal and State financial assistance, as well as for insurance purposes. If any school facilities are used by the Red Cross or governmental agencies, complete and accurate records are required.

Appendix D: Preparedness Job Aids

WINTER STORM PROCEDURES (CONTINUED)

_____ Develop and prepare ahead of time a resolution requesting the County Superintendent of Schools to allow the district to circumvent the requirement of the bidding process to make immediate and necessary repairs in the case of extensive winter storm damage.

_____ The Board will prepare a resolution of intent to submit an application for financial assistance to the Office of Emergency Services and designate an authorized representative. (This is necessary to receive financial assistance from the State.)

_____ Make arrangements with an architect to provide services in the case of winter storm damage necessitating extensive repair of structures.

_____ Draw up a construction contract for repair of extensive damage in skeletal form for county legal opinion and board approval in concept prior to a winter storm, so that the business of the district can continue as smoothly as possible subsequent to extensive winter storm damage.

School-Level Preparation (includes the District Office site)

_____ Develop a chain of command, share the information with the staff, and post it in the building (school and district) administrative office.

_____ At the beginning of each school year, each site administrator or department head will review with staff the established procedures that define responsibilities and actions for severe winter storm emergencies.

_____ At the beginning of each school year, each site administrator or department head will fill all disaster team assignments and review their relevancy to a winter storm situation.

When assignments are made, consideration must be given to members of the district-level staff who might be away from their work stations during a winter storm emergency, either in the field or at home. Specific direction(s) need to be worked out ahead of time so that any district-level employee who cannot report to his or her work station will have an alternate assignment.

_____ Each site administrator or department head will direct all district personnel to develop a winter storm procedure within their own family structure, so that staff members can feel as confident as possible about the welfare of their own families if they are unable to return home immediately.

_____ At the beginning of each school year, inform parents of the district's and school's established procedures for winter storm emergencies.

Appendix D: Preparedness Job Aids

_____ Obtain a Weather Service Emergency Radio and establish a monitoring procedure.

WINTER STORM PROCEDURES (CONTINUED)

_____ Obtain appropriate disaster supplies.
- Snow shovels
- Generators
- Work gloves
- Emergency lighting

_____ Predetermine off-site evacuation site(s) if not done at the district level.

_____ Prearrange with churches, businesses, and nearby residences to be used as evacuation sites (hold harmless agreements).

_____ Inform parents how to get accurate information regarding their children.

_____ Maintain up-to-date lists of students and staff with medical problems.

_____ Request from parents a 3-day supply of any medicine that their child must take to maintain a satisfactory level of health (e.g., insulin, heart medicine, etc.).

_____ Request that staff have with them a 7-day supply of necessary medication and a change of clothing.

Appendix D: Preparedness Job Aids

WINTER STORM PROCEDURAL CHECKLIST

SCHOOL CLOSURE/SHELTERING/EARLY RELEASE/LATE START

Initial Determination

_____ Maintenance Director / Supervisor in charge or designee contacts the Superintendent after conferring with:
a. Town and State Highway Supervisors concerning:
- Road conditions
- Total accumulation
- Are they keeping up with the storm?
b. State and Local Police concerning:
- Road conditions
- Total accumulation
- Teletype weather report
c. Weather Service

_____ If uncertain, the Maintenance Director will order a tour of the schools and contact the superintendent with a recommendation.
a. Usual call-in for Maintenance personnel is 3 a.m. in bad weather.
b. Check sidewalks and entrances.
c. Check that there are no blockages of snow.
d. Check lot for full clearance.
NOTE: If it is determined that schools will be open, all playgrounds should be plowed.

_____ The superintendent makes the decision to close schools and instructs the Maintenance Director to contact the media. The superintendent will then call the:
a. Assistant Superintendent, who calls the administrative team.
b. Business Manager, who calls the bus company and food services.
c. Administrative Assistant, who calls Central Office staff.

_____ Each school administrator is responsible for notifying his or her staff according to a predetermined procedure.

Appendix D: Preparedness Job Aids

WINTER STORM PROCEDURAL CHECKLIST (CONTINUED)

Transportation Options

_____ The superintendent's office, or designee, advises the affected schools as to the option to exercise depending on the situation.
   a. Immediate closure of specified schools and transportation of the students either to their homes or to alternate locations
   b. Placement of school buses at predetermined schools in readiness to transport should the situation require
   c. Holding students at school and providing shelter
   d. Acceleration of regular transportation schedule (Run the regular routes but ahead of schedule.)

RESPONSE

Evacuation

Evacuation Considerations:
   a. From classroom or from site?
   b. Where to take students and staff?
   c. Walk or transport?
   d. Is transportation readily available?
   e. Injuries or medical needs?
   f. Weather and road conditions?
   g. Parent notification
   h. Do crossing guards need to be notified?
   i. How many students cannot be picked up by parents or authorized persons in a timely manner?
   j. Will extended day or overnight sheltering be necessary?
   k. Is it safe to reenter building?

Appendix D: Preparedness Job Aids

WINTER STORM PROCEDURAL CHECKLIST (CONTINUED)

Evacuation Procedures:

_____ Notify the District Superintendent or district Emergency Operations Center (EOC) that you have been ordered by civil authorities (police, fire department, civil defense) to evacuate from your site.
- Has this been conformed by the district?
- Who coordinates arrangements? (school site? district EOC? city?)
- Where? (another district school? city park? businesses or private residences?)
- How? (walk? school bus?)
- When?
- Who notifies the media, city emergency services, etc.?
- How and by whom will crossing guards be notified?
- How and by whom will parents be notified?
- Who notifies food services?
NOTE: The order to evacuate may also originate at the district or school level. Either way, all but the confirmation will still need to be addressed.

_____ Account for all students and staff and report the exact count to the district EOC.

_____ Gather records that should be taken to the evacuation site: health cards, release forms, staff medical forms, etc.

_____ Gather all medication kept at school for the students.

_____ Arrange for transfer of students with special needs or health problems (wheel-chairs, respirators, crutches, etc.)

_____ If all students cannot be evacuated to a single site, determine the best groupings: by classroom? age? grade level? siblings?

_____ Determine if the instructional program can continue at the off-site location.

_____ Determine if instructional materials will need to be transferred to the off-site location.

_____ Determine if water, food, and first aid supplies need to be taken to the off-site location.

_____ Inspect site (Sweep Team) to make sure all students and staff have evacuated and the campus is secured (all doors locked, windows closed).

_____ Turn off utilities.

_____ Post signs at all entrances and gates notifying parents that the site has been
evacuated and where the students and staff have been relocated, and, if it is known,
when it is anticipated that school at that site will reopen.

Sheltering

Sheltering Considerations:
a. At site or away from site?
b. Food and water
c. Heating and lighting
d. Personal hygiene supplies and facilities
e. Sleeping space and bedding/cots/sleeping bags
f. Cooking utensils and mass feeding capabilities (pots, pans, plates, tableware, food
preparation and cooking facilities, dishwashing, disposal of food waste, etc.)
g. Parent notification
h. Is transportation readily available?
i. Do crossing guards need to be notified?
j. Injuries or medical needs?
k. Walk or transport?
l. Weather and road conditions?
m. How many students cannot be picked up by parents or authorized persons in a timely
manner?

Sheltering Procedures:

_____ If you are directed by the District Superintendent or district EOC to shelter
students and staff at your site or at another site, verify the following with the
district:
- Who coordinates arrangements? (school site? district EOC? Red Cross?)
- Who notifies the media, police, fire department, city emergency services?
- How and by whom will crossing guards be notified?
- How and by whom will parents be notified?
- Who notifies food services?
- Who contacts the Red Cross?
NOTE: The order to evacuate may also originate from the civil authorities and
will need to be confirmed through the district EOC.

_____ Account for all students and staff and report the exact count to the district EOC.

WINTER STORM PROCEDURAL CHECKLIST (CONTINUED)

_____ If the determination is that students and staff will be sheltered at an off-site location, the procedures for evacuation should be followed.

_____ Designate sleeping areas and assign students by: classroom? siblings? grade level? age?

_____ Set up a staff duty roster to handle security, cooking, feeding, dishwashing, personal hygiene, toilet, and sanitation.

If you are notified by the district EOC that you are to receive students and staff from another district school, the following should be considered:

a. Who coordinates arrangements? (school site? district EOC? city?)
b. Are they walking or coming by school bus?
c. When will they arrive?
d. Transfer of records (health cards, release forms, staff medical forms, etc.)
e. Notification of parents (who? how?) [Post signs/notices at school entrance indicating that students from _____ school are present on your campus.]
f. Notification of media, city emergency services, etc. (who? how?)
g. Water, food, first aid supplies
h. Medication
i. Are they being evacuated by classroom? age? grade level? siblings?
j. Special needs
k. Health problems
l. Instructional program
m. Food services

Early Release

Early Release Considerations:
a. Is it safe to release early?
b. Release only to parent or designated person?
c. Walk or transport?
d. Is transportation readily available?
e. Medical limitations
f. Weather and road conditions?
g. Crossing guard notification?
h. Parent notification
i. If some students cannot be released early, how many cannot be picked up in a timely manner?
j. Do you have to arrange sheltering for anyone?

Appendix D: Preparedness Job Aids

WINTER STORM PROCEDURAL CHECKLIST (CONTINUED)

♦ **Early Release Procedures:**

_____ If directed by the District Superintendent or district EOC to release students and staff from your site or at another site, verify the following with the district:
  - Who coordinates arrangements? (school site? district EOC?)
  - Who arranges for buses?
  - Who notifies the media, police, fire department, city emergency services?
  - How and by whom will crossing guards be notified?
  - How and by whom will parents be notified?
  - Who notifies food services?

NOTE: The order to release early may also originate by the civil authorities and will need to be confirmed through the school district EOC.

_____ Account for all students and staff and report the exact count to the district EOC.

_____ Set up Student Release areas, where parents will come to sign out their students. (Post informational/directional signs so that parents know where to go to get their children.)

_____ Report to district EOC the number of students who have not been picked up by their parents or other authorized persons or delivered to their homes by school bus.

_____ Inspect site (Sweep Team) to make sure all students and staff have left and the campus is secured (all doors locked, windows closed).

_____ Turn off utilities.

_____ Post signs at all entrances and gates notifying parents that the site has been closed early and when it is anticipated that school will reopen.

Appendix D: Preparedness Job Aids

Early Release of Bused Students

[If road conditions permit and a responsible adult will be at the student's residence – *determined by district policy],* the home-pick-up students will be driven to their homes. If that is not possible, the students will be returned to their school of origin. If it is not possible to either return the students to their homes or to their school or another school within the _____ School District, it is expected that the bus driver will do the following, which is a suggestion of special advisory committee of school transportation officials:

   If the bus driver is unable to contact the district's dispatcher or gain assistance from the highway patrol, sheriff's or local law enforcement officials and the driver finds it necessary to leave his/her present location, the driver should proceed with caution to the nearest high school campus, where he/she should check in with the school's administration.

   From this location, the driver should try to reestablish communication with his/her district's dispatch office for further instructions. Until further advised by his/her own dispatch office, the driver would be under the jurisdiction of that site level's administration. The driver is to remain with the students.

Late Start of School

Late Start Considerations:
a. Is it reasonable to expect to be able to open school at a later hour?
b. Are school facilities operational (heating, lighting, etc.)?
c. Weather and road conditions?
d. Can buses be rescheduled? Do routes need to be adjusted?
e. Parent notification (who and how?)
f. Staff notification (who and how?)
g. How will those students whose parents usually drive them to school get there if their parents have already left for work?
h. Crossing guard notification (who and how?)

Appendix D: Preparedness Job Aids

WINTER STORM PROCEDURAL CHECKLIST (CONTINUED)

Late Start Procedures:

_____ If you are directed by the District Superintendent or district EOC to delay the start of the school day, verify the following with the district:
- Who coordinates arrangements? (school site? district EOC?)
- Who arranges for buses?
- Who notifies the media, police, fire department, city emergency services?
- How and by whom will crossing guards be notified?
- How and by whom will parents be notified?
- Who notifies food services?

NOTE: The order to delay the start of the school day may also originate with the civil authorities and need to be confirmed through the district EOC.

_____ After school is in session, account for all students and staff and report the exact count to the district EOC.

_____ Verify the absences of students who have not reported to school.

Appendix D: Preparedness Job Aids

WINTER STORM, INCLEMENT WEATHER INCIDENT SPECIFICS

This checklist delineates the action to be taken if a school district experiences a winter storm emergency. It is imperative that all staff members be aware of these procedures and be prepared to carry them out if the principal is not available to make the determinations required. If specific persons are designated to perform these tasks, their names should be noted as appropriate. [A copy of this checklist must be forwarded to the designated district administrator following each incident].

Site _____ Date _____

Check off completed tasks **as appropriate** to the circumstances of the situation.

Close Site: Reason: _____

_____ The site requested or was directed by a civil authority to close school.
Immediately _____ Next day_____
Request made by [name & agency] _____

_____ The site was directed by the school district administration or district EOC to close school.
Immediately _____ Next day _____
Request made by [name] _____

_____ The site initiates the request to the district to close school.
Immediately _____ Next day_____
Request by [name] _____

Shelter On-site: Reason: _____

_____ The site requested or was directed by a civil authority to shelter on-site.
Request made by [name & agency] _____

_____ The site was directed by the school district administration or district EOC to shelter on-site.
Request made by [name] _____

_____ The site initiated the request to the district to shelter on-site.
Request made by [name]

_____

Appendix D: Preparedness Job Aids

WINTER STORM, INCLEMENT WEATHER INCIDENT SPECIFICS (CONTINUED)

Early Release: Reason: _____

_____ The site requested or was directed by a civil authority to release students and staff early.
Request made by [name & agency] _____

_____ The site was directed by the school district administration or district EOC to release students and staff early.
Request made by [name] _____

_____ The site initiated the request to the district to release students and staff early.
Request made by [name] _____

Late Start: Reason: _____

_____ The site requested or was directed by a civil authority to delay the start of the school day.
Request made by [name & agency] _____

_____ The site was directed by the school district administration or district EOC to delay the start of the school day.
Request made by [name] _____

_____ The site initiated the request to the district to delay the start of the school day.
Request made by [name] _____

Determination and District Actions:

_____ The designated district administrator was advised of the civil authority's directive or site administrator's request to close school/shelter/start late/release early.

_____ The designated district administrator studies the situation and makes a recommendation to the superintendent.

_____ The superintendent makes the final decision. Decision _____

_____ The decision is announced to the site(s). By whom? _____

_____ The superintendent notifies school board members of the situation and action taken.

Appendix D: Preparedness Job Aids

WINTER STORM, INCLEMENT WEATHER INCIDENT SPECIFICS (CONTINUED)

_____ Information phone message tape is activated to reflect situation and action taken.

_____ The District Public Information Team is activated.

_____ The designated district administrator directs site administrators to activate telephone communication trees to notify families and staff of site closure(s).

_____ The decision to reopen the site(s) is made. Date/time _____

_____ The designated district administrator notifies the appropriate newspaper and radio/television stations of school reopening. Date/time _____

_____ Information message updated. Public Information Team information updated.

_____ Personnel notified of site reopening.

Site Actions:

_____ Buses requested from Transportation to move [#] _____ students and staff
Yes _____ No _____
Time _____ Destination [homes/alternate location] _____

_____ Assistance requested to secure site and/or help with school closure/sheltering/early release.
Yes _____ No _____
Time _____ Type of assistance _____

_____ Operations Center Team activated. Roll taken either at safe assembly area or in classrooms. *All accounted for* verified by _____. If any missing, why? _____

_____ Student Release Team activated. Students are checked out as they leave the site and note is made of means of transport: school bus, family member or authorized person, walking. *All accounted for* verified by _____. If any missing, why? _____

_____ Students are continually reassured by staff that everything will be fine. [Site administrator may need to make this same assurance to staff also.]

Appendix D: Preparedness Job Aids

WINTER STORM, INCLEMENT WEATHER INCIDENT SPECIFICS (CONTINUED)

_____ Site administrators post signs at all school and district facilities notifying parents and the public that the site has been closed and, if known, when it is anticipated the site will reopen.

_____ The designated district administrator is notified of completed school closure by _____.

_____ Regular reports made to district EOC by telephone or two-way emergency radio.

_____ Students and personnel return to classrooms and work areas. Time/date _____

_____ Personnel notified of site reopening

_____ Parents notified of site reopening

APPENDIX E: STANDARD FORMS

Use this appendix to help develop standard forms to use in the event of an emergency.

The sample forms included in this appendix are as follows:

APPENDIX E: STANDARD FORMS

STAFF SKILLS SURVEY & INVENTORY

Name & School _____/_____ Room _____
        Name   School

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING.
CIRCLE YES OR NO WHERE APPROPRIATE.

_____ First Aid (current card yes/no) _____ CPR (current yes/no) _____ Triage _____ Firefighting

_____ Construction (electrical, plumbing, carpentry, etc.) _____Running/Jogging

_____ Emergency Planning _____ Emergency Management _____ Search & Rescue

_____ Law Enforcement Bi/Multi-lingual (what language (s)) _____

_____ Mechanical Ability _____ Structural Engineering _____ Bus/Truck Driver
                           (Class 1 or 2 license yes/no)

_____ Shelter Management _____ Survival Training & Techniques _____ Food Preparation

_____ Ham Radio Operator _____ CB Radio _____Journalism

_____ Camping _____ Waste Disposal _____ Recreational Leader

DO YOU KEEP A PERSONAL EMERGENCY KIT? _____ In your car? _____ In your room? _____

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY?
(i.e., athletic bibs, traffic cones, carpet squares) _____ Yes _____ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT COULD BE USED AN IN EMERGENCY? _____ YES _____ NO
PLEASE LIST EQUIPMENT AND MATERIALS.

_____

_____

COMMENTS _____

_____

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?

_____

_____

APPENDIX E: STANDARD FORMS

SAMPLE SCHOOL-PARENT LETTER

[Date]

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations. In fact, public schools in Maryland are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

Should we have a **major** disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed disaster plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.

2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on a School District emergency card, which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:

   ▪ He/she is 18 years of age or older.

   ▪ He/she is usually home during the day.

   ▪ He/she could walk to school, if necessary.

   ▪ He/she is known to your child.

   ▪ He/she is both aware and able to assume this responsibility.

3. Turn your radio to [radio stations] for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via the School District cable on Channel ____. In addition, information regarding day-to-day school operations will be available by calling the District Office.

4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the School District Emergency Card. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

APPENDIX E: STANDARD FORMS

SAMPLE SCHOOL-PARENT LETTER (CONTINUED)

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian. In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In the case of an environmental hazard (biological, chemical, or nuclear/radiological contamination) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields and report to inside areas that offer the greatest protection for the hazard of concern. If needed, doors, windows, and air handling systems will be sealed to prevent student and staff exposure. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because the shelter will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given. Sheltering may be long term (12-24 hours) or longer, if deemed necessary.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Principal
School

APPENDIX E: STANDARD FORMS

LOCKDOWN PROCEDURES

Follow the classroom procedures below in an emergency.

- Stop class activities and wait for further instructions.

- Immediately shut and lock classroom doors.

- Move away from doors/windows and out of sight.

- Free up the classroom telephone.

- Remain quiet.

- Move to interior walls.

- Ignore all bells. Keep students in the classroom.

- All staff without student responsibility should report immediately to the office, unless instructed otherwise.

- Computer/media staff should turn off all Internet and computer access.

- Place all phones on vibrate or turn off.

- Take attendance immediately and keep your attendance book with you as you may be asked to leave the classroom.

- Facilities and maintenance staff should work directly with the command with regard to mechanical systems.

- Adults need to provide accurate information in a timely manner concerning who is involved and their status.

- Students need to be supervised when they are using the telephone. Pay phones should be made unavailable unless students are supervised.

- Identify rooms that parents can go to, based on where the incident is located. The rooms should be close to an entrance.

- All media information is to be handled by the superintendent, or his designee, and responders.

- We have identified media staging areas.

APPENDIX E: STANDARD FORMS

- The principal needs to identify the members of their building's response team. This team needs to be constant and available. This assures that your team is communicating and attending to the issues. They decide the next steps.

- Consider how to inform substitutes of what to do. Assign another teacher as their contact.

APPENDIX E: STANDARD FORMS

EMERGENCY INFORMATION SHEET

Room Number _____

Student's Name _____ Grade _____

Address _____ Home Phone _____

Parent's Names _____

Mother's Work Address _____

Father's Work Address _____

Mother's Work Phone _____ Father's Work Phone _____

Mother's Cell Phone _____Father's Cell Phone_____

In an emergency or major disaster during school hours, my child may be released to the following persons:
(THESE NAMES SHOULD BE THE SAME AS ON YOUR CHILD'S EMERGENCY CARD)

Name _____ Address _____ Phone _____

Name _____ Address _____ Phone _____

Name _____ Address _____ Phone _____

Name _____ Address _____ Phone _____

Name _____ Address _____ Phone _____

My son/daughter needs to take the following medication: _____

Medication _____ Dosage _____ Time_____

Have you provided the school office with a supply of this medicine? _____

My child may _____ or may not _____ have Tylenol if needed during an emergency.

List allergies to medicine or foods _____

Doctor_____ Address _____ Phone _____

Family out-of-State telephone contact to be used in an emergency:

Name _____Phone _____

       (outside of State)   (Area code & number)

Date _____ Parent's Signature _____

Student Released to: _____

Date: _____ Time: _____ Destination: _____

E-7

APPENDIX E: STANDARD FORMS

STUDENT ACCOUNTING FORM

Room No. _____   Date _____

Enrolled per Register _____   Reported by _____

Not in School Today _____   Received by _____

Present Now _____

1. Students or classroom volunteers elsewhere (off campus, left in room, other location, etc.)

Name   Location   Problem

_____

_____

_____

_____

_____

_____

2. Students on playground needing more first aid than you can handle:

Name   Location   Problem

_____

_____

_____

_____

_____

_____

Additional comments: (report fire, gas/water leaks, blocked exits, structural damage, etc.)

APPENDIX E: STANDARD FORMS

NOTICE OF FIRST AID CARE

DATE: _____

SCHOOL: _____

Dear Parent:

_____ was injured at school and has been given first aid. If you feel further care is necessary, please consult your family physician.

Destination: (If not presently on site) _____

Transporting Agency: (if not presently on site) _____

Time: _____

Remarks:

Please sign and return one copy to school. Retain a copy for your records.

_____   _____
          PARENT'S SIGNATURE   SCHOOL REPRESENTATIVE'S SIGNATURE

Note: 1 copy goes home with student
        1 copy stays with teacher or medical treatment team records

[Date]

APPENDIX E: STANDARD FORMS

SITE STATUS REPORT

TO: _____ FROM: (name) _____ LOCATION: _____

DATE:_____ TIME: _____ PERSON IN CHARGE AT SITE: _____

Message via: 2-way Radio _____   Telephone _____   Messenger _____

EMPLOYEE/STUDENT STATUS

	Absent	Injured	# Sent to hosp./med	Dead	Missing	Unaccounted for (away from site)	# Released to parents	# Being supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE Check damage/problem and indicate location(s).

Check ✓	Damage/Problem	Location(s)
	Gas leak	
	Water or sewage leak	
	Fire	
	Electrical	
	Communications	
	Heating/cooling	
	Other (list):	

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance/how long?; overall condition of campus, neighborhood & street conditions; outside agencies on campus & actions; names of injured, dead, missing and accounted for ASAP)

APPENDIX E: STANDARD FORMS

UPDATE REPORT

Name_____   Time_____
   _____ # children remaining at school
   _____ # staff members remaining to care for children
_____ Assistance required: _____ water _____ food _____ blankets _____ # people to help

UPDATE REPORT

Name_____   Time_____
   _____ # children remaining at school
   _____ # staff members remaining to care for children
_____ Assistance required: _____ water _____ food _____ blankets _____ # people to help

UPDATE REPORT

Name_____   Time_____
   _____ # children remaining at school
   _____ # staff members remaining to care for children
_____ Assistance required: _____ water _____ food _____ blankets _____ # people to help

UPDATE REPORT

Name_____   Time_____
   _____ # children remaining at school
   _____ # staff members remaining to care for children
_____ Assistance required: _____ water _____ food _____ blankets _____ # people to help

APPENDIX E: STANDARD FORMS

STUDENT RELEASE FORM
To be taken by Runner

Please Print

Student's Name _____

Teacher _____ Grade _____

Requested By _____

****

To be filled in by Request Gate staff

Proof of I.D. _____   Name on Emergency Card _____
                                                    (yes) (no)

****

Student's Status
To be filled in by teacher

Sent with Runner_____ Absent _____ First Aid_____ Missing _____

****

To be filled in by Request Gate staff

Proof of I.D. _____   Name on Emergency Card _____
                                                    (yes) (no)

****

To be filled in by Requester
at Release Gate

Requester Signature _____

Destination:_____

Date: _____

Time:_____

****

APPENDIX E: STANDARD FORMS

SEARCH AND RESCUE TEAMS

SEARCH AND RESCUE TEAM LEADER _____

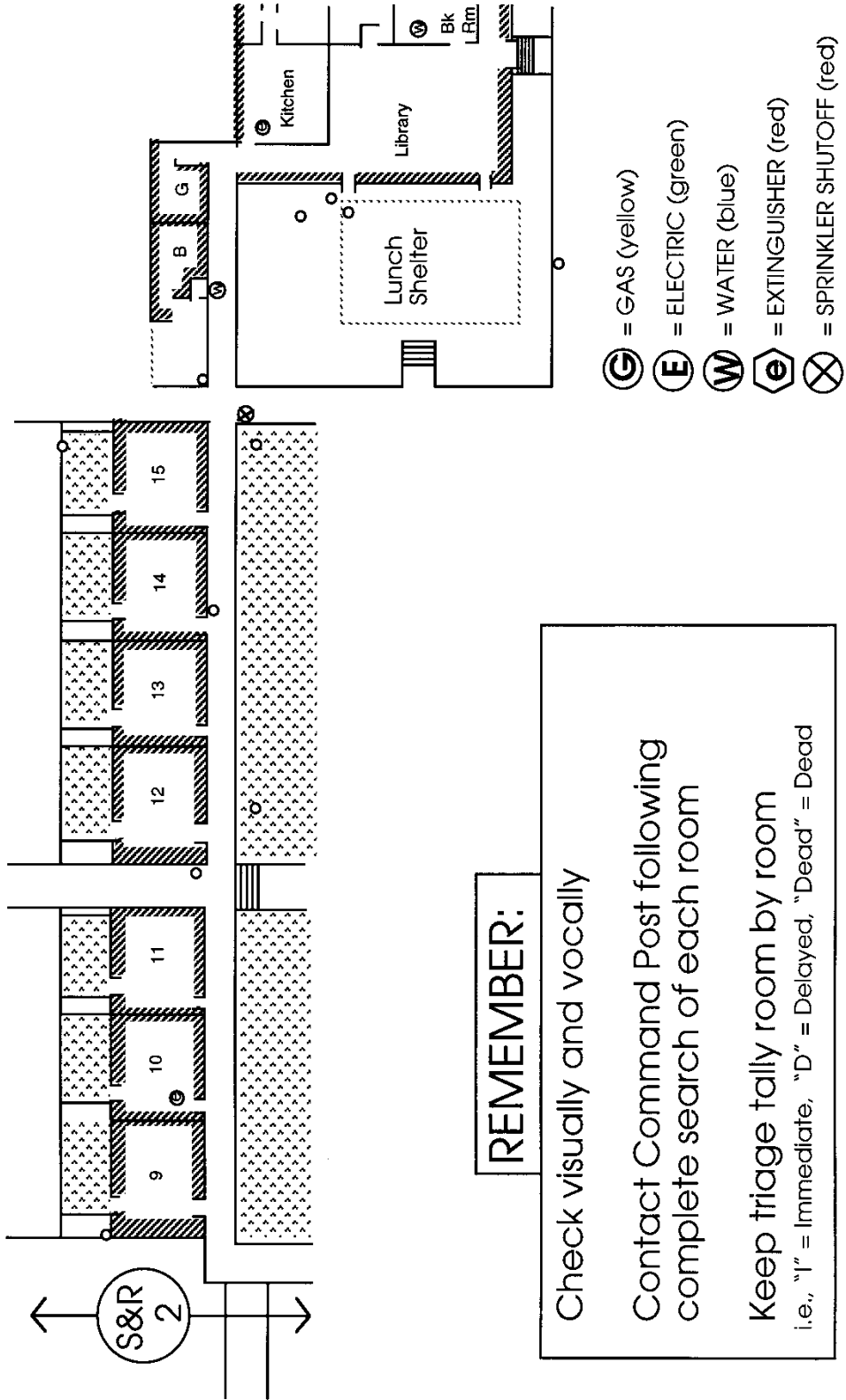**Note:** Number of teams will vary depending on size of campus.

NAMES

	Radio	Keys	Hard Hat	Goggles	Bucket	Vest	Clipboard	Backpack

SEARCH AND RESCUE TEAM #1
NOTES:

1. _____
2. _____

_____

SEARCH AND RESCUE TEAM #2
NOTES:

1. _____
2. _____

_____

SEARCH AND RESCUE TEAM #3
NOTES:

1. _____
2. _____

_____

SEARCH AND RESCUE TEAM #4
NOTES:

1. _____
2. _____

_____

SEARCH AND RESCUE TEAM #5
NOTES:

1. _____
2. _____

_____

_____

S&R Team Leader

- Assign teams based on available manpower; minimum 2 persons. Attempt to place one experienced person on each team.
- Perform visual check of outfitted team leaving CP; include radio check. Advise teams of known injuries.
- Remain at Command Post table.
- Be attentive to all S&R related communications.
- Utilize boxes above to record location of injured students. Example: report of 2 injured students in Room 20 would be recorded as "S/2 = RM 20" in box under team #3.
- Utilize manpower pool to aid S&R (i.e., request for backboard and carryout or request for rescue equipment).

Sample
Search & Rescue Map
Search & Rescue #2

G = GAS (yellow)
E = ELECTRIC (green)
W = WATER (blue)
e = EXTINGUISHER (red)
⊗ = SPRINKLER SHUTOFF (red)

REMEMBER:

Check visually and vocally

Contact Command Post following complete search of each room

Keep triage tally room by room
i.e., "I" = Immediate, "D" = Delayed, "Dead" = Dead

APPENDIX E: STANDARD FORMS

PUBLIC INFORMATION RELEASE

Check (_) as appropriate: District/District-wide _____ School _____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate.)

_____has just experienced a(n)_____

_ The (students/employees) [(are being) or (have been)] accounted for.

_ No further information is available at this time.

_ Emergency medical services [(are here) or (are on the way) or (are not available to us)].

_ Police [(are here) or (are on the way) or (are not available to us)].

_ Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].

_____ [(are here) or (are on the way) or (are not available to us)].

_ Communication center(s) for parents (is/are) being set up at _____
        to answer questions about individual students.

_ Communication center(s) for families (is/are) being set up at_____
        to answer questions about individual employees.

_ Injuries have been reported at _____and are being treated at the site by
        (staff/professional medical responders).   (#) _____reported injured.

_ Students have been taken to a safe area, _____ , and are with [(classroom
        teachers/staff) or (_____)].

_ (#) Students have been taken to the local emergency room for treatment of serious injury.
        Parents of injured students should go to the emergency room at_____

_ (#) Confirmed deaths have been reported at _____
        Names cannot be released until families have been notified.

_ Structural damage has been reported at the following sites: _____ .

Release restrictions   _____ No   ____ Yes
    If yes, what?

Released to the public as Public Information Release #_____
                        (Date/Time: _____)

APPENDIX E: STANDARD FORMS

EMERGENCY TIME/SITUATION/RESPONSE REPORT

TIME	SITUATION	RESPONSE	INITIAL

APPENDIX E: STANDARD FORMS

Sample Log

Date_____

Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records. **They are legal documents!**

```
 9:50    Approximate time of quake
 9:55    Custodian opened container
10:00    Set up Command Post, Becky Harrison in charge
10:00    Becky says Nurse Nightingale is off campus
10:00    Student accounting forms coming into CP
10:00    Teachers are reporting to manpower pool
10:02    Report of Carrie Macintosh trapped in computer lab
10:06    Water running out of boys room by room 3
10:10    S&R teams assigned, team #1 told about Carrie in
         computer lab
10:14    S&R #3 radio batteries dead
10:15    Broken glass and lights in room 10
10:16    Repairman on office roof prior to quake not seen since
10:17    Aftershock - no injuries reported - students are seated
10:18    All S&R teams check in ok
10:19    Room 20 front door jammed
10:20    Sarah Laws & Mary Hans (parent nurses) here to help
10:21    Becky places Sarah in charge of medical
10:22    Request backboard and 4 carriers to cafeteria
10:22    Nancy Powers assigned stress counseling
10:23    Aftershock - Becky Harrison injured
10:24    All S&R teams check in ok
10:24    Command transferred to Laura Werner
10:25    District EOC on radio – we receive but cannot transmit
10:26    Natural gas leak below bungalow 30
10:27    Custodian sent to check gas leak
10:27    Student release ready - S&R not finished
10:28    Major damage to cafeteria
10:28    Broken windows/lights - room 14
10:29    Burning smell room 23
10:30    Custodian unable to shut off gas by room 30
10:32    Michael Burns here - sent to help custodian
10:33    Room 32 shaken off foundation
10:35    Police helicopter flies over
10:35    Gas leak stopped
10:35    John Forest climbed fence, took son Jeremy
10:36    Michelle Pauls here-assigned with Nancy Powers
10:38    Medical-reports total 9 minor injuries, 1 broken leg
```

Lockdown

When the announcement is made:

1. Students should report to the nearest classroom.

2. Close all windows, lock our doors, and do not leave for any reason.

3. Cover all room and door windows.

4. Stay away from all doors and windows and move students to interior walls and drop.

5. Shut off lights.

6. Silence all cell phones.

7. BE QUIET!

8. Wait for further instructions.

Shelter in Place

When the announcement is made:

1. Students are to be cleared from the halls immediately.

2. Close and tape all windows and doors and seal the gap between bottom of the door and floor.

3. Take attendance.

4. Do not allow anyone to leave the classroom. Emergency bathroom use only with the buddy system.

5. Stay away from all doors and windows.

6. Telephone use in classroom is for emergencies only.

7. Wait for further instructions.

Drop, Cover, & Hold

When the command "drop" is given:

DROP – Take cover under a nearby desk or table and face away from the window.

COVER your eyes by leaning your face against your arms.

HOLD onto the table or desk legs.

TEACHER RESPONSIBILITY

REVERSE EVACUATION
(for emergencies requiring shelter that occur during recess or PE class)

WHEN THE ANNOUNCEMENT IS MADE:

1. Move students/staff inside as quickly as possible.

2. Report to homeroom.

3. Take attendance. Use voice mail to report missing students.

4. Wait for further instructions.

Teacher Responsibility items:

1. Assess the situation and remain calm.

2. Attend to minor injuries.

3. Keep students quiet and under control.

4. Check in with your "BUDDY" teacher.

EVACUATION

WHEN THE ANNOUNCEMENT IS MADE:

1. Grab the EMERGENCY BACKPACK on the way out of your room.

2. Take the closest and safest way out as posted.

3. Do not stop for student/staff belongings.

4. Go to the designated area and wait for further instructions.

5. Check for injuries.

6. Take attendance. Hold up "GREEN" card if all are present. Report missing students to command post by holding up "RED" card. A Runner will be sent to you.

7. If you have any other questions or problems, hold up your "RED" card.

WE ARE
SHELTERING IN PLACE

DO NOT ENTER

*Parents: Please report to:_____
                                        (specify)

APPENDIX E: STANDARD FORMS

SHELTER IN PLACE DRILL CHECKLIST		
Good	**Need to Improve How?**	
_____	_____	1. Parents were informed about the drill.
_____	_____	2. Scenario reviewed with staff prior to event.
_____	_____	3. Students/staff went inside, closed the doors, and closed and locked all windows.
_____	_____	4. Hang signs on doors and office to indicate "Sheltering In Place."
_____	_____	5. Roll call of students and staff.
_____	_____	6. Place wet towels across the bottom of doors to the outside. (Simulate during drill.)
_____	_____	7. Tape up any vents which can't be closed. (Simulate during drill.)
_____	_____	8. Tape around window if air is leaking in. (Simulate during drill.)
_____	_____	9. Turn off air conditioning and exhaust fan in kitchen. (Simulate during drill.)
_____	_____	10. Close drapes and curtains.
_____	_____	11. Turn off pilot lights, but electricity should remain on. (Simulate during drill.)
_____	_____	12. Designate room for people who come to school during drill.
_____	_____	13. Post signs indicating location of visitor's room.
_____	_____	14. Alternate restroom facilities available in each room.
_____	_____	15. Alternate source of water for rooms without sinks.
_____	_____	16. Are there provisions for students needing medication during Shelter in Place?
_____	_____	17. Simulate call to 9-1-1 and the School District to tell them you are Sheltering in Place. (Call only during an actual event.)
_____	_____	18. No one goes out during this time.
_____	_____	19. Do you have a method of communicating with the office during a drill?
_____	_____	21. "Do not Enter" or "Report to _____ for Access" signs posted?
_____	_____	22. Moved to the most protective location inside the building for the hazard?
_____	_____	23. Do you have the ability to care for the students for 12-24 hours?
_____	_____	24. In case of gaseous environmental hazard: a. Place a wet towel across the bottom of doors to the outside (Simulate during drill) b. Tape up any vents which can't be closed (Simulate during drill) c. Tape around window if air is leaking in (Simulate during drill) d. Turn off air conditioning and exhaust fan in kitchen (Simulate during drill) e. Close drapes and curtains f. Turn off pilot lights, but electricity should remain on (simulate during drill)
Please use the reverse side of this checklist for your suggestions and candid comments. Please return this form within 5 days to the Principal. This form should be completed by all adult participants and observers at school site. Name: _____ Date:_____ Site: _____		

APPENDIX E: STANDARD FORMS

DISTRICT-WIDE EMERGENCY DRILL
SITE OBSERVER CHECKLIST

Drop/Cover/Hold:

- The teacher led drop/cover/hold by example.

- The students knew the proper procedure:

  The students ☐ dropped under cover ☐ covered their eyes ☐ held

- The teacher gave instructions and reassurances.

- The teacher checked self and evaluated situation.

- The teacher asked the students to check themselves and others.

- The teacher evaluated the situation and waited for class composure before asking for an evacuation.

- The teacher checked with the buddy teacher.

Special situations: If there were special situations, either planned or unplanned, how were they handled?

Evacuation and Student Accounting:

- Evacuation was orderly.

- If there were no serious "injuries," the teacher evacuated with the buddy teacher, one at the front of the line, one at the rear. If a teacher was incapacitated, buddy teacher evacuated both classes. If a student was injured and could not be moved, one teacher remained with the injured, while the buddy teacher evacuated both classes to the assembly area.

- At the assembly area, the students sat down while the teacher took roll.

- A Student Accounting Form was sent to the Command Post.

Special situations: If there were special situations, either planned or unplanned, how were they handled?

Comments:

APPENDIX E: STANDARD FORMS

DISTRICT-WIDE EMERGENCY DRILL
SITE OBSERVER CHECKLIST (CONTINUED)

Logistics:

- The bin was open when the students arrived at the assembly area.

- The Logistics person handed out supplies.

- The Command Post table, chairs, and materials (map, markers, etc.) were set up.

- Search & Rescue supplies and equipment were set out.

Command Post:

- The Incident Commander remained at the Command Post during the entire drill.

- The Incident Commander made a visual survey of the assembly area from the Command Post.

- The Documentation Clerk kept a log of all events.

- Team Leaders reported to the Incident Commander.

- The Communications Officer filled out a Site Status Report and verified it with the Incident Commander.

- The Communications Officer reported to the District EOC, using the Site Status Report.

Search & Rescue: ☐ Team Leader in charge   Number of teams _____

- The Operations Section Chief or Team Leader made assignments, checked equipment, and communicated with teams by two-way radio.

- Teams were dispatched to high priority areas first.

- Each team member was properly attired (appropriate shoes, vest, hard hat, carrying dust mask, goggles, whistle, flashlight).

- S & R teams completed a sweep of their assigned areas (covering the entire campus).

APPENDIX E: STANDARD FORMS

DISTRICT-WIDE EMERGENCY DRILL
SITE OBSERVER CHECKLIST (CONTINUED)

Medical Team: Number of people assigned _____

- The first aid area was set up out of sight of the student assembly area.
- The first aid barrel was located at the first aid area.
- Cots and stretchers were assembled.
- Victims were received and treated.
- A log was kept of all treatments.

Comments:

Reunification
Request Gate:

Number of people assigned _____ Number who were volunteers _____

Number of parent requests processed _____

- Table and chairs were set up and materials available.
- Parents were handled calmly and respectfully. Parent identification was verified.
- Runners were available to handle requests.
- Student Release Forms were available for use.

Reunion Gate:

Number of people assigned _____ Number who were volunteers _____

Number of parent requests processed _____

- Table and chairs were set up and materials available.
- Parents were handled calmly and respectfully. Parent identification was verified.

Comments:

APPENDIX E: STANDARD FORMS

SAMPLE DISASTER VOLUNTEER PROGRAM NOTICE

In the event of a major emergency occurring during the normal school day, your local elementary, middle, or high school will need the assistance of its neighbors. Supplies will be needed to provide for the children, and volunteers will be needed to assist with clean up and the care and shelter of the children until they are picked up by a designated family member or friend.

If you wish to be a volunteer at your local school campus after an emergency, you must register with the City Office of Emergency Services and be sworn in as Disaster Service Worker. If you wish to help, please contact the Office of Emergency Services to learn of the next registration date.

After you have registered, you will receive a picture ID. Your Skills Inventory will be sent to the local school. That school will welcome you on campus after a disaster and have a task ready for you to complete. You may also be asked to participate in emergency drills.

APPENDIX E: STANDARD FORMS

BUS INCIDENT PROCEDURES

The following are suggested considerations in the event an emergency occurs on a bus:

- Have communication devices for all buses. Included in these devices a mechanism, button, or quick radio switch, so that the bus driver can communicate to central office or emergency response that there is an emergency on the bus.

- Have first aid kit available.

- Practice relevant drills with students, such as evacuation.

- Have clear bus identification on the outside for first responders and police to identify the bus, bus numbers on roofs has been recommended to help with this identification.

- Keep the view of the bus driver unobstructed to other drivers.

APPENDIX F: ADDITIONAL RESOURCES

California Governor's Office of Emergency Services (OES)
1300 Clay Street, 4th floor
Oakland, CA 94612
(510) 286-0873

While supplies last, California OES will ship the following items of interest to schools anywhere **at no charge:**

- *Schools as Post-Disaster Shelters.* November 1995. 144 pages. Shelter planning and management guidelines for school districts and sites.

- *The ABC's of Post-Earthquake Evacuation: A Checklist for School Administrators and Faculty.* 1995.

- *School Emergency Response: Using SEMS at Districts and Sites.* June 1998. Booklet with training module for SEMS.

- *Academic Aftershocks.* 46-minute video documents the Northridge earthquake's effect on the California State University Northridge campus.

- *Post-Earthquake Damage Evaluation for California Schools: A Training Program.* March 1995, 30 pages and 140 slides. Designed for use in schools, school districts, and county offices of education. This training packet can be used in teaching the basics of building safety evaluation to custodial, facilities, and maintenance staffs. Also useful for administrators. Materials may be reproduced.

Natural Hazards Research and Application Information Center
Institute of Behavioral Science #6
University of Colorado at Boulder
Campus Box 482
Boulder, CO 80309-482
(303) 492-6818, fax (303) 492-2151

The *Natural Hazards Observer* is free to subscribers within the United States. This bimonthly newsletter facilitates communication among researchers and the individuals and organizations concerned with mitigating natural disaster. In addition to articles about events, policy discussions, and legislation relating to disasters, the newsletter lists conferences, calls for papers, and recent publications. The Internet page lists "interesting stuff" on the net. Subscribe at the above address.

Talking About Disasters: Guide for Standard Messages. May 1999. The American Red Cross, FEMA, National Weather Service, United States Geological Survey, and the National Fire Safety Administration have agreed on standard advice for the public about what to do in specific

APPENDIX F: ADDITIONAL RESOURCES

emergencies, from hurricanes to earthquakes. Order through your local Red Cross Chapter, stock number A4461M. There may be a nominal cost involved.

<p align="center">**WEB SITES**</p>

Adolescent and School Health
http://www.cdc.gov/healthyyouth/about/index.htm

American Red Cross
http://www.redcross.org

Center for Mental Health Services
Knowledge Exchange Network
http://www.mentalhealth.org/index.htm

Center for the Prevention of School Violence
http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/prevention.html

Crisis Response Box California
http://www.cde.ca.gov/ls/ss/cp/documents/crisisrespbox.pdf

Defense 2000 Guide to the Internet
http://www.investintech.com/content/historyinternet/

Directory of State and Federal Agencies Involved with the Transportation of Radioactive Material
http://www.crcpd.org/Transportation/TransDir-0406.pdf

Division of Adolescent and School Health
Centers for Disease Control and Prevention
http://www.cdc.gov/nccdphp/dash

FBI: The School Shooter
http://www.fbi.gov/stats-services/publications/school-shooter

FEMA for Kids
http://www.fema.gov/kids

Firehouse.com
http://www.firehouse.com

Florida Safe, Disciplined & Drug-Free Schools
http://www.fldoe.org/safeschools/pdf/statereport2003_2004.pdf

APPENDIX F: ADDITIONAL RESOURCES

Free video on weapon-free schools
Security@gmdl.com

Los Angeles County Sheriff's Office-Emergency Plan
http://sheriff.lacounty.gov/wps/portal/lasd/search/?querytext=Sample+School+Emergency+Plan&department=LASD

Montgomery Central Elementary Schools (Cunningham, TN)
Favorite Web Sites for Children
http://207.125.42.150/Schools/MCES/favorite.html

National Association of School Psychologists
http://www.nasponline.org/

National Earthquake Information Center and World Data Center for Seismology
http://webgis.wr.usgs.gov/globalgis/metadata_qr/metadata/quakes.htm

National Institute of Justice
800-851-3420
http://www.nlectc.org

National Institute of Mental Health
http://www.nimh.nih.gov/

National Response Center for Safe Schools
http://www.schoolsafety.us/

National Safe Kids campaign
http://www.safekids.org/

Natural Hazards Research and Applications Information Center
http://www.colorado.edu/hazards

Oregon School Board Association.
http://www.osba.org/

Predictors of Youth Violence
https://www.ncjrs.gov/pdffiles1/ojjdp/179065.pdf

Project Safeside: This is a free collection for cross-curricular lesson plans and activities that teach students how to prepare for severe weather and natural hazards.
http://www.weather.com/education/safeside

APPENDIX F: ADDITIONAL RESOURCES

Radio Amateur Civil Emergency Service
(Ham Radios/Emergencies)
http://www.races.org

Reducing Violence in Schools
http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/prevention.html

Safeguarding our Children
http://www2.ed.gov/offices/OSERS/OSEP/ActionGuide/Action_Guide%20.pdf

School House Hype
http://198.170.117.218/pubs/shooting/shootings.html

School House Hype Press Release-Two Years Later
http://www.cjcj.org/files/schoolhouse.pdf

School Shooters Tell Why
http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?ERICExtSearch_SearchValue_0=ED448359&ERICExtSearch_SearchType_0=no&accno=ED448359

School Violence Resources
http://www.ojjdp.gov/

Standard Response Protocol (SRP)
http://iluvuguys.org/srp.html

Standard Reunification Method (SRM)
http://iluvuguys.org/srm.html

The Appropriate and Effective Use of Securities Technologies in U.S. Schools
https://www.ncjrs.gov/school/178265_1.pdf

The Center for Mental Health Services
http://www.mentalhealth.org/

The Emergency Manager's Weather Information Network (EMWIN)
James K. Purpura, Warning Coordination Meteorologist
WFO, Norman, Oklahoma
Purpura@soo.ounnws.noaa.gov

The International Association Chiefs of Police
http://www.theiacp.org
CDE 498: Children and Violence
http://www.angelfire.com/az/ChildrenandViolence

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The National Hazards Informer
Earthquake hazard newsletter
http://www.colorado.edu/hazards/informer

U.S. Department of Education
http://www.ed.gov

U.S. Department of Justice
http://www.usdoj.gov/

United States Geological Survey's Learning Web
http://www.usgs.gov/education

US Dept. of Education: Links
http://www.ed.gov/

USDOJ: Indicators of School Crime and Safety
http://bjs.ojp.usdoj.gov/index.cfm?ty=pbdetail&iid=2295

USDOJ: School Security Technologies
https://www.ncjrs.gov/school/pdf.htm

USGS, Earthquake Hazards Program
http://earthquake.usgs.gov/

Utah Safe Kids Coalition
http://www.safekidsutah.org/

Violence in American Schools
http://www.nccev.org/violence/school.html

Virginia's statewide school safety initiative
http://www.dcjs.virginia.gov/vcss/

Washington State Safe Schools
http://www.keepschoolssafe.org/

Youth Violence Prevention Resources
http://www.cdc.gov/ViolencePrevention/youthviolence/index.html

Youthinfo (web site on adolescence-related issues)
U.S. Department of Health and Human Services
youth.os.dhhs.gov/

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Surviving an Earthquake
http://www.quakekare.com/earthquake-preparedness/?utm_source=msn&utm_medium=cpc&utm_term=surviving%20a%20earthquake&utm_content=text&utm_campaign=Kits+Supplies+Prep%20-%20NE&mkwid=eJSyTUiAL&crid=832779438&mp_kw=surviving%20a%20earthquake&mp_mt=%7BMatchType%7D

Cyber Security

FEMA Blueprint for a secure Cyber Future
http://www.dhs.gov/xlibrary/assets/nppd/blueprint-for-a-secure-cyber-future.pdf

President Obama's executive order: Improving Critical Infrastructure Cyber Security
http://www.whitehouse.gov/the-press-office/2013/02/12/executive-order-improving-critical-infrastructure-cybersecurity

APPENDIX F: ADDITIONAL RESOURCES

Weather-Related Web Sites

American Meteorological Society
http://www.ametsoc.org

Atmospheric Radiation Measurement (ARM) Program
http://www.arm.gov

Aviation Weather Center
http://www.aviationweather.gov/

Earthstorm Project
http://www.mesonet.org/index.php/earthstorm

Laboratory for Atmospheres – NASA
http://atmospheres.gsfc.nasa.gov/

National Oceanographic and Atmospheric Administration (NOAA)
http://www.noaa.gov

National Severe Storms Laboratory
http://www.nssl.noaa.gov/

National Weather Service
http://www.nws.noaa.gov

NSSL's Weather Room
http://www.clrn.org/weblinks/details.cfm?id=1134

OCS Weather Series
http://www.ocs.orst.edu/

Oklahoma Climatological Survey
http://www.ocs.ou.edu

Oklahoma Climatological Survey Outreach
http://climate.ok.gov/index.php/site/page/outreach

Oklahoma National Weather Service Forecast Office
http://www.srh.weather.gov/oun/

Resource Listing for Weather and Climate Instruction
http://www.education.noaa.gov/tweather.html

APPENDIX F: ADDITIONAL RESOURCES

Space Environment Center
http://www.swpc.noaa.gov/

Storm Prediction Center
http://www.spc.noaa.gov/

Stormscale Research and Applications Division
National Severe Storms Laboratory
http://www.mesonet.org/index.php/earthstorm

University of Michigan (UMICH) Weather Net
http://cirrus.sprl.umich.edu/wxnet/

University of Oklahoma Cooperative Institute for Mesoscale Meteorological Studies
http://cimms.ou.edu/

University of Oklahoma's School of Meteorology
http://weather.ou.edu/~som

VORTEX: Unraveling the Secrets
http://www.outlook.noaa.gov/tornadoes/links.htm

APPENDIX F: ADDITIONAL RESOURCES

RESOURCES FOR PREVENTING SCHOOL VIOLENCE

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
703-528-0700
703-841-1543 (fax)
Web Site: aasa.org

Big Brothers Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
215-567-7000
215-567-0394 (fax)
Web Site: bbbsa.org

Boys & Girls Clubs of America
1230 West Peachtree Street, NW
Atlanta, GA 30309
404-815-5700
404-815-5789 (fax)
Web Site: bgca.org

Bureau of Justice Assistance Clearinghouse
PO Box 6000
Rockville, MD 20849-6000
800-688-4252
Web Site: ncjrs.org

Center for Effective Collaboration and Practice
American Institutes for Research
1000 Thomas Jefferson St., NW
Suite 400
Washington, DC 20202
http://www.air-dc.org/cecp/

Center for the Study and Prevention of Violence
Institute of Behavioral Science
University of Colorado
Campus Box 442, Building # 10
Boulder, CO 80309-0442
303-492-8465
303-443-3297 (fax)
Web Site: colorado.edu/CSPV

APPENDIX F: ADDITIONAL RESOURCES

Community Policing Consortium
1726 M Street, NW, #801
Washington, DC 20036
202-833-3305
202-833-9295 (fax)
Web Site: communitypolicing.org

Educational Resources Information Clearinghouse
National Library of Education
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-0498
800-LET ERIC
Web Site: aspensys.com/eric

International Association of Chiefs of Police
515 North Washington Street, Suite 400
Alexandria, VA 22314-2357
703-836-6767
703-836-4543 (fax)
Web Site: theiacp.org

Juvenile Justice Clearinghouse
PO Box 6000
Rockville, MD 20849-6000
800-638-8736
Web Site: ncjrs.org

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
703-684-3345
703-548-6021 (fax)
Web Site: naesp.org

National Association of Police Athletic Leagues
618 North US Highway 1, Suite 201
North Palm Beach, FL 33408
561-844-1823
561-863-6120 (fax)

APPENDIX F: ADDITIONAL RESOURCES

National Association of School Psychologists
4340 East West Highway
Suite 402
Bethesda, MD 20814
http://www.naspweb.org/center.html

National Association of School Resource Officers
2714 SW 5th Street
Boynton Beach, FL 33435
516-243-1506

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 20191
703-860-0200
703-476-5432 (fax)
Web Site: nassp.org

National Center for Conflict Resolution Education
Illinois Institute for Dispute Resolution
110 West Main Street
Urbana, IL 61801
217-384-4118
217-384-8280 (fax)

National Clearinghouse on Alcohol and Drug Information
PO Box 2345
Rockville, MD 20852
301-468-2600
Web Site: health.org

National Clearinghouse on Families and Youth
PO Box 13505
Silver Spring, MS 20911-3505
301-608-8098
301-608-8721 (fax)
Web Site: acy.dhhs.gov/programs/fysb/programs/ncfy.htm

National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
202-466-6272
202-296-1356 (fax)
Web Site: ncpc.org

APPENDIX F: ADDITIONAL RESOURCES

National Injury Control and Prevention Center
Centers for Disease Control and Prevention
1600 Clifton Road, NE
Atlanta, GA 30333
404-693-3311
404-639-1623 (fax)
Web Site: cdc.gov/ncic/

National Institute for Dispute Resolution
1726 M Street, NW Suite 500
Washington, DC 20036
202-466-4764
202-466-4769 (fax)
Web Site: nidr.org

National Peer Helpers Association
PO Box 2684
Greenville, NC 27836
919-522-3959

National PTA
330 North Wabash Avenue, Suite 2100
Chicago, IL 60611
312-670-6782
Web Site: pta.org

National School Safety Center
141 Duesenberg Drive, Suite 11
Westlake Village, CA 91362
805-373-9977
805-373-9277 (fax)
webmaster@nssc1.org

National School Safety Center
4165 Thousand Oaks Boulevard, Suite 290
Westlake Village, CA 91362
805-373-9977
805-373-9277 (fax)
Web Site: nsscl.org

APPENDIX F: ADDITIONAL RESOURCES

National Youth Gang Information Center
Institute for Intergovernmental Research
PO Box 12729
Tallahassee, FL 33217
850-385-0600
850-386-5356 (fax)
Web Site: iir.com/nygc/

Safe and Drug-Free Schools Program
Office of Elementary and Secondary Education
U.S. Department of Education
Portals Building
600 Independence Avenue, NW
Washington, DC 20202-6123
202-260-3954
202-260-7767 (fax)
Web Site: ed.gov./offices/OESE/SDFS

Street Law, Inc.
918 16th Street, NW, Suite 600
Washington, DC 20006-2902
202-293-0088
202-293-0089 (fax)
Web Site: streetlaw.org

Talking About Disaster: Guide for Standard Messages. Produced by the National Disaster
Education Coalition, Washington, D.C. 1999.

Teens, Crime, and the Community
C/o NCPC, 1700 K Street, NW
Second Floor
Washington, DC 20006-3817
202-466-6272 x152 or 161
202-296-1356 (fax)
Web Site: nationaltcc.org

U.S. Department of Education
Special Education and Rehabilitative Services
Room 3131 Mary E. Switzer Building
Washington, DC 20202-2524
Web Site: ed.gov/offices/OSERS/OSEP/earlywrn.html

APPENDIX F: ADDITIONAL RESOURCES

Youth Crime Watch of America
9300 South Dadeland Boulevard
Suite 100
Miami, FL 33156
305-670-2409
305-670-3805 (fax)
Web Site: ycwa.org

APPENDIX F: ADDITIONAL RESOURCES

READINGS

Arnette, June and Marjorie C. Walsleben. *Combating Fear and Restoring Safety in Schools.* Washington, DC: Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. April 1998. (NCJ 167888).

Crawford, Donna and Richard Bodine, *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings.* Washington, DC: Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice and Office of Safe and Drug-Free Schools, U.S. Department of Education. 1996. (NCJ 160935).

Donohue, Elizabeth, Vincent Schiraldi, and Jason Ziedenberg. *School House Hype: School Shootings and the Real Risk Kids Face in America.* Washington, DC: Justice Policy Institute, Center on Juvenile and Criminal Justice. 1998.

Drug Strategies, Inc. *Safe Schools, Safe Students: A Guide to Violence Prevention Strategies.* Washington, DC: Drug Strategies, Inc. 1998.

Elliott, Dr. Delbert. *Violence in American Schools: A New Perspective.* New York, NY: Cambridge University Press. 1998.

Heaviside, Sheila, Cassandra Rowand, Catrina Williams, and Elizabeth Farris. *Violence and Discipline Problems in U.S. Public Schools: 1996-1997.* Washington, DC: National Center for Education Statistics, U.S. Department of Education. March 1998. (NCES 98-030).

International Association of Chiefs of Police. *Reducing Gun and Other Violence in Schools.* Alexandria, VA: International Association of Chiefs of Police. 1995.

Keeping Kids Safe: A Kit for Caring Communities. Washington, DC: National Crime Prevention Council. 1997.

Kenney, Dennis J. and T. Steuart Watson. *Crime in the Schools: Reducing Fear and Disorder with Student Problem Solving.* Washington, DC: Police Executive Research Forum. 1998.

Lockwood, Daniel. *Violence Among Middle School and High School Students: Analysis and Implications for Prevention.* Washington, DC: National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. 1997. (NCJ 166363)

National Crime Prevention Council. *Helping Kids Handle Conflict: A Guide for Those Teaching Children.* Washington, DC: National Crime Prevention Council. 1995.

Peterson, Suni and Ronald L. Straub, *School Crisis Survival Guide.* West Nyack, NY: Center for Applied Research in Education. 1992.

APPENDIX F: ADDITIONAL RESOURCES

Stephens, Ronald D. *Safe Schools: A Handbook for Violence Prevention.* National Education Service. 1995.

Summit on Youth Violence. Alexandria, VA: International Association of Chiefs of Police. 1996.

Talking With Youth About Prevention: A Teaching Guide for Law Enforcement and Others. Washington, DC: National Crime Prevention Council. Updated 1997.

U.S. Department of Education and U.S. Department of Justice. *Creating Safe and Drug-Free Schools: An Action Guide.* Washington, DC: 1996. Electronically available through http://www.ed.gov or http://www.ncjrs.org/ojjhome.htm, or by calling 800-624-0100

Wheeler, Eugene D. and S. Anthony Baron. *Violence in Our Schools, Hospitals, and Public Places: A Prevention and Management Guide.* Ventura, CA: Pathfinder Publishers. 1993.

Zimmer, Judy, Terrence W. Modglin, and Jean F. O'Neil. *Teens, Crime, and the Community: Education and Action for Safer Schools and Communities, Third Edition.* Cincinnati, OH: West Educational Publishing (a Thomson International company). 1998.

APPENDIX G: OPTIONAL EXERCISE SCENARIOS

Use this appendix to help plan for various scenarios.

APPENDIX G: OPTIONAL EXERCISE SCENARIOS

HOSTAGE SCENARIO

It's 11:00 a.m. Monday morning, the first day of school following a significant weekend in the school's history. The previous Friday night the Coolidge High School football team had defeated its rival school and had qualified for the State tournament. Unfortunately, immediately following the game a fight had occurred in the school parking lot. The fight appeared to be gang related and two students from the visiting school were injured and transported to the local hospital's emergency room. Reports indicated that their injuries were significant.

At 11:05 a.m. a student reports to the gym teacher or that four students from the rival school were seen on the school ground between the gym and the varsity baseball field. The student reports that the intruders are dressed in gang attire and appear to be armed with hand guns. The gym teacher immediately checked outside and observed two individuals approaching the 200 wing of the high school. The gym teacher immediately contacts the high school principal by telephone to inform him of the intruders. During this conversation, two gunshots are heard. The school custodian contacts the principal's office to inform him that a teacher is down between room 206 and 207. He also reports that he observed two teenagers run into Room 204. The Superintendent of Schools is in Phoenix attending hearings at the State legislature.

---

1. Based upon this scenario, what are the principal's first concerns, and what initial actions should he take?

APPENDIX G: OPTIONAL EXERCISE SCENARIOS

HOSTAGE SCENARIO UPDATE #1

An arriving police unit traveling south on Highway 87 has reported to dispatch that two teenagers dressed in gang attire were seen running into the intermediate school complex. The officer believes that the teenagers entered a classroom located in the northeast corner of the complex.

---

1. How will the expansion and escalation of the event impact school command and control?

APPENDIX G: OPTIONAL EXERCISE SCENARIOS

HOSTAGE SCENARIO UPDATE #2

The police department has established a perimeter around the 200 wing of the high school and the east wing of the intermediate school and has ordered a complete evacuation of all other school facilities.

---

1. Based upon the above information, what actions should school authorities take?

APPENDIX G: OPTIONAL EXERCISE SCENARIOS

HOSTAGE SCENARIO UPDATE #3

A news helicopter has arrived on the scene and is circling the school complex. Two news crews have arrived at the perimeter and are requesting information from all in attendance. They are producing a telecast to their Phoenix stations. Significant numbers of parents have arrived at the perimeter, and 911 reports that its lines are jammed with incoming calls requesting information.

---

1. How can the news media deter operations?

2. How can the media be used to assist police and school authorities?

APPENDIX G: OPTIONAL EXERCISE SCENARIOS

HOSTAGE SCENARIO UPDATE #4

Evacuation has been completed.

---

1. What should be done with students and parents?

APPENDIX G: OPTIONAL EXERCISE SCENARIOS

HAZMAT SCENARIO

The second Thursday of November is a big day at West Elementary School. This year marks the third annual Turkey Trot Race Day. This fun-filled day of student and parent activities includes a half-mile running race for each class. Parent and teacher events are also scheduled. It is a perfect day for the festivities—clear skies, a temperature in the high 60's, and winds from the SW at 3 mph.

At 11:30 a.m., first grade students, 15 parents and 10 teachers have returned to the cafeteria for lunch. The kindergarten class along with 25 parents and 10 teachers have just arrived in the race area located east of the third grade classrooms and south of the basketball courts. At 11:40 a.m. one of the teachers at the race area notifies the principal that an ammonia odor is present and she has heard police or fire sirens in the vicinity. The parents and other teachers present are quite concerned.

---

1. Based upon the information available, what are your immediate concerns and what initial actions would you take?

APPENDIX G: OPTIONAL EXERCISE SCENARIOS

HazMat Scenario Update #1

The principal has ordered that everyone at the race event report to the cafeteria and remain indoors until the situation is resolved. Additionally, the school nurse has advised the principal that five students and two parents have come to her office complaining of nausea and difficulty in breathing.

---

1. What actions should be taken based upon the new information?

APPENDIX G: OPTIONAL EXERCISE SCENARIOS

HAZMAT SCENARIO UPDATE #2

At 11:15 a.m., a fire department official notifies the principal, by telephone, of an anhydrous ammonia leak at an adjacent farm (immediately south of the school). The fire department recommends an immediate evacuation of the school and surrounding neighborhoods. The fire department instructs the school to evacuate from the parking lot at the SE corner of the school facility.

---

1. Detail the actions the school should take based upon the directions received from the fire department.

2. How many buses are required to accomplish a compete evacuation? How long will it take them to arrive? What is your estimated time to complete the evacuation?

APPENDIX G: OPTIONAL EXERCISE SCENARIOS

HazMat Scenario Update #3

Teachers at the cafeteria report that parents indicate that they want to leave immediately and take their children with them. Parents' vehicles are parked on streets surrounding the school and in the school parking lot.

---

1. What should the school's response be and how should it be managed?

APPENDIX G: OPTIONAL EXERCISE SCENARIOS

HazMat Scenario Update #4

As evacuation efforts are being coordinated, 20 additional children complain of feeling sick, and the teachers are voicing their reluctance to permit the children to leave the classroom. They feel it is safer to stay inside.

---

1. What would you do to alleviate this growing problem? How would you ensure that the entire school facility was evacuated and all students, parents, and staff were accounted for?

APPENDIX G: OPTIONAL EXERCISE SCENARIOS

OTHER DRILLS

The following drills are from the Texas School Safety Center:
(http://www.txssc.txstate.edu/HE/tabletop):

- Exercise #1 - Tornados
- Exercise #2 - Shooter - Athletic Event
- Exercise #3 - Weather - Athletic Road Trip
- Exercise #4 - Bomb Threat - Explosion
- Exercise #5 - Sexual Assault/Multiple Incidents
- Exercise #6 - Meningitis Outbreak
- Exercise #7 - Binge Drinking & Alcohol Poisoning
- Exercise #8 - Active Shooter/Killer
- Table Top Resources & Links

APPENDIX H: OPTIONAL COURSE ASSIGNMENT

COURSE ASSIGNMENT:

Each table group will be assigned a phase of exercise type
1. Orientation
2. Drill
3. Tabletop
4. Functional
5. Full Scale

Assignment Goal:

Demonstrate the steps in exercise design.

Assignment Objectives:

Using the common theme of a hazardous materials incident, each table will demonstrate the following:
1. Record the steps in exercise design.
2. Demonstrate through role-playing your exercise phase.

Exercise Situation:

At 12:30 p.m. on Wednesday a chemical spill occurred in Room 17 at the Wilson Elementary School. A teacher notifies the office. No further information is available.

Resource: Orientation to Community Exercise Book; Exercise Types, page 2 Design Steps, page 18.

APPENDIX I: STATE AND LOCAL CONTACTS

State Contacts

MEMA
Maryland Emergency Management Agency
State Emergency Operations Center
Camp Fretterd Military Reservation
5401 Rue Saint Lo Drive
Reisterstown, MD 21136
Toll Free: 1-877-MEMA-USA
Phone: 410-517-3600
Fax: 410-517-3610

MIEMSS
The Maryland Institute for Emergency
Medical Services System
653 W. Pratt Street
Baltimore, MD 21201-1536
Phone: 410-706-5074

MSDE
Maryland State Department of Education
Division of Student and School Services
200 West Baltimore Street
Baltimore, MD 21201
Phone: 410-767-0100

MSFM
Maryland State Fire Marshal
300 East Joppa Road, Suite 1002
Towson, MD 21286-3020
Toll Free: 1-800-525-3124
Phone: 410-339-4200
FAX: 410-339-4215

MSP
Maryland State Police
1201 Reisterstown Road
Pikesville, MD 21208
Phone: 410-653-8968

Local Emergency Managers Contact List

County	Phone
Allegany	301-777-5908
Anne Arundel	410-222-0600
Baltimore	410-887-5996
Calvert	410-535-1623
Caroline	410-479-2622
Carroll	410-386-2290
Cecil	410-996-5350
Charles	301-609-3402
Dorchester	410-228-1818
Frederick	301-600-1746
Garrett	301-334-7619
Harford	410-638-4900
Howard	410-313-4900
Kent	410-778-3758
Montgomery	240-777-2300
Prince George's	301-883-3308
Queen Anne's	410-758-4500
St. Mary's	301-475-4200
Somerset	410-651-0707
Talbot	410-770-8160
Washington	240-313-4394
Wicomico	410-548-4820
Worchester	410-632-1311

Municipality	Phone
Annapolis	410-216-9167
Baltimore City	410-396-6175
Ocean City	410-723-6619

APPENDIX J: PLANNING FOR INCIDENTS AWAY FROM SCHOOL

Much of the regular educational program is supported by field trips and extra-curricular activities that take students away from the school site. Thus, in planning for responding to emergencies, consideration needs to be given to procedures that may occur while students are not at school. The following should be considered in developing your plan:

Use nametags and/or personal identification. Nametags should be placed on the clothes that students are wearing and not on coats, jackets, or sweaters. Identification bracelets might be considered with younger children.

A route map and itinerary should be left at the school. Also, an accurate list of the names of students, staff, and others should be left. A roster of who is riding in each vehicle should also be left at the school

Before leaving, determine who on the trip has a cell phone. Ideally each vehicle should be equipped with a cell phone.

Vehicle Emergency Kit

- Cell phone and/or other communication equipment;
- Roster for each vehicle;
- Route maps;
- Itinerary;
- Area maps;
- First aid kit; and
- Emergency contact list: central office phone numbers, emergency medical services, law enforcement (i.e. local & State), and information on local hospitals.
- Medication for students if delayed or for use during trip.
- Auto-injectable epinephrine per Education Article §7-426.2

REFERENCES

Executive Office of the President Homeland Security Council (2010) Planning Guidance for Response to a Nuclear Detonation. Office of Science and Technology Policy, available at http://www.epa.gov/radiation/docs/er/planning-guidance-for-response-to-nuclear-detonation-2-edition-final.pdf

U. S. Department of Secret Service and U. S. Department of Education (2002). *Threat assessment in schools: A guide to managing threatening situations and to creating safe school climates.* Retrieved March 2, 2013, from http://www.secretservice.gov/ntac/ssi_guide.pdf