# ERP - SECTION IV

**HAZARD SPECIFIC PROCEDURES**

Resources available in Section IV will build upon the ERP by assisting schools/districts in the development or modification of hazard-specific policy and procedures, in addition to conducting sight specific hazard identification and analysis. Hazard and threat specific checklists or procedures listed in Section IV describe guidelines for a specific hazard, and focus on the special planning needs generated by the one hazard.

Ensure components of Section IV conform to school/district policy and procedures, in addition to local, State, and federal law. Additionally, collaborate with public health, law enforcement, fire service, and emergency management as appropriate, when incorporating Section IV items into your policy or procedures, and remove any items from checklists that are not applicable.

Hazards most likely to influence our Arizona Schools/Districts include have been identified in the following topic areas, but it is important to clarify that schools/districts do not have to address all of the hazards noted in these materials, but rather should select only those hazards likely to occur effecting their system.

**SECTION IV CONTENTS**

**HAZARD TYPES OR THREATS**

1. **A. ACTS OF VIOLENCE:**

* Assault/Fights
* Bomb Threat
* Civil Unrest
* Cyber Security Breach
* Hostage
* Intruder
* Serious Injury/Death
* Suicide
* Terrorist Event
* Weapons

1. **B. HAZARDOUS MATERIALS INCIDENT:**

* Fire
* Gas Leak
* Lab Spill – Chemical
* Radiological

**C. INFECTIOUS DISEASE:**

* Pandemic

1. **SEVERE WEATHER:**

* Flood
* Severe Heat
* Dust Storm
* Winter Storms
* Tornado/High Winds

1. **SPECIAL EVENTS:**

* On Campus
* Off Campus

1. **SCHOOL PROXIMITY CONCERNS:**

* Animals
* Power Outage
* Transportation Incident

**RESPONSE CHECKLISTS OR PROCEDURES**

* + Hazard Assessment Worksheet
  + Communication And Response Checklists And Procedures
  + Media Guidance
  + Media Statement
  + Sample Statements To Media
  + Sample School/Parent Letter
  + Emergency Contact Numbers Form
  + Site Assignment And Staging Areas
  + ICS Assignment Form
  + Incident Response Job And Department Descriptions
  + Search And Rescue Teams
  + Site Status Report
  + Staff Skills Survey And Inventory
  + Student Accountability Forms
* Student Accounting Form
* Student Release Form
  + Status Update Report Worksheet
  + Functions
* Evacuation Checklist
* Reverse Evacuation Checklist
* Lockdown Checklist
* Sheltering Procedures Checklist
  + General Staff Responsibilities Checklist
  + Department Checklists

SECTION IV - ATTACHMENT A

Department Checklists

1. **ACTS OF VIOLENCE**

**Violence** is defined by the U.S. Centers for Disease Control and Prevention as "the intentional use of physical force or power, threatened or actual, against another person, or against a group or community that results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation (Dahlberg and Krug 2002).” This definition associate’s intentionality with the committing of the act itself, irrespective of the outcome it produces.

A safe school is one that is free from violent and criminal behaviors and allows staff, students, and community members to feel connected to the school and able to participate in its major functions – teaching and learning. While there is no simple solution to creating safe environments or to prepare for all possible emergencies, there are evidence-based actions that schools should consider for developing safer schools. Appropriate physical features, campus layout, prevention programs, policies, and procedures of schools canminimize the impact of disruptions and intrusions. Utilizing multidisciplinary teams to discuss safety issues based on school and community needs unify efforts to support a safe learning environment. An attached bibliography provides the research that supports the effectiveness of these action items.

1. **Include safety in the district and school mission statements17,18,19**

* Reference a safe environment that is conducive to learning in the district and school mission statements
* Support the mission by dedicating resources to safety

1. **Develop a Comprehensive School Safety Plan2, 6, 8, 9, 11, 14, 17, 18**
   * Form a multidisciplinary school safety committee of key personnel that meet regularly to plan and implement prevention and safety efforts based upon data
   * Utilize a comprehensive and standardized safety and discipline tracking and reporting system
   * Base the safety plan on a comprehensive needs assessment that includes incident data, student prevalence data, crime statistics, and climate survey information
   * Develop measurable goals and objectives for the plan
   * Monitor data and evaluate programs and policies to ensure that goals and objectives of the plan are met
   * Share information with stakeholders
2. **Ensure a Supportive Climate2, 6, 8, 13, 14, 17, 18, 21**
   * Make the campus welcoming to students, staff and visitors
   * Ensure that students are engaged in school work that is challenging, informative and rewarding
   * Display diligent and impartial behavior when supervising students
   * Respond to students in a caring and non-shaming manner
   * Establish an engaging system of extracurricular programs and services
   * Be proactive in connecting with students and parents
3. **Implement Drug and Violence Prevention and Early Intervention Programs2, 3, 6, 16**

* Target prevention efforts on the needs identified through a comprehensive needs assessment (Item 2)
* Utilize research-based prevention curricula, programs and strategies that build knowledge and skills and are likely to change behavior
* Emphasize school-wide (universal) approaches to prevention but also include strategies for at-risk and high-risk students (select and targeted)
* Involve families and the community in drug and violence prevention trainings
* Reinforce pro-social behaviors through adult modeling
* Ensure prevention and intervention programs are sustained, coordinated, and comprehensive

1. **Utilize a Threat Assessment Protocoll**7**, 10, 18, 20, 22, 23**
   * Form a well-trained threat assessment team that convenes as needed
   * Utilize the Arizona Threat Management Protocol or comparable protocol
   * Develop the capacity to evaluate information that is useful in determining whether a threat might materialize
   * Share information regarding potentially dangerous conditions or people with appropriate school personnel and service providers
   * Identify and provide resources or referrals for students with behavioral health needs
2. **Collaborate with Community Agencies6, 8 11, 15, 18, 21**

* Develop written agreements with community agencies to provide for a continuum of services for students and families
  + Coordinate with law enforcement, including advance coordination on type of student infractions that warrant their involvement and law enforcement access to students
  + Coordinate with juvenile justice on the needs of students on probation and for services for the general student population
  + Screen students for mental health concerns and refer to behavior health providers for services
  + Coordinate with social service and health service providers for the health and well-being of the school community
  + Coordinate for the provision of youth development programs, such as mentoring and recreation

1. **Screen and Monitor Employees19**
   * Conduct a thorough background check and fingerprint clearance of potential new employees and volunteers that work directly with students but without certificated supervision
   * Establish job performance criteria and an equitable system of periodic observations and evaluations
   * Develop a system for recognizing and handling employees who are arrested for criminal offenses
   * Promptly remove staff who are incompetent or pose a risk to students

**8. Secure the Campus2, 8, 9, 15, 17**

* Conduct an annual school security site assessment that is based on Crime Prevention Through Environmental Design (CPTED) concepts
* Utilize CPTED recommendations when possible
* Control access to the campus
* Ensure campus is clean and inviting
* If utilizing security technology, ensure that it’s use will improve needs identified in your site assessment

**9. Develop and Practice School Emergency Response Plans4, 5, 7, 8, 12**

* Form a multidisciplinary emergency response team that includes first responders
* Develop a multi-hazards plan based on the *Arizona School Emergency Response Plan: Minimum Requirements* and utilizes the state template
* Train school personnel and practice the plan school-wide
* Plan for the mental health needs of students and staff post-crisis so that learning can resume as quickly as possible

**10. Implement Effective Policies and Procedures8, 11, 18, 21**

* Develop policies and procedures that are consistent with state and federal law
* Develop and consistently implement a school discipline code of student behavior that supports and rewards pro-social behavior
* Train school personnel on policies and procedures including the need to take immediate and appropriate action on all reports of alcohol and drug use or sales, threats, bullying, weapon possession, or victimization
* Train students and inform parents on discipline and safety policies
* Utilize best practice approaches to safety situations which consider alternatives to disciplinary approaches and identify and support behavioral health needs of students
* Incorporate Items 2 – 9 on this list into the school/district policies and procedures

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# ASSAULT/FIGHTS

* Ensure the safety of students and staff first.
* Call 9-911, if necessary. *(*Insert the actual sequence to dial 911 from your phone system)
* Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Crisis Team Members section).
* Notify Incident Commander. Incident Commander assembles Crisis Team Members.
* Seal off area where assault took place.
* Defuse situation, if possible.
* Incident Commander notifies law enforcement if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (intentional touching of anus, breast, buttocks, or genitalia of another person in a sexual manner without consent. This includes touching of those areas covered by clothing).
* Incident Commander notifies Superintendent and parents of students involved in assault.
* Document all activities. Ask victim(s)/witness (es) for their account of incident.
* Assess counseling needs of victim(s) or witness(es). Implement post-crisis procedures.

**BOMB THREAT**

Upon receiving a message that a bomb may be located on school property, use bomb threat checklist, unless school or district has another procedure in place.

**Always collaborate with local law enforcement when developing your act of violence policy and procedures, to include checklists.**

* If you receive a bomb threat, complete bomb threat checklist.
* If threat is written, avoid handling the message. If necessary to handle, protect the original message by placing it inside a plastic bag or envelope so fingerprints or other identifying marks are not destroyed. Turn over threat to law enforcement.
* Notify site administration and law enforcement/911 immediately.
* Activate Communication Annex.
* The Incident Commander or designee will determine if the site should shelter-in-place or have building(s) evacuated. Refer to the classification of threat levels for assistance in this decision. If an evacuation is deemed necessary, the evacuation routes and outside assembly areas should be checked to ensure routes and final assembly areas are safe.
* If directed by Incident Commander, teachers and administrative personnel will give their immediate work areas a quick visual inspection. **Do not touch or move any item that looks suspicious.**
* If a suspicious item is found, the Incident Commander or designee in consultation with law enforcement will determine if the entire site should be evacuated or just the immediate area. If deemed appropriate for multi-building sites, sheltering may occur in some buildings while others are evacuated.
* When evacuating, consult U.S. Department of Homeland Security’s *Bomb Threat Stand-Off Chart* for determining safe distances. Avoid evacuating into parking lots when possible.
* Inclement weather may require alternate evacuation routes and/or assembly points.
* If site is evacuated work in conjunction with law enforcement to check the building(s) and grounds. Consider activating off site relocation annex if deemed appropriate.

FBI Threat Risk Levels – Source: FBI and DHS Office for Bombing Prevention at OBP@dhs.gov

# *Low Risk*

**Lacks Realism: A threat that poses a minimum risk to the victim and public safety. Probable motive is to cause disruption.**

\*Threat is vague and indirect

\*Information contained within the threat is inconsistent, implausible, or lacks detail

\*Caller is definitely known and has called numerous times

\*The threat was discovered instead of delivered (e.g, a threat written on a wall)

***Medium Risk***

**Increased Level of Realism: Threat that could be carried out, although it may not appear entirely realistic.**

\*Threat is direct and feasible

\*Wording in the threat suggests the perpetrator has given some thought on how the act will be carried out

May include indications of a possible place and time

\*No strong indication the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility

\*Indication the perpetrator has details regarding the availability of components needed to construct a bomb

\*Increased specifically to the threat, “e.g., “I’m serious!” or “I really mean this!”

**High Risk**

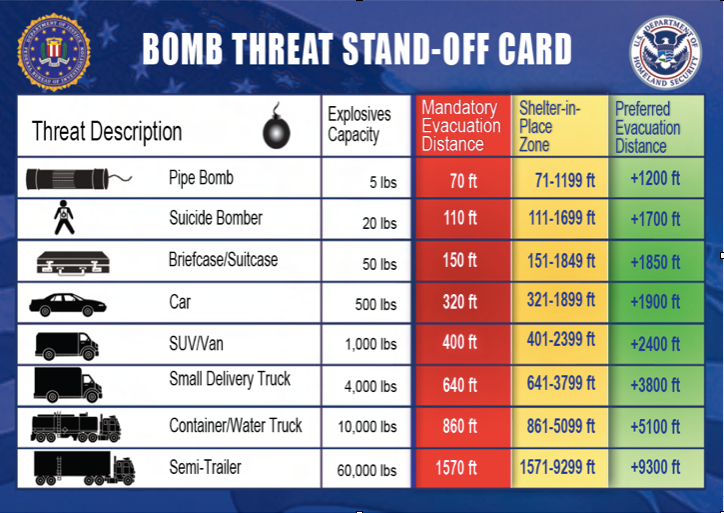
**Specific and Realistic. Threat appears to pose an immediate and serious danger to the safety of others.**

\*Threat is direct, specific and realistic. May include names of possible victims, specific time, and location of device

\*Perpetrator provides his or her identity

\*Threat suggests concrete steps have been taken toward carrying out the threat

\*Perpetrator indicates they have practiced with a weapon or have had the intended victim(s) under surveillance



DHS Bomb Threat Standoff Distances – Source: Department of Homeland Security, Office for Bombing Prevention, Arlington, Virginia, and the FBI Bomb Center Data, Quantico, VA.

**INTAKE FORM - BOMB THREAT**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Description Detail Report** | | | | | | | **Callers Voice - Circle as applicable:** | |
| **Capture Caller ID:**  (enter your district’s process for recording and/or tracing calls) | | | | | | | Live person: yes no  Automated computer generated voice: yes no | |
| **Questions to ask:** | | | | | | | • Calm • Nasal | |
|  | | | | | | | • Angry • Stutter | |
| 1) When is the bomb going to explode? | | | | | | | • Excited • Lisp | |
|  | | | | | | | • Slow • Raspy | |
| 2) Where is it right now? | | | | | | | • Rapid • Deep | |
|  | | | | | | | • Soft • Ragged | |
| 3) What does it look like? | | | | | | | • Loud • Clearing Throat | |
|  | | | | | | | • Laughter • Deep Breathing | |
| 4) What kind of bomb is it? | | | | | | | • Crying • Cracked Voice | |
|  | | | | | | | • Normal • Disguised | |
| 5) What will cause it to explode? | | | | | | | • Distinct • Accent | |
|  | | | | | | | • Slurred • Familiar | |
| 6) Did you place the bomb? | | | | | | |  | |
|  | | | | | | | If voice is familiar, whom did it sound like? | |
| 7) Why? | | | | | | |  | |
|  | | | | | | |  | |
| 8) What is your address? | | | | | | |  | |
|  | | | | | | | **Background Sounds:** | |
| 9) What is your name? | | | | | | |  | |
|  | | | | | | | • Street Noises • Factory Machinery | |
| Exact wording of the threat: | | |  | | | | • Animal Noises • Voices | |
|  | | | | | | | • Clear • PA System | |
|  | | | | | | | • Static • Local Call | |
|  | | | | | | | • Music • Long Distance | |
|  | | | | | | | • House Noises • Phone Booth | |
|  | | | | | | | • Motor • Office Machinery | |
| Sex of Caller: | |  | | Race: |  | | • Other |  |
|  | | | | | | |  | |
| Length of call: |  | | | Age: | |  |  | |
|  | | | | | |  | **Threat Language:** | |
|  | | | | | |  |  | |
| Date: | \_\_\_\_\_\_\_\_\_\_\_ | | | Time: | | \_\_\_\_\_\_\_\_\_\_\_\_\_ | * Well Spoken (educated) • Message Read * Incoherent • Irrational * Foul   Describe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| |  | | --- | | Number at which call was received:  Was this call recorded? Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_ | | | | | | | | **Notes:** | |

**CIVIL UNREST**

* Call 911 notifying law enforcement. (Insert the actual sequence to dial 911 from your phone system)
* Ensure the safety of students and staff first.
* Contain unrest. Seal off area of disturbance.
* Notify Incident Commander.
* Incident Commander notifies Superintendent.
* Warn staff. Incident Commander may issue lock-down (see Lock-Down Procedures section).
* Shut off bells.
* Move students involved in disturbance to an isolated area.
* Meet with student representatives to address issues.
* Document incidents with cassette recorder or take detailed notes.

**Teachers:**

* Keep students calm.
* Lock classroom doors.
* Do not allow students to leave the classroom until you receive an all-clear signal from Incident Commander.
* Make a list of students that are absent from classroom. Document all incidents.

**CYBER SECURITY BREACH**

**REPORT CYBER INCIDENTS**

The growing number of serious attacks on essential cyber networks is one of the most serious economic and national security threats our nation faces. An important way to protect yourself and others from cyber security incidents is to watch for them and report any that you find.

A cyber incident is the violation of an explicit or implied security policy. In general, types of activity that are commonly recognized as being in violation of a typical security policy include but are not limited to:

* attempts (either failed or successful) to gain unauthorized access to a system or its data
* unwanted disruption or denial of service
* the unauthorized use of a system for processing or storing data
* changes to system hardware, firmware, or software characteristics without the owner's knowledge, instruction, or consent

Every computer and Internet user can play an important role in creating a safe, secure cyber environment.

**Immediate Actions by School Staff:**

* Follow school/district policy and procedure relating to cyber security.
* Call 911 notifying law enforcement, if the incident warrants as per the policy and procedure. (Insert the actual sequence to dial 911 from your phone system)
* Notify school or district IT Department immediately.
* Warn staff if a breach has occurred and direct them to take specific actions to counter the breach.
* Document incident by taking detailed notes and pass the documentation along to the school/district administrator, and/or IT department and law enforcement.

A local, State and national system is in place to report cyber security incidents. Utilization of this reporting process is encouraged. The US Department of Homeland Security (DHS) has a mission to protect the nation’s cyber security and has organizations dedicated to collecting and reporting on cyber incidents, phishing, malware and other vulnerabilities.

To report and incident or learn more about cyber security contact your local law enforcement agency, or DHS at [cert@cert.org](mailto:cert@cert.org) and [soc@us-cert.gov](mailto:soc@us-cert.gov).

**CYBER SECURITY BREACH** continued

Top of Form

The US-CERT Incident Reporting System provides a secure web-enabled means of reporting computer security incidents to US-CERT. This system assists analysts in providing timely handling of your security incidents as well as the ability to conduct improved analysis. If you would like to report a computer security incident, be prepared to provide the following information found on the US-CERT website:

* First Name
* Last Name
* Email Address
* Telephone number
* Are you reporting as part of an Information Sharing and Analysis Center (ISAC)?
* What type of organization is reporting this incident?
* What is the impact to the reporting organization?
* What type of follow-up action are you requesting at this time?
* Describe the status, or resolution of this incident.
* From what time zone are you making this report?
* What is the approx. time the incident started? (local time)
* When was this incident detected? (local time)
* Please provide a short description of the incident and impact
* How many systems are impacted by this incident?
* How many sites are impacted by this incident?
* Is the data involved in this incident encrypted?
* Is the critical infrastructure impacted by this incident?
* What was the primary method used to identify the incident?
* If available, please include 5-10 lines of time-stamped logs, etc.

## Methods of Reporting Phishing Email to US-CERT

* In Outlook Express, you can create a new message, drag, and drop the phishing email into the new message. Address the message to phishing-report@us-cert.gov and send it.
* In Outlook Express you can also open the email message\* and select *File* > *Properties* > *Details*. The email headers will appear. You can copy these as you normally copy text and include it in a new message to phishing-report@us-cert.gov.
* If you cannot forward the email message, at a minimum, please send the URL of the phishing website.

\* If the suspicious mail in question includes a file attachment, it is safer to simply highlight the message and forward it. Some configurations, especially in Windows environments, may allow the execution of arbitrary code upon opening and viewing a malicious email message.

**HOSTAGE**

**HOSTAGE:** A hostageis a person or entity, which is held by a captor.

* If hostage taker is unaware of your presence, do not intervene.
* Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team. (Insert the actual sequence to dial 911 from your phone system)
* Consider lockdown or evacuation.
* Seal off area near hostage scene.
* Notify Incident Commander.
* Incident Commander notifies Superintendent
* Give control of scene to law enforcement. (Consider Unified Command)
* Keep detailed notes of events.

**If taken hostage:**

* Follow instructions of hostage taker.
* Try not to panic. Calm students if they are present.
* Treat the hostage taker as normally as possible.
* Be respectful to hostage taker.
* Ask permission to speak and do not argue or make suggestions.

**INTRUDER**

**INTRUDER:** An unauthorized person who enters school property.

* Notify Incident Commander.
* Consider Lockdown.
* Ask another staff person to accompany you before approaching guest/intruder.

* Politely greet guest/intruder and identify yourself.
* Ask guest/intruder the purpose of his/her visit.
* Inform guest/intruder that all visitors must register at the main office.
* If intruder’s purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

**If intruder refuses to leave:**

* Warn intruder of consequences for staying on school property.
* Notify security or law enforcement and Incident Commander if intruder still refuses to leave. Give law enforcement full description of intruder. **(Keep intruder unaware of call for help if possible)**
* Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder’s actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
* Maintain visual contact with intruder from a safe distance.
* Incident Commander notifies Superintendent and may issue lock-down procedures (see Lock-Down Procedures section.)

**SERIOUS INJURY/DEATH**

**If incident occurred in school:**

* Call 911. (Insert the actual sequence to dial 911 from your phone system)
* Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Crisis Team Members section).
* If possible, isolate affected student/staff member.
* Notify Incident Commander.
* Incident Commander notifies Superintendent.
* Activate school crisis team. Designate staff person to accompany injured/ill person to hospital.
* Incident Commander notifies parent(s) or guardian(s) of affected student.
* Direct witness(es) to school psychologist/counselor, contact parents if students are sent to psychologist/counselor.
* Determine method of notifying students, staff, and parents.
* Refer media to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

District Spokesperson Telephone Numbers (home, work, mobile)

**If incident occurred outside of school:**

* Activate school crisis team.
* Notify staff before normal operating hours.
* Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
* Refer media to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

District Spokesperson Telephone Numbers (home, work, mobile)

**Post-crisis intervention:**

* Meet with school counseling staff and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to determine level of intervention for staff and students.
* Designate rooms as private counseling areas.
* Escort affected students, siblings, close friends, and other “highly stressed” students to counselors.
* Debrief all students and staff.
* Assess stress level of all students and staff.
* Recommend counseling to overly stressed students and staff.
* Follow-up with students and staff who received counseling.
* Designate staff person(s) to attend funeral.
* Allow for changes in normal routines or test schedules to address injury or death.

**SUICIDE**

**SUICIDE ATTEMPT IN SCHOOL:**

* Verify information
* Call 911 *(*Insert the actual sequence to dial 911 from your phone system)
* Notify school psychologist/counselor, Incident Commander and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Child Mental Health Services (students under 18)

alternatively, (add other suicide intervention service) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* Incident Commander notifies Superintendent and parent(s) or guardian(s) if suicidal person is student. Incident Commander may schedule meeting with parents and school psychologist/counselor to determine course of action.
* Calm suicidal person
* Try to isolate suicidal person from other students.
* Ask suicidal person to sign a “no suicide contract”.
* Stay with person until counselor/suicide intervention arrives. Do not leave suicidal person alone.
* Determine method of notifying staff, students, and parents. Hold daily staff debriefings before and after normal operating hours as needed.
* Activate school crisis team to implement post-crisis intervention and determine level of intervention.

**SUICIDAL DEATH/SERIOUS INJURY**:

* Verify information
* Activate school crisis team
* Incident Commander notifies Superintendent
* Notify staff in advance of next school day following suicide or attempted suicide.
* Determine method of notifying students and parents. Do not mention “suicide” or details about death in notification. Do not hold memorials or make death appear heroic. Protect privacy of family.
* Implement post-crisis intervention.

**POST-CRISIS INTERVENTION:**

* Meet with school counseling staff and (add information)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Child Mental Health, or other mental health workers to determine level of intervention for staff and students.
* Designate rooms as private counseling areas.
* Escort siblings, close friends, and other “highly stressed” students to counselors.
* Assess stress level of staff. Recommend counseling to overly stressed staff.
* Refer media to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. **Do not let media question students or staff.**
* Follow-up with students and staff who received counseling and resume normal routines as soon as possible.

**TERRORIST EVENT**

**ALARMING BEHAVIOR OR SUSPICIOUS PERSONS:**

* Immediately, report all suspicious behavior to principal or designee, including in-person, written or electronic threats, even if the situation has been resolved.
* Call 911 and advise them of the situation. Follow the instructions provided by law enforcement.
* If it is not safe to speak, you can leave the phone line open.
* Make mental note of names, physical features (height, sex, clothing, special markings, etc.) and characteristics (accents, habits, etc.)
* When face-to-face with someone threatening, remain as calm as possible and do what you can to keep the offender calm.
* Never confront or further agitate a threatening or violent person.
* If it is safe to do so and appropriate for the situation, you may choose to acknowledge the person’s feelings and perceptions; paraphrase what the person has expressed to show you have heard and listened.
* If it is safe to do so, write down what the person says.
* If the offender leaves, note in which direction.
* If it is possible and safe, stay at the scene until law enforcement advises you to leave.

**SUSPICIOUS PACKAGE:**

* Don’t touch or open suspicious-looking packages or envelopes.
* Immediately notify principal or designee; if you have touched the package, have someone notify them for you.
* Call 911 and advise them of the situation.
* If you’ve already opened or touched the package, stop moving it, and step away from the package, and don’t touch any other items.
* If it is safe, stay in your immediate area until the Incident Commander arrives and provides direction.
* If anyone working in your immediate area may have come into contact with the package or envelope, ask the person to also stay in the area, if it’s safe to do so.
* Do not undertake any activity that can create turbulence and spread potentially dangerous substances into the air.
* Do not evacuate the building unless you’re instructed by authorities to do so.
* Do not pull the fire alarm; doing so would cause an uncontrolled evacuation and could expose people to unnecessary danger.
* Do not allow others to enter the immediate area.
* Wait for and follow instructions from the Incident Commander or emergency responders.

**SUSPICIOUS PACKAGE** continued

* Authorities may examine the package for:

- misspelled words

- markings such as “private,” “confidential” or “to be opened only by…”

- incomplete address (a title rather than an individual’s name; a missing or an illegible return address)

- odors or wires, excessive wrapping, powdery finish or oil stains, excessive weight, foreign postmarks

**WEAPONS**

* Call 911, law enforcement, if a weapon is suspected to be in school. *(Insert the actual sequence to dial 911 from your phone system)*
* Ask another administrator or SRO to join you in questioning suspected student or staff member.
* Accompany suspect to private office to wait for law enforcement.
* Conduct a search with law enforcement or SRO. Inform suspect of his/her rights, and why you are conducting search.
* Keep detailed notes of all events and why search was conducted.
* Notify parent(s) or guardian(s) if suspect is a student.
* Notify emergency contact listed in employee file, if suspect is an employee.
* Explain why search was conducted, and results of the search.
* If suspect threatens you with a weapon, do not try to disarm them. Back away and remain calm.

**WEAPONS OF MASS DESTRUCTION -** likely to be employed by terrorists fall into categories: Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE). The below outlined procedures will protect students and staff should such attacks occur.

**CHEMICAL:**

* Direct all people into school buildings.
* Shelter-in-place (Do not use basements or low lying areas)
* Close all doors and windows.
* Shut down the HVAC system. (Limit airflow from outside)
* Seal doors, windows, and vents with plastic and duct tape.
* Be prepared to treat students and staff who experience a reaction to the chemical agent.
* The decision to evacuate should be made after consulting with public safety, emergency management, or military authorities.

**BIOLOGICAL:**

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress, the school should:

* Reverse-evacuate all people into school buildings.
* Shelter-in-place. **(Do not use basements or low lying areas)**
* Close all doors and windows.
* Shut down the HVAC system. (Limit airflow from outside)
* Seal doors, windows, and vents with plastic and duct tape.
* Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

**RADIOLOGICAL:**

**Sheltering Notification:**

* Bring all persons inside building(s).
* Close all exterior doors and windows.
* Turn off any ventilation leading outdoors.
* Cover up food not in containers or put it in the refrigerator.
* If advised, cover mouth and nose with handkerchief, cloth, paper towels, or tissues.

**Evacuation Notification:**

* Incident Commander contacts transportation coordinator and informs him/her that evacuation is taking place.

**Evacuation Notification** continued

* Incident Commander notifies students, staff, and relocation center.
* Close all windows.
* Turn off lights, electrical equipment, gas, water faucets, air conditioning, and heating system.
* Consider placing an evacuation sign in window
* Lock doors.

**Teacher responsibilities during evacuation:**

* Return to homeroom or keep classes intact.
* Take roll.
* Explain procedures to students. Instruct students to take belongings.
* Wait in classroom until Incident Commander or designee informs teachers that buses have arrived.
* Take class roster.
* Take roll again after arriving at the relocation center.

**NUCLEAR:**

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

* Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
* Close all doors leading into hallways to minimize flying glass.
* All people assume the duck, cover, and hold position on the ground.
* Shut down all utility systems to the building. (Gas and electricity are the priorities)
* Shelter in place to protect from fall out if attack is far enough away.
* Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities

**EXPLOSIVE:**

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of an imminent blast nearby:

* Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
* Close all doors leading into hallways to minimize flying glass.

**EXPLOSIVE** continued

* All people assume the duck, cover, and hold position on the ground.
* Shut down all utility systems to the building. (Gas and electricity are the priorities)
* Shelter-in-place to protect from fall out if attack is far enough away.
* Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management or military authorities.

**If the school is the target:**

* Evacuate to pre-designated off-site location.

**B.**  **HAZARDOUS MATERIAL INCIDENTS**

The information found in the Hazardous Materials section, is provided to you as a guide. We encourage you to contact hazardous materials subject matter expert, as you prepare to update or develop information in your plan.

**Hazardous Material:** A hazardous substance or material is any solid, liquid, or gas that can harm people, other living organisms, property, or the environment.

**FIRE**

**IF A FIRE OR SMOKE FROM A FIRE HAS BEEN DETECTED:**

* Activate fire alarm
* Evacuate students and staff to a safe distance outside of building.
* Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
* Teachers take class roster
* Incident Commander notifies law enforcement (call 911) and Superintendent. Incident Commander or Superintendent must report incident to Fire Marshal. (Insert the actual sequence to dial 911 from your phone system)
* Teachers take roll after being evacuated
* After consulting with Superintendent, the Incident Commander may move students to the (primary relocation center) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if weather is inclement or building is damaged.
* No one may re-enter building(s) until entire building(s) is declared safe by fire, or law enforcement personnel.
* Incident Commander notifies students and staff of termination of emergency. Resume normal operations.
* Notify parents

**GAS LEAK**

**IF GAS ODOR HAS BEEN DETECTED IN THE BUILDING:**

* Evacuate students and staff to a safe distance outside of building.
* Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
* Teachers take class roster.
* Incident Commander notifies law enforcement and fire (call 911) and Superintendent. (Insert the actual sequence to dial 911 from your phone system)
* Teachers take roll after being evacuated.
* After consulting with Superintendent, the Incident Commander may determine the need to move students to the (primary relocation center) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, if weather is inclement or building is damaged.
* No one may re-enter building(s) until fire or law enforcement personnel declare entire building(s) safe.
* Incident Commander notifies students and staff of termination of emergency. Resume normal operations.
* Notify parents of the situation.

**IF GAS ODOR HAS BEEN DETECTED OUTSIDE THE BUILDING:**

* Incident Commander notifies law enforcement and fire department (call 911) and Superintendent. (Insert the actual sequence to dial 911 from your phone system)
* Incident Commander or Superintendent must report incident to Fire Marshal.
* Incident Commander determines whether to shelter in place or evacuate. Fire personnel will assist with decision.
* After consulting with Superintendent, Incident Commander may determine the need to move students to the (primary relocation center) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, if weather is inclement or building is damaged.
* No one may re-enter building(s) until fire or law enforcement personnel declare entire building(s) safe.
* Incident Commander notifies students and staff of termination of emergency. Resume normal operations.
* Notify parents of the situation.

**HAZARDOUS MATERIALS EVENT**

**INCIDENT OCCURRED IN SCHOOL:**

* Call 911. (Insert the actual sequence to dial 911 from your phone system)
* Notify Incident Commander.
* Incident Commander notifies Superintendent.
* Seal off area of leak/spill.
* Take charge of area until fire personnel contain incident.
* Fire officer in charge will recommend shelter or evacuation actions.
* Follow procedures for sheltering or evacuation.
* Notify parents if students are evacuated.
* Resume normal operations after consulting with fire officials.

**INCIDENT OCCURRED NEAR SCHOOL PROPERTY:**

* Fire or law enforcement will notify Superintendent.
* Fire officer in charge of scene will recommend shelter or evacuation actions.
* Follow procedures for sheltering or evacuation.
* Notify parents if students are evacuated.
* Resume normal operations after consulting with fire officials.

**LAB SPILL – CHEMICAL**

**If an internal chemical spill occurs, the following procedures may be activated:**

* The Incident Commander will determine when these procedures are activated.
* Evacuation of classroom or school, as per Emergency Response Plan, and Hazard and Threat Specific Annex.
* Call 911, if situation indicates. (Insert the actual sequence to dial 911 from your phone system)
* Special Needs Population (Access and Functional Needs)
* Relocation
* Parent-Student Reunification

**RADIOLOGICAL/NUCLEAR EVENT**

**Schools within 10-mile radius of the (insert facility name) Nuclear Station:**

**Listen for a 3 to 5 minute steady siren blast.** This signals public to tune their radios to an Emergency Alert Station (EAS). Schools will be notified if radiological release requires protective actions. There are two basic protective actions: sheltering and evacuation.

**Sheltering Notification:**

* Bring all persons inside building(s).
* Close all exterior doors and windows.
* Turn off any ventilation leading outdoors.
* Cover up food not in containers or put it in the refrigerator.
* If advised, cover mouth and nose with handkerchief, cloth, paper towels, or tissues.

**Evacuation Notification:**

* Incident Commander contacts transportation coordinator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and informs him/her that evacuation is taking place.
* Incident Commander notifies students, staff, and relocation center.
* Close all windows.
* Turn off lights, electrical equipment, gas, water faucets, air conditioning, and heating system.
* Place evacuation sign in window.
* Lock doors.

**Teacher responsibilities during evacuation:**

* Return to homeroom or keep classes intact.
* Take roll.
* Explain procedures to students. Instruct students to take belongings
* Wait in classroom until Incident Commander or designee informs teachers that buses have arrived.
* Take class roster and take roll again after arriving at the relocation center.

**INFECTIOUS DISEASE**

**Infectious diseases**, as defined by the World Health Organization, are caused by pathogenic microorganisms, such as bacteria, viruses, parasites or fungi; the diseases can be spread, directly or indirectly, from one person to another. Zoonotic diseases are infectious diseases of animals that can cause disease when transmitted to humans.

Pandemic influenza is included in this category of hazards. The guidance that follows was developed by the Arizona Department of Education in coordination with the Arizona Department of Health Services and local public health agencies.

Schools must have ongoing partnerships with local public health agencies in order to address additional infectious disease hazards to be included in this section.

**C. PANDEMIC INFLUENZA**

A pandemic is a global epidemic that occurs when a new influenza virus subtype appears, against which no one is immune, and is capable of spreading rapidly from person-to-person. Pandemic influenza represents a serious threat to public health, a they can cause death and serious illness often in previously healthy persons.

In June 2008, the World Health Organization declared a new influenza strain of swine origin, H1N1, as a pandemic, which occurred in 2009. It is likely that another influenza pandemic will occur sometime in the future. This is considered to be a high-probability event, as some experts believe it to be inevitable.

Pandemics differ from the types of emergencies that Arizona schools commonly plan for, as the impact is generally long-term and beyond the scope of an individual school. A pandemic can result in the closing of schools for a prolonged period and even multiple times, because pandemics historically occur in waves. Nonetheless, the all-hazards approach that is employed by schools for emergency management is appropriate for pandemic preparedness.

**PLANNING ASSUMPTIONS**

The following planning assumptions exist:

* If a pandemic event occurs, the whole community will be affected.
* Medical resources may not be readily available.
* Schools may have to close for prolonged periods of time.

**PREVENTION AND MITIGATION STRATEGIES**

Schools can assist in prevention and mitigation of an influenza pandemic. The following recommendations come from the CDC and Arizona state and local health departments.

In General:

* Stay informed by visiting the Arizona Department of Health Services web site, [www.azdhs.gov](http://www.azdhs.gov) and by staying in contact with your county or tribal health department. Contact information can be found at [www.azdhs.gov/phs/oids/contacts.htm](http://www.azdhs.gov/phs/oids/contacts.htm). Provide school emergency contact information to your county or tribal health department.
* In coordination with your county or tribal health department, provide on-going communication to your school community.
* Obtain guidance from your local public health officials about reporting influenza-related absences.

Students and Staff:

* Continue to promote proper hygiene with students and staff, including frequent and thorough hand washing; covering coughs and sneezes with tissue or the elbow; and refraining from touching the eyes, nose, and mouth. If soap and water are not readily available, the use of alcohol-based hand sanitizers is recommended. Classroom resources for personal hygiene can be found at www.flu.gov/professional/school/index.html
* Be on alert for students and staff exhibiting influenza-like illness (ILI). Flu symptoms include fever (greater than 37.8°C or 100°F) or chills, plus cough or sore throat. Other possible symptoms are runny nose, lethargy, loss of appetite, and in some cases, nausea, vomiting, and diarrhea.
* Students and staff who have ILI should be separated from others (preferably in a separate room) until they can be sent home.
* Students and staff with ILI, who are at high-risk for complications, should speak with their health care provider as soon as possible. People at high-risk of complications include those who are pregnant, have asthma, diabetes, underlying heart or lung disease, have compromised immune systems, or have neuromuscular disease.
  + It is recommended for students and staff with ILI to stay home for 24 hours after fever or chills resolve without use of fever-reducing medications. If there are members in the household with ILI, children are asked to remain home until all members of the household at free of ILI for at least 24 hours after fever or chills resolve without the use of fever-reducing medications.
  + A physician’s note is not necessary for previously ill children or staff to return to school. Healthcare resources during a pandemic will likely be overwhelmed, plus it is not advisable to congregate in places with many ill people, such as a doctor’s office or a healthcare facility.
  + School policies on sick-leave for staff and absences due to illness for students should be reviewed and modified to facilitate recommendations during a pandemic. Work with the district, school board, and appropriate labor unions regarding supporting ill staff in staying at home (e.g., providing adequate sick leave or utilizing telecommuting when appropriate).

Parents:

* Ask parents to monitor their children daily for cough or sore throat.  If either exists, check temperature with a thermometer for fever greater than 37.8°C or 100°F. Other possible symptoms are runny nose, lethargy, loss of appetite, and in some cases, nausea, vomiting, and diarrhea.
* Children with ILI should stay home for at least 24 hours after fever or chills resolve without the use of fever-reducing medications. Fever-reducing medications, which include medications containing acetaminophen or ibuprofen, are appropriate for use in individuals with ILI. Aspirin (acetylsalicylic acid) should not be given to children or teenagers who have the flu because it can cause a rare but serious illness called Reye’s syndrome.
* If there are members in the household with ILI, children are asked to remain home until all members of the household at free of ILI for at least 24 hours after fever or chills resolve without the use of fever-reducing medications.
* Parents of children with ILI who are at high-risk for complications should contact their health care provider as soon as possible. People at high-risk of complications include those who are pregnant, have asthma, diabetes, underlying heart or lung disease, have compromised immune systems, or have neuromuscular disease.
* Encourage parents to develop contingency plans should their children become sick and need to stay home or in the event their school closes. Families may be able to develop support systems when childcare is needed (e.g., two to three families work together to supervise and provide care for a small group, five or less, of infants and young children while their parents are at work).

AUTHORITY AND DECISION FOR SCHOOL CLOSURE

In Arizona, the authority to close a school lies with its governing body, but in public health emergencies that authority is also granted to county and tribal health departments. When faced with the decision on whether to close schools, school personnel will work with their county or tribal public health departments.

The rationale for school closure as a mitigation strategy is to provide social distancing that limits person-to-person transmission of the virus. School closure can assist in virus mitigation only if,

* Students do not congregate in large numbers (greater than five) in other places outside of school; and
* School staff also refrain from congregate events.

The decision of whether to close a school is complex; the potential benefits must be considered along with the societal burden. The Centers for Disease Control and Prevention (CDC) provides guidance to state and local health authorities who formulate policy for their own populations based on local conditions. The policy on school closure may vary by county and is subject to change as more information becomes available.

Under a declared state of emergency, the Governor and the Arizona Department of Health Services (ADHS) also have the authority to close schools. The following table provides the statutes and case law covering authority for school closure.

|  |  |  |
| --- | --- | --- |
| **CITATION** | **SUMMARY** | **INTERPRETATION** |
|  |  |  |
| **MILITARY AFFAIRS AND EMERGENCY MANAGEMENT** |  |  |
| **A.R.S. § 26-303(D) & -(E)** | State of emergency, Governor authority over agencies and law enforcement power | The Governor does not have authority over public schools. However, the State may take action to mitigate the damage that would be caused by an epidemic. |
| **A.R.S. § 26-301.15** | “State of emergency” includes epidemic and allows the Governor, or a designee, to direct all state agencies to utilize state personnel, equipment and facilities to perform activities to prevent or alleviate actual and threatened damage due to the emergency | The Department of Health may perform necessary activities to mitigate potential damage that would be caused by an epidemic. This would include school closure for public and private schools. |
| **PUBLIC HEALTH AND SAFETY** |  |  |
| **A.R.S. § 36-624** | County health department authority to quarantine and sanitary measures to prevent contagion | School closure is a mitigation strategy that can be considered sanitary measures. |
| **Globe District v. Board of Health, 1919** | County health department authority to close schools | Allows the county health dept. and the department of health services to close schools (and many other institutions) for pandemic. |
| **ARS § 36-787** | Health department authority during state of emergency for planning and executing public health,  mitigation, coordination of local authorities | Authority over local authorities includes schools. |
| **ARS § 36-788** | Health department authority in isolation and quarantine | Authority already provided by 36-787. |
| **DEPARTMENT OF EDUCATION** |  |  |
| **A.R.S. § 15-183(E)(1)** | Charters must comply with health and safety rules, regulations and statutes | If a school closure order is issued pursuant to A.R.S. § 36-624 to prevent a contagion, a Charter Operator must comply with orders from a county health department. |

**FUNDING DURING SCHOOL CLOSURE**

Schools are required to provide 180 days of instruction, or equivalent in minutes, per year.  The Superintendent of Public Instruction may consider prolonged school closure due to pandemic as constituting one hundred percent absenteeism and therefore result in no disruption in funding.

**CONTINUITY OF EDUCATION INSTRUCTION**

To the extent possible, schools are encouraged to continue instruction during periods of school closure due to an influenza pandemic or similar public health emergency. Continued instruction is important to maintain learning, and also to engage students in constructive activities while they are not in school. Engaging students to any degree will provide them with a sense of normalcy during a crisis situation, as well as providing a constructive outlet for interaction. Maintaining routine or normal activities during an emergency has been found to be a positive coping measure that assists with recovery following the crisis.

The continuity of education during a severe pandemic will depend on a variety of factors, such as the level of preparation for both schools and families and the availability of teachers. The possibilities range from exposure to learning content to the complete delivery of remote classroom education. Consideration should be given to the needs of all students while developing plans to continue providing education in light of a pandemic outbreak.

In addition to using paper copies of instructional materials, such as books, workbooks, and other documents sent by mail, districts and schools can employ a range of technology-based solutions to increase the probability that a significant number of students can continue their academic work. Levels of continuation and possible educational interventions include:

* + **Exposure to Content:** Students will be able to view content that broadly relates to content areas, such as literacy and numeracy, but no focused skill development is expected. Age appropriate materials may include): books, textbooks, workbooks, worksheets, email, television (e.g., DVD, cable, satellite), and Internet content (e.g., websites, games).
* **Supplemental Content:** Students will be able to view and participate in activities that are directly related to grade-level skills, but there is no capacity for assessment or evaluation of work. Limited progress is expected. In addition to the materials listed above, more specific subject-matter could be provided through content download (e.g., using mp3 players, iPods, and cell phones) and communication by phone (e.g., conference calls and one-on-one calls.)
* **Partial Continuation:** Students will be able to access grade-level and subject-matter content. Continued learning is possible~~,~~ if instructional support (including assessment and evaluation of work) is provided through another medium. Measurable student progress is possible. Materials and instructional methods used might include those previously listed, as well as synchronous online learning (e.g., chat, streaming, video, instant messaging, and/or web conferences.)
* **Full Continuation:** Students will be able to access grade-level and subject-matter content. Instructional support is provided, including assessment and evaluation of work. Measurable student progress is expected. Materials and instructional methods used might include all those listed above as well as asynchronous online learning with capability for remote communication and assessment (e.g., email, learning management systems that deliver, track, and manage classes or projects. For more information, go to <http://www.ed.gov/admins/lead/safety/emergencyplan/pandemic>

As a resource to schools and parents, the ADE continues with the development of a web-based, eight-week curriculum for students in kindergarten and each grade through grade 12 for the purpose of keeping students engaged during prolonged periods of school closure. Curriculum will focus on the content areas of Language Arts and Mathematics with the infusion of Social Studies and Science. Curriculum will be standards-based and emphasize concepts in which students demonstrate the most difficulty mastering. Opportunities for enrichment and assessment is included. This web-based curriculum is available at http://www.azed.gov/standards-practices/pandemic-curriculum.

**SPECIAL EDUCATION CONSIDERATIONS**

The federal Individuals with Disabilities Education Act (IDEA) requires states to make a free appropriate public education (FAPE) available to all children with disabilities. In the event of a school closure, schools must serve the needs of children with disabilities if the school maintains programs for its general student population. The school must create strategies that provide students with disabilities with educational benefits commensurate with those provided to the general population. If a school does *not* provide services to its general student population during a school closure, it is not required to provide such services to children with disabilities.

Schools should consider in advance how they will work with parents of children with disabilities during a closure. Special education and related services for children with disabilities are outlined in an Individualized Education Program (IEP) and each student‘s IEP team should consider if/how special education and related services will be provided during a closure. Schools should take into consideration alternate methods for providing educational services to children with disabilities, such as home visits, television programming, the internet, or closed-circuit programming.

If, however, it proves impossible to provide full services during a closure, the IEP team must subsequently make an individualized determination of whether compensatory services are required. Key to this determination is whether the student who did not receive full services continued to make progress during the closure. This individual determination should assess what additional efforts – including, but not limited to, services before or after school, after-school activities, extended school days - are needed to allow the student to recoup lost time. If the school year was extended for the general student population, it must be extended for students with disabilities as well.

**CONTINUITY OF SOCIAL SERVICES**

In the event of an influenza pandemic or similar public health emergency, schools are encouraged to facilitate delivery of health and social services that students may have received at school or that home bound families may need. To the extent possible, it is recommended that schools

* Provide school nurses, counselors, school psychologists, special-needs teachers, social workers, or other personnel with guidance on maintaining needed health, counseling, and social services for students with physical and mental/emotional healthcare needs.
* Encourage school nurses, counselors, school psychologists, social workers, or other personnel to establish supportive long-distance relationships with particularly vulnerable students via the phone, e-mail, or regular mail.
* Work with state and local governments and faith-based and community-based organizations to facilitate the provision of any needed assistance or resources for students and families.
* Encourage families to continue accessing services.
* Establish a system for facilitating the communication between families and service providers regarding continuation of services.
* Assist families in accessing health and social services by identifying public and private organizations that provide services during a public health emergency.

Schools are also encouraged to inform families in need of other options for obtaining nutrition assistance when schools are not in session or when students are homebound, such as:

* Providing information on local food banks, food pantries and/or soup kitchens. Faith-based organizations may also be of assistance in providing food to vulnerable children who receive free and reduced-price meals. Information to families should include the name and location of the food bank/pantry/kitchen, operating hours, and any other information needed to access their benefits.
* The Arizona Department of Economic Security’s Nutrition Assistance (NA) Program, formerly known as the Food Stamp Program, may be available in your community.  Schools can work with their local NA offices to obtain outreach information and materials on how to apply.  Information on NA offices by zip code can be found at [www.azdes.gov/faa](http://www.azdes.gov/faa)(Nutrition Assistance).
* Other community programsmay be able to provide food assistance. For example, some schools and community organizations participate in privately-funded “backpack” programs that send food home with children for evenings and/or weekends. If such resources exist in your community, program operators may be able to coordinate an extension of the program during periods of school closure or when students are homebound.

Additional information on food assistance during emergencies found at <http://www.fns.usda.gov/disasters> and during pandemics specifically at <http://www.fns.usda.gov/disasters/pandemic>.

**SCHOOL REOPENING**

When school closure is a result of a pandemic, schools will be advised to reopen by public health authorities. The process for reopening a school after a pandemic is similar to processes already established for reopening after summer and other breaks. Depending upon the severity of the pandemic, procedure for reopening may require attention to special considerations.

An influenza pandemic can result in a change in student enrollment and staffing due to illness and/or death and can significantly affect a schools ability to reopen. Prior to reopening a school, changes in student enrollment and staffing should be assessed to determine which schools can reopen and when. This may require additional assessment of essential functions, skills, and reassignment of staff responsibilities to accommodate lack of staffing in any particular area.

Prior to reopening, in addition to routine maintenance, it is recommended that hard surfaces are cleaned, especially those that are frequently touched such as door knobs and telephones. Common disinfectants can be used; no extraordinary measures are required.

Products registered for use against the influenza viruses can be found at <http://www.epa.gov/epahome/citizen> Consult local district policy prior to use of any of these products.

Returning staff and students are likely to be impacted in some way by the pandemic (e.g., loss of a loved one, hospitalization, economic loss). It is important, to the extent possible, to assess the personal impact of the pandemic on staff, students, and their families prior to reopening in order to obtain the resources needed for recovery. It is recommended that schools:

* Debrief students and staff in order to re-establish normalcy and an environment conducive to learning.
* Address the mental health needs of students and staff resulting from the stress of the pandemic.

Historically, influenza pandemics occur in multiple waves, therefore it is recommended that schools continue with prevention and mitigation strategies for staff, students, and parents. Communication with local public health authorities will remain an important component of ongoing preparedness.

**USE OF FACILITIES AND STAFF BY PUBLIC HEALTH AUTHORITIES**

Districts and schools are encouraged to partner with county/tribal health departments on other needs related to influenza pandemic, in particular the use of school facilities. Local health departments are required to secure sites for vaccinations and dispensing medications to their jurisdictions’ populations. ARS §15-1105(B) allows districts to offer the use of their facilities without compensation with approval from the governing board.

It is recommended that either an Intergovernmental Agreement (IGA) or Memorandum of Understanding (MOU) be utilized to ensure the details of the partnership are understood by each party. Agreements already executed between some schools and county health departments include the following items:

* General provisions on the use of the facilities
* School district legal authority to enter into agreements for use of facilities
* Purpose of the use of facilities (vaccination sites, dispensing medications, etc.)
* Emergency contact information
* Use of school equipment and supplies
* Hazardous materials waste removal (to include bio-hazards)
* Site security
* Repairs and cleaning/sanitizing facilities
* Fees or reimbursement of expenses, if applicable
* Indemnification clauses
* Insurance provisions

Public health officials might also request use of skilled district or school personnel to dispense vaccinations or medications. It is up the discretion of the district to allow regular work hours to be spent on this volunteer activity.

**D. SEVERE WEATHER**

The intended use of information found in the Severe Weather section of Attachment II, is to provide you with the correct terms associated with weather events, as set forth be the United States National Weather Service.

It will be important for you to add your schools, or district, policies and procedures to the severe weather checklists, and remove any items from the checklist that is not applicable, should you decide to use the sample checklist provided.

**SEVERE WEATHER TERMINOLOGY (UNITED STATES)**

This article describes the **United States** [**National Weather Service**](http://en.wikipedia.org/wiki/National_Weather_Service) (NWS) severe weather terminology. The NWS defines precise meanings for nearly all its weather terms. This article describes NWS terminology and in some examples, related NWS weather scales. Some terms may be specific to certain cities or regions.

**The NWS divides severe weather alerts into a few types of hazardous weather/hydrologic events. Those alerts being:**

**Severe Local Storms** - These are short-fused, small scale hazardous weather or hydrologic events produced by thunderstorms, including large [hail](http://en.wikipedia.org/wiki/Hail), damaging [winds](http://en.wikipedia.org/wiki/Wind), tornadoes, and flash floods.

**Winter Storms** - These are weather hazards associated with freezing or frozen precipitation ([freezing rain](http://en.wikipedia.org/wiki/Freezing_rain), [sleet](http://en.wikipedia.org/wiki/Ice_pellets), snow) or combined effects of winter precipitation and strong winds.

**Fire Weather** - Weather conditions leading to an increased risk of wildfires.

**Flooding** - Temporary inundation of land areas not normally covered by water.

**Other Hazards** - Weather hazards not directly associated with any of the above including extreme heat or cold, dense [fog](http://en.wikipedia.org/wiki/Fog), high winds, river flooding, and lakeshore flooding.

**The various weather conditions described previously have different levels of risk.** The NWS uses a multi-tier system of weather statements to notify the public of threatening weather conditions. These statements are used in conjunction with specific weather phenomena to convey different levels of risk. In order of increasing risk, these statements are noted below as the following: Outlook, Advisory, Emergency, and Watch.

**Outlook** - A Hazardous Weather Outlook is issued daily to indicate that a hazardous weather or hydrologic event may occur in the next several days. The outlook will include information about potential severe [thunderstorms](http://en.wikipedia.org/wiki/Thunderstorm), heavy rain or [flooding](http://en.wikipedia.org/wiki/Flood), winter weather, extremes of heat or cold, etc., that may develop over the next 7 days with an emphasis on the first 24 hours of the forecast. It is intended to provide information to those who need considerable lead-time to prepare for the event (emergency management agencies, [Skywarn](http://en.wikipedia.org/wiki/Skywarn) [spotters](http://en.wikipedia.org/wiki/Storm_spotter), etc.).

**Advisory** - An advisory is issued when a hazardous weather or hydrologic event is occurring, imminent, or likely. Advisories are for "less serious" conditions than warnings that may cause significant inconvenience, and if caution is not exercised, could lead to situations that may threaten life or property. NWS may activate weather spotters in areas affected by advisories to help them better track and analyze the event.

**Emergency** - An Emergency is issued when an event that by itself cannot pose a threat to life or property, but may indirectly cause other events to happen that may pose a threat to life or property. An example of this would be a power outage. A power outage does not directly pose a hazard, but may threaten public safety and critical services. The only existing exceptions to this are the [**tornado emergency**](http://en.wikipedia.org/wiki/Tornado_emergency) and [**flash flood emergency**](http://en.wikipedia.org/wiki/Flash_flood_emergency), which are to get the attention of the public to a major tornado or flash flood.

**Watch** - A watch is used when the risk of a hazardous weather or hydrologic event has increased significantly, but its occurrence, location, or timing is still uncertain. It is intended to provide enough lead-time so those who need to set their plans in motion can do so. A watch means that hazardous weather is possible. People should have a plan of action in case a storm threatens and they should listen for later information and possible warnings especially when planning travel or outdoor activities. NWS may activate [weather spotters](http://en.wikipedia.org/wiki/Weather_spotter) in areas affected by watches to help them better track and analyze the event.

**GENERAL SEVERE WEATHER WATCH CHECKLIST:**

Issued in an area near a school/district

* Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Stations (National Weather Service, Weather Channel).
* Bring all persons inside building(s).
* Close windows and blinds.
* Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
* Review “drop, cover, and hold” procedures with students.

**GENERAL SEVERE WEATHER WARNING CHECKLIST:** Issued in an area near a school/district or severe weather has been spotted.

* Shut off gas.
* Move students and staff to safe areas.
* Remind teachers to take class rosters.
* Ensure that students are in “drop, cover, and hold” positions.
* Account for all students.
* Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.
* May consider utilizing lockdown or shelter in place, if appropriate.

**DUST STORM**

**BLOWING DUST ADVISORY** – Noted by the NWS, Strong winds and considerable blowing sand or dust reducing visibilities.

**DUST STORM WARNING** - Noted by the NWS, Gale-force winds and considerable blowing sand or dust reducing visibilities to 1/4 mile or less.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DUST STORM ADVISORY CHECKLIST** has been issued in an area near school

* Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Stations (National Weather Service, Weather Channel).
* Bring all persons inside building(s).
* Close windows and blinds.

**DUST STORM WARNING CHECKLIST** has been issued in an area near school or severe weather has been spotted near school

* Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Stations (National Weather Service, Weather Channel).
* Bring all persons inside building(s).
* Close windows and blinds.
* Follow any updated instructions

**EXTREME HEAT**

**Heat Advisory** - Noted by the NWS, Extreme heat index making it feel hot, typically between 105 and 110 °F (41 and 43 °C) for up to 3 hours during the day and at or above 80 °F (27 °C) at night for two consecutive nights. Specific criteria vary over different county warning areas.

**Excessive Heat Warning** - Noted by the NWS, Extreme heat index making it feel very hot, typically above 105 °F (41 °C) for 3 hours or more during the day for two consecutive days or above 115 °F (46 °C) at any time. Specific criteria vary over different county warning areas.

* Add specific school or district information that may be obtained from the local public health department.

**FLOODING**

Noted by the NWS:

**RIVER FLOOD WARNING** - Flooding of streams or rivers is occurring, imminent, or highly likely. These warnings are issued on a county by county basis by the local Weather Forecast Office and are generally in effect for a couple of days or longer.

[**FLOOD WARNING**](http://en.wikipedia.org/wiki/Flood_warning) - General or areal flooding of streets, low-lying areas, urban storm drains, creeks, and small streams is occurring, imminent, or highly likely. Flood warnings are issued for flooding that occurs more than 6 hours after the excessive rainfall. These warnings are issued on a polygonal basis by the local Weather Forecast Office and are generally in effect for 6 to 12 hours.

[**RIVER FLOOD ADVISORY**](http://en.wikipedia.org/wiki/River_flood_advisory) - Streams or rivers reaching action stage is occurring, imminent, or highly likely. These advisories are issued on a county by county basis by the local Weather Forecast Office and are generally in effect for a couple of days or longer.

**FLOOD ADVISORY** - Minor general or areal flooding of streets, low-lying areas, urban storm drains, creeks, and small streams is occurring, imminent, or highly likely. These advisories are issued on a polygonal basis by the local Weather Forecast Office and are generally in effect for 3 to 6 hours.

[**URBAN AND SMALL STREAM FLOOD ADVISORY**](http://en.wikipedia.org/wiki/Urban_and_small_stream_flood_advisory) - Ponding of water of streets, low-lying areas, highways, underpasses, urban storm drains, and elevation of creek and small stream levels is occurring or imminent. Urban and small stream flood advisories are issued for flooding that occurs within 3 hours after the excessive rainfall. These advisories are issued on a county by county basis by the local Weather Forecast Office and are generally in effect for 3 to 4 hours

.

* Add specific school or district information

**TORNADO/HIGH WINDS**

Noted by the NWS:

**TORNADO WATCH (TOA)** - Also known as a red box. Conditions are favorable for the development of severe thunderstorms producing tornadoes in and close to the watch area. Watches are usually in effect for several hours; with 6 hours being, the most common (also automatically indicates a Severe Thunderstorm Watch).

**TORNADO WARNING** **(TOR)** - Tornado is indicated by radar or sighted by storm spotters. The warning will include where the tornado is and what towns will be in its path (also automatically indicates a Severe Thunderstorm Warning).

**SEVERE THUNDERSTORM WATCH (SVA)** - Also known as a yellow box or blue box. Conditions are favorable for the development of severe thunderstorms in and close to the watch area. Watches are usually in effect for several hours, with 6 hours being the most common.

**SEVERE THUNDERSTORM WARNING (SVR)** - Issued when a [thunderstorm](http://en.wikipedia.org/wiki/Thunderstorm) produces hail 1 inch (27 mm) or larger in diameter and/or winds which equal or exceed 58 mph (93 km/h). Severe thunderstorms can result in the loss of life and/or property. Information in this warning includes: where the storm is, what towns will be affected, and the primary threat associated with the storm. Tornadoes can also and do develop in severe thunderstorms without the issuance of a tornado warning.

* Add specific school or district information

**WINTER STORMS**

Noted by the NWS:

[**BLIZZARD WARNING**](http://en.wikipedia.org/wiki/Blizzard_Warning) - Sustained winds or frequent gusts of 35 mph (56 km/h) or greater, considerable falling, and/or blowing snow reducing visibility frequently to 1/4 mile (0.4 km) or less for a period of three hours or more. There are no temperature criteria in the definition of a blizzard but freezing temperatures and 35 mph (56 km/h) winds will create sub-zero (below -18°C) wind chills.

[**BLIZZARD WATCH**](http://en.wikipedia.org/wiki/Blizzard_Watch) - Sustained winds or frequent gusts of 35 mph (56 km/h) or greater, considerable falling, and/or blowing snow reducing visibility frequently to 1/4 mile (0.4 km) or less for a period of three hours or more are possible generally within the next 48 hours.

[**WINTER STORM WARNING**](http://en.wikipedia.org/wiki/Winter_storm_warning) - Hazardous winter weather conditions that pose a threat to life and/or property are occurring, imminent, or highly likely. The generic term, winter storm warning, is used for a combination of two or more of the following winter weather events; heavy snow, freezing rain, sleet, and strong winds.[[10]](http://en.wikipedia.org/wiki/Severe_weather_terminology_(United_States)#cite_note-9) The Heavy Snow Warning and Sleet Warning have been deprecated in favor of issuing the Winter Storm Warning for Heavy Snow and Winter Storm Warning for Heavy Sleet, respectively.

[**WINTER STORM WATCH**](http://en.wikipedia.org/wiki/Winter_storm_watch) - Hazardous winter weather conditions including significant accumulations of snow and/or freezing rain and/or sleet are possible generally within 48 hours. The Weather Service Forecast Office issues these watches.

[**WINTER WEATHER ADVISORY**](http://en.wikipedia.org/wiki/Winter_weather_advisory) - Hazardous winter weather conditions are occurring, imminent, or likely. Conditions will cause a significant inconvenience and if caution is not exercised, may result in a potential threat to life and/or property. The generic term, winter weather advisory, is used for a combination of two or more of the following events; snow, freezing rain or freezing drizzle, sleet, and blowing snow. The Snow Advisory and Blowing Snow Advisory have been deprecated in favor of issuing the Winter Weather advisory for Snow and the Winter Weather Advisory for Snow and Blowing Snow, respectively.

**EXTREME COLD -** Add specific school or district information

Exposure to cold temperatures, whether indoors or outside, can cause other serious or life-threatening health problems. Infants and the elderly are particularly at risk, but anyone can be affected. Having a plan and knowing how to prevent cold-related health problems, and what to do if a cold-weather health emergency arises, are keys to being prepared.

**WHAT IS EXTREME COLD?**

What constitutes extreme cold and its effects can vary across different areas of the country. Whenever temperatures drop decidedly below normal and as wind speed increases, heat can leave your body more rapidly. These weather related conditions may lead to serious health problems. Extreme cold is a dangerous situation that can bring on health emergencies in susceptible people, such as those without shelter or who are stranded, or who live in a home that is poorly insulated or without heat.

**UNDERSTAND WIND CHILL**

The Wind Chill index is the temperature your body feels when the air temperature is combined with the wind speed. It is based on the rate of heat loss from exposed skin caused by the effects of wind and cold. As the speed of the wind increases, it can carry heat away from your body much more quickly, causing skin temperature to drop. When there are high winds, serious weather-related health problems are more likely, even when temperatures are only cool.

**COLD-WEATHER HEALTH EMERGENCIES**

Serious health problems can result from prolonged exposure to the cold. The most common cold-related problems are hypothermia and frostbite.

**HYPOTHERMIA**

When exposed to cold temperatures, your body begins to lose heat faster than it can be produced. Prolonged exposure to cold will eventually use up your body’s stored energy.

The result is hypothermia, or abnormally low body temperature. Body temperature that is too low affects the brain, making the victim unable to think clearly or move well.

This makes hypothermia particularly dangerous because a person may not know it is happening and won’t be able to do anything about it. Hypothermia is most likely at very cold temperatures, but it can occur even at cool temperatures (above 40°F) if a person becomes chilled from rain, sweat, or submersion in cold water. Victims of hypothermia are often people who remain outdoors for long periods.

**RECOGNIZING HYPOTHERMIA**

Warnings signs of hypothermia:

Adults:

* confusion, fumbling hands
* shivering, exhaustion
* memory loss, slurred speech
* drowsiness

Infants:

* bright red
* cold skin
* very low energy

**WHAT TO DO -**If you notice any of these signs, take the person’s temperature. **If it is below 95°, the situation is an emergency—get medical attention immediately.** If medical care is not available, begin warming the person, as follows:

* Get the victim into a warm room or shelter.
* If the victim has on any wet clothing, remove it.
* If available, use dry layers of blankets, clothing, towels, or sheets.
* Warm beverages can help increase the body temperature, but do not try to give beverages to an unconscious person.
* After body temperature has increased, keep the person dry and wrapped in a warm blanket, including the head and neck.
* Get medical attention as soon as possible. A person with severe hypothermia may be unconscious and may not seem to have a pulse or to be breathing. In this case, handle the victim gently, and get emergency assistance immediately. Even if the victim appears dead, can be successfully resuscitated.

**FROSTBITE**

Frostbite is an injury to the body that is caused by freezing. Frostbite causes a loss of feeling and color in affected areas. It most often affects the nose, ears, cheeks, chin, fingers, or toes. Frostbite can permanently damage the body, and severe cases can lead to amputation. The risk of frostbite is increased in people with reduced blood circulation and among people who are not dressed properly for extremely cold temperatures.

**RECOGNIZING FROSTBITE**

At the first signs of redness or pain in any skin area, get out of the cold or protect any exposed skin—frostbite may be beginning. Any of the following signs may indicate frostbite:

* a white or grayish-yellow skin area
* skin that feels unusually firm or waxy
* numbness

A victim is often unaware of frostbite until someone else points it out because the frozen tissues are numb.

**WHAT TO DO**

If you detect symptoms of frostbite, seek medical care. Because frostbite and hypothermia both result from exposure, first determine whether the victim also shows signs of hypothermia, as described previously. Hypothermia is a more serious medical condition and requires emergency medical assistance.

If (1) there is frostbite, but no sign of hypothermia and (2) immediate medical care is not available, proceed as follows:

* Get into a warm room as soon as possible.
* Unless absolutely necessary, do not walk on frostbitten feet or toes—this increases the damage.
* Immerse the affected area in warm—not hot—water (the temperature should be comfortable to the touch for unaffected parts of the body).
* Or, warm the affected area using body heat. For example, the heat of an armpit can be used to warm frostbitten fingers.
* Do not rub the frostbitten area with snow or massage it at all. This can cause more damage.
* Don’t use a heating pad, heat lamp, or the heat of a stove, fireplace, or radiator for warming. Affected areas are numb and can be easily burned.

These procedures are not substitutes for proper medical care. Hypothermia is a medical emergency, and frostbite should be evaluated by a health care provider. It is a good idea to take a first aid course to prepare for cold-weather health problems. Knowing what to do is an important part of protecting your health and the health of others.

1. **SPECIAL EVENTS** consideration examples**:**

* **On Campus**
  + Consider making an announcement of evacuation routes/exits before event begins.
  + Advise attendees on any information/numbers to report problems/illegal activity in the audience. (good at large events)
  + Etc.
* **Off Campus**
  + Become familiar with emergency evacuation routes at the facility/area you are visiting
  + Identity a nearby facility you can take students to in the event of an evacuation
  + Identify alternative methods of transportation in the event you cannot use the vehicles/buses you in which you arrived.
  + Etc.

You may choose to make a list of basic, On and Off Campus considerations regardless of the incident, or develop more detailed procedures for a specific special event. (e.g., Graduation, Homecoming, Prom, Sports)

1. **SCHOOL PROXIMITY CONCERNS**

Community neighbors can have an impact on the school population and property, and may include wild life, or private or public entities. Proper planning, coordination, and collaboration will help mitigate any unforeseen threat or risk.

The examples provided to you in this section include:

* Animals
* Power Outage
* Transportation

Other topic areas that you may want to consider adding to your school proximity concerns may include:

* Airport
* Intersecting Interstate Highways
* Military Base
* Nuclear Power Plant
* Public or Private Industry
* Railroad
* University
* Etc.

**ANIMALS**

* Notify Incident Commander. Incident Commander assembles Disaster Team Members as needed.
* Call 911, if necessary to report the situation and obtain assistance. ***(Insert the actual sequence to dial 911 from your phone system)***
* Ensure the safety of students and staff accordingly.
* Incident Commander notifies Superintendent and if necessary contacts parents of student(s) involved.
* Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures.
* If needed, notify first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Disaster Team Members section).
* Seal off area if animal(s) still present.
* Add specific school or district information.

**POWER OUTAGE**

**Power failure in an office or classroom:**

Directly notify the person in authority for your building; do not simply leave a message.

* If the person in authority can’t be reached, notify Protection Services.
* Turn off lights, electrical equipment and appliances to prevent damage when the power returns.
* Notify Protection Services if you know or suspect that someone is trapped in an elevator.
* Stay put and wait for further instructions from campus authorities.

**Power failure in a laboratory:**

* Stop all activities immediately.
* Extinguish all controlled flames, and turn off the gas and water.
* Secure and stabilize experiments that involve hazardous materials.
* When fume hoods stop operating, stop experiments that are emitting hazardous vapors, cap all chemical containers that are safe to cap, and close the fume hoods.
* Turn off or disconnect equipment with automatic power-on functions that may cause it to restart when the power returns.
* Turn off or disconnect all other equipment safely.
* Check equipment running on emergency power to ensure it’s working properly.
* Don’t connect additional items to the power outlets.
* Check refrigerated items and transfer anything vulnerable or critical to areas served by emergency power.
* Check with your supervisor to see if you need to follow special procedures based on your activities.
* Directly notify the person in authority for your building; don’t simply leave a message.
* If the person in authority can’t be reached, notify Protection Services.
* If it’s safe to do so, stay in the lab for 10 minutes before calmly evacuating.
* Follow the instructions provided by campus authorities.

**When power comes back on:**

* Reset and restart the equipment.
* Confirm that fume hoods and refrigerators are operating; a manual start-up by Physical Resources Services may be required.

**TRANSPORTATION INCIDENT**

Add specific school or district information.

**Bus Driver/Monitor**

* Ensure the safety of students and staff first.
* Call 9-911, if necessary. (Insert the actual sequence to dial 911 from your phone system)
* Notify the district transportation office.
* Notify Incident Commander. Incident Commander assembles Crisis Team Members if necessary.

**Site Personnel**

* Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Crisis Team Members section).
* Incident Commander notifies Superintendent and parents of students involved.
* Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures.
* Identify location(s) where injured are taken.

**G. RESPONSE: FUNCTIONAL CHECKLISTS AND PROCEDURES**

**FUNCTIONAL CONTENT GUIDE**

Functional documents, such as checklists and procedures, contain detailed descriptions of the methods that schools or the district follows for critical operational functions during emergency operations. The functional items in this section support the Emergency Response Plan (ERP) in addition to Sections II and III. There are core functional support activities that should be incorporated, and specific functional support activities that support incident response. The essence of these support functions should be incorporated into plans, rather than be stand-alone. The checklists and procedures in this section may be used for emergency support function as noted per topic area.

Hazards may result in activation of one of the following types of response, therefore the attached support materials provide assistance with your procedural development and incident documentation.

Be sure to utilize these items as needed and modify as specific to your school or district.

* + Hazard Assessment Worksheet
  + Communication And Response Checklists And Procedures
  + Media Guidance
  + Media Statement
  + Sample Statements To Media
  + Sample School/Parent Letter
  + Emergency Contact Numbers Form
  + Site Assignment And Staging Areas
  + ICS Assignment Form
  + Incident Response Job And Department Descriptions
  + Search And Rescue Teams
  + Site Status Report
  + Staff Skills Survey And Inventory
  + Student Accountability Forms
* Student Accounting Form
* Student Release Form
  + Status Update Report Worksheet
  + Functions
* Evacuation Checklist
* Reverse Evacuation Checklist
* Lockdown Checklist
* Sheltering Procedures Checklist
  + General Staff Responsibilities Checklist
  + Department Checklists

# ASSESSING SCHOOL THREATS OR HAZARDS

# Hazard Assessment Worksheet

It is important to note that your local emergency management office has identified community risks, and should be consulted when conducting a school assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| **Hazard Description** (e.g., fire, flood, civil unrest, hazardous materials) | **Probability of Occurring** | **Warning  Time** | **Potential Consequences\*** |
| **Fire/Explosion** | * High * Medium * **Low** | * **Minimal or no** * 1 to 4 hours * More than 4 hours | * **High** * Moderate * Low |
|  | * High * Medium * Low | * Minimal or no * 1 to 4 hours * More than 4 hours | * High * Moderate * Low |
|  | * High * Medium * Low | * Minimal or no * 1 to 4 hours * More than 4 hours | * High * Moderate * Low |
|  | * High * Medium * Low | * Minimal or no * 1 to 4 hours * More than 4 hours | * High * Moderate * Low |
|  | * High * Medium * Low | * Minimal or no * 1 to 4 hours * More than 4 hours | * High * Moderate * Low |
|  | * High * Medium * Low | * Minimal or no * 1 to 4 hours * More than 4 hours | * High * Moderate * Low |
|  | * High * Medium * Low | * Minimal or no * 1 to 4 hours * More than 4 hours | * High * Moderate * Low |
| **\* CONSEQUENCE RATINGS**  **HIGH CONSEQUENCES**  (Fatalities or injuries to students and staff; widespread damage to school property or assets; disruption of school services; loss of community/parental confidence and trust)  **MODERATE CONSEQUENCES**  (Some injuries to students and staff; some damage to school property or assets; minimal disruption of school services; community/parental concerns about safety)  **LOW CONSEQUENCES** (Minor injuries to students and staff; minimal damage to school property or assets; no disruption of school services; little or no community/parental concerns)  Once hazards are identified, and probability of occurring, warning time and potential consequences have been rated, analyze data to assist in determining the priority for development of your hazard specific annexes. | | | |

**COMMUNICATION AND RESPONSE**

**CHECKLISTS and PROCEDURES**

**EMERGENCY COMMUNICATIONS**

**and RESPONSE STAFF CONTACT INFORMATION**

When an emergency condition exists, the Incident Commander will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below in descending order will be used (a being the primary mode of communication followed by alternative modes). Notifications will be given in plain language. **Code words shall not be used.**

1. Intercom
2. Two-way radios
3. Telephone
4. Runners

**Media Relations**

The site Information Officer will be prepared to deal with the media prior to the arrival of the district Information Officer. A separate staging location will be pre-identified for media briefings.

|  |
| --- |
| **MEDIA GUIDANCE**   * All staff must refer media to site or district spokesperson. * The School District, Lead or Supporting agency(ies) assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process) * Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.     District spokesperson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name Telephone Numbers (home, work, mobile)  Alternate  District spokesperson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name Telephone Numbers (home, work, mobile)   * School Public Information person acts as contact for emergency responders and assists district spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.   School Public Information person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name Room #  Alternate  Public Information person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name Room #  **During an emergency, adhere to the following procedures:**   * Incident Commander or designee relays factual information to Superintendent. * Superintendent notifies other schools in district and may ask school Public Information designee to prepare a written statement to media. * Establish a media information center away from school. * Update media regularly. Do not say “No comment”. * Do not argue with media. * Maintain log of all telephone inquiries. Use scripted response to respond to inquiries. * Create a general statement before an incident occurs. Adapt statement during crisis. * Emphasize safety of students and staff first. * Briefly describe school’s plan for responding to emergency. * Issue brief statement consisting only of the facts. * Respect privacy of victim(s) and family of victim(s). **Do not release names to media.** * Refrain from exaggerating or sensationalizing crisis. |

**MEDIA STATEMENT**

**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)].

Law enforcement [(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**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SAMPLE STATEMENTS TO THE MEDIA**

**Example: School Bus Accident**

October 15, 2012

From the Office of Springfield School Principal, Maude Benjamin

Re: School Bus Accident

Students from the Springfield School fifth-grade and their teacher David Taylor were returning to school after a field trip when their school bus was involved in an accident on Interstate-95 (I-95). The accident occurred at approximately 1:45 pm.

Emergency medical teams have arrived and are transporting students to Springfield Community Hospital. Assistant Principal Joan Chen is at the accident scene. Superintendent Marilynn Gonzales is on her way to the hospital to assess the situation.

We are notifying parents and guardians of students involved in the accident. In addition, parents and others may call our hotline number at 555-212-1212 for more information.

Our Emergency Management Response Team is implementing our emergency protocol for bus accidents.

Springfield School will keep parents, guardians, students, and the community informed of any developments in this situation. October 2012

**SAMPLE STATEMENTS TO THE MEDIA** continued

**Example: School Violence**

October 20, 2012

From the Office of Springfield School Principal Maude Benjamin

Re: Incident Involving Springfield School Students

An incident involving two Springfield School students in the eleventh grade occurred yesterday at about 9:15 pm. The incident occurred one block off campus, in the 800 block of North Street.

The incident resulted in the non-fatal shooting of one of the students. The student was taken to Springfield Community Hospital and is expected to make a full recovery. The second student was taken into law enforcement custody.

An ongoing investigation is being conducted, but no more is known at this time.

Springfield School's Emergency Management Response Team has taken the following actions in response to this incident:

* The Emergency Management Response Team met last night and planned a staff meeting before the school day.
* We notified staff of the meeting using our automated phone system. The team provided information to staff at the meeting and answered questions on what is known about the incident and steps to be taken in response.
* Crisis counseling for students is being provided by personnel from the Columbia School District office and community resources.
* A review of Springfield School’s weapons policy is underway and school security is on alert for potential related violence.

**GENERAL**

**STAFF RESPONSIBILITIES** continued

**ADDITIONALLY,** lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

* Incident Commander (IC) will issue lock-down order by announcing a warning over PA system, sending a messenger to each classroom or other alternate method.
* Direct all students, staff and visitors into classrooms or secure rooms.
* Lock classroom doors.
* Cover windows of classrooms.
* Move all persons away from windows and doors.
* Have all persons get down on the floor.
* Allow no one outside of classrooms until the Incident Commander gives the all-clear signal.

**\*Consider using a duress phrase to authenticate any all-clear signal**\*

(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)

**SAMPLE SCHOOL-PARENT LETTER**

Lock-Down Procedures

|  |
| --- |
| [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 [State] 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 green 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.  1. 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. 2. 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. |

**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 their 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 case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. “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 classrooms will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given.  Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.  Sincerely,  Principal  School |

**EMERGENCY CONTACT NUMBERS**

|  |  |
| --- | --- |
| **PUBLIC SAFETY AGENCIES** | **NUMBER** |
| General Emergency | 911**\*** |
| Law enforcement/Sheriff/Fire/EMS | 911**\*** |
| Poison Control | 1-800-362-0101 |
| County Public Health Department | Add number |
| Local Hospital | Add number |
|  |  |
|  |  |
|  |  |
|  |  |
| **DISTRICT CONTACTS** | **NUMBER** |
| Superintendent | Add number |
| School Safety | Add number |
| Transportation | Add number |
| Operations | Add number |
| Food Services | Add number |
| Health Services | Add number |
|  |  |
|  |  |
| **OTHER CONTACTS** | **NUMBER** |
|  |  |
|  |  |
|  |  |
|  |  |

***\** Determine the appropriate sequence required to dial 911 (9-911) from your site’s phone system.**

**SITE ASSIGNMENTS AND STAGING AREAS**

|  |  |  |  |
| --- | --- | --- | --- |
| **ON SITE LOCATIONS AND STAGING AREAS** | | | |
|  | **PRIMARY** | **ALTERNATE** | **ALTERNATE** |
| On Site Command Post |  |  |  |
| Student Care |  |  |  |
| First Aid |  |  |  |
| Student Request |  |  |  |
| Student Release |  |  |  |
| Media Staging |  |  |  |
| Law Enforcement Staging |  |  |  |
| Fire Staging |  |  |  |
| Public Works Staging |  |  |  |
| Utilities Staging |  |  |  |
| Student Relocation Center |  |  |  |
| District Staging |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **PRIMARY** | **ALTERNATE** | **ALTERNATE** |
| Off Site Command Post |  |  |  |
| Student Care |  |  |  |
| First Aid |  |  |  |
| Student Request |  |  |  |
| Student Release |  |  |  |
| Media Staging |  |  |  |
| Law Enforcement Staging |  |  |  |
| Fire Staging |  |  |  |
| Public Works Staging |  |  |  |
| Utilities Staging |  |  |  |
| Student Relocation Center |  |  |  |
| District Staging |  |  |  |
|  |  |  |  |

**ICS ASSIGNMENTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **POSITION** | **1ST (PRIMARY)** | **2ND(ALT)** | **3RD (ALT)** |
| **INCIDENT COMMANDER** | (Assistant Principal) | (Coach) | (Etc.) |
| Safety |  |  |  |
| Liaison |  |  |  |
| Information Officer |  |  |  |
| **OPERATIONS** |  |  |  |
| Communications |  |  |  |
| Recorder |  |  |  |
| Security |  |  |  |
| Search & Rescue |  |  |  |
| Safety/Damage |  |  |  |
| Medical/First Aid |  |  |  |
| Student Supervision |  |  |  |
| Student Request |  |  |  |
| Student Release |  |  |  |
| Runners |  |  |  |

**Note:**

**INCIDENT RESPONSE JOB DESCRIPTIONS**

**(Incident Command Positions)**

**JOB DESCRIPTIONS FOR THE FOLLOWING POSITIONS MAY BE FOUND IN THE BASIC PLAN, PAGES 22-26:**

* Incident Commander
* Public Information Office
* Liaison
* Safety Officer
* Operations Chief
* Planning Chief
* Logistic Chief
* Finance and Administrative

**DEPARTMENT CHECKLISTS ARE LOCATED IN ATTACHMENT A OF SECTION IV.**

**DEPARTMENT CHECKLISTS**

* Director of Transportation or designee
* Director of Information Technology or designee
* School Safety/Emergency Management Coordinator or designee
* Finance and Comptroller or designee
* [School](#_Toc286958313) Resource Officer or designee
* [Facilities](#_Toc286958314)/Finance or designee
* [Marketing](#_Toc286958315) and Communications or designee

**SEARCH AND RESCUE TEAMS**

SEARCH AND RESCUE (S & R) TEAM LEADER

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | NAMES | Radio Frequency | Keys | Hard Hat | Goggles | Bucket | Vest | Clipboard | Backpack |
| S & R TEAM #1  NOTES: | 1 |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| S & R TEAM #2  NOTES: | 1 |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| S & R TEAM #3  NOTES: | 1 |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| S & R TEAM #4  NOTES: | 1 |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| S & R TEAM #5  NOTES: | 1 |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

**SEARCH AND RESCUE TEAMS** continued

* 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 Command Post (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).

**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  Hospital | Dead | |  | Unaccounted for | # 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 leak | | | |  | | | | |
|  | | Fire | | | |  | | | | |
|  | | Electrical | | | |  | | | | |
|  | | Communications | | | |  | | | | |
|  | | Heating/cooling | | | |  | | | | |
| Gather information of this type as soon as possible:   * Include the type of assistance required. * How soon is the assistance needed? * Overall condition of the campus. * Outside agencies on campus & actions;   Names and status of students and staff, such as injured, missing or accounted for. | | | | | | | | | | |

**STAFF SKILLS SURVEY & INVENTORY**

**YOUR NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SCHOOL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ROOM** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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. These 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 may be needed. Please indicate the areas that apply to you and return this survey to your administrator.

**Please check, circle, or add expertise or training that you may have.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  | |  | |  | |
| First Aid (yes/no)current card | | CPR (yes/no current) | | Triage | |
| Construction | | Shelter Management | | Camping | |
| Emergency Management | | Structural Engineering | | Running/Jogging | |
| Firefighting | | Survival Training & Techniques | | CB Radio | |
| Law Enforcement | | Search & Rescue | | Food Preparation | |
| Mechanical Ability (electrical, plumbing, carpentry, etc.) | | Bus/Truck Driver  (yes/no, Class 1 or 2 license,) | | Recreational Leader | |
| Nurse | | Journalism | | Other: | |
| EMT or Paramedic | | Waste Disposal | |  | |
| Ham Radio Operator | |  | |  | |
|  | |  | |  | |
| Multi-lingual (yes / no, what language (s) | |  | |  | |

**STAFF SKILLS SURVEY & INVENTORY** continued

**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.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ADDITIONAL COMMENTS:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STUDENT ACCOUNTABILITY**

**Fill out, or insert the following information:**

* Student Accounting Form
* Reunification Procedures

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. 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.) |

**STUDENT RELEASE FORM - Page 1 of 2**

**NOTE: This is a two (2) page form – and both pages must be accounted for.**

**(To be taken by Runner)**

|  |
| --- |
| **Please Print**  Student’s Name  Teacher Grade  Time Requested and By Whom  **-----------------------------------------------------------------------------** |
| **TO BE FILLED IN BY REQUEST GATE STAFF**  Government Issued Proof of I.D. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name on Emergency Card  (yes) (no)  **------------------------------------------------------------------------------------------**  **STUDENT’S STATUS**  **TO BE FILLED IN BY TEACHER**  Time Sent with Runner\_\_\_\_\_\_\_\_\_\_\_\_ Runner’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Absent  First Aid  Missing |
| **STUDENT RELEASE FORM continued page 2 of 2**  **TO BE FILLED IN BY REQUEST GATE STAFF**  GOVERNMENT ISSUED PROOF OF I.D. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  NAME ON EMERGENCY CARD \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (yes) (no)  -------------------------------------------------------------------------------------------- |
|  |

**Notes:**

|  |
| --- |
| **STATUS UPDATE**  **REPORT WORKSHEET**  Name Time  # children remaining at school  # staff members remaining to care for children  \_\_\_\_\_\_ Assistance required: \_\_\_\_\_\_ water \_\_\_\_\_ food \_\_\_\_\_\_ blankets \_\_\_\_\_\_ # people to help  Other:  -------------------------------------------------------------------------------------------------- |
| **STATUS UPDATE**  **REPORT WORKSHEET**  Name Time  # children remaining at school  # staff members remaining to care for children  \_\_\_\_\_\_ Assistance required: \_\_\_\_\_\_ water \_\_\_\_\_\_ food \_\_\_\_\_\_ blankets \_\_\_\_\_\_ # people to help  Other: |

**~PLACEHOLDER~**

**INSERT STUDENT ROSTER WITH PARENT CONTACT INFORMATION**

**~PLACEHOLDER~**

**INSERT MASTER SCHEDULE**

**~PLACEHOLDER~**

**INSERT FACULTY AND STAFF ROSTER WITH CONTACT INFORMATION**

Note: It is important to be sensitive to the privacy needs of faculty and staff. Home and cell phone numbers may not be appropriate to list in this section, therefore note where the location of information may be found.

**FUNCTIONS**

**FUNCTIONS: C**ritical operational functions describe the actions, roles, and responsibilities of schools and participating organizations, and may include deployment of resources and personnel, rapid problem solving.

Checklists may be found on the following pages for these actions:

* Evacuation
* Reverse Evacuation
* Lockdown
* Sheltering Procedures

**EVACUATION**

**EVACUATION CHECKLIST**

* Incident Commander (IC) initiates evacuation procedures.

* IC determines if students and staff should be evacuated outside of building or to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ relocation center. \_(Insert IC’s name here) contacts \_(Transportation Coordinator) and informs them that the evacuation is taking place.
* Incident Commander notifies relocation center.
* Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.
* Close all windows.
* Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
* Describe how disabled and non-English speaking students and staff will be provided for.
* Lock doors.

**TEACHERS:**

Direct students to follow normal evacuation drill procedures unless IC alters route.

* Take classroom roster and emergency kit.

* Close classroom doors and turn out lights.
* When outside building, account for all students. Inform principal or Incident Commander immediately of missing student(s).
* If students are evacuated, stay with class unless relieved by buddy teacher. Take roll again when you arrive at the relocation center.

**EVACUATION CHECKLIST** continued

**OFF-SITE RELOCATION CENTERS:**  List primary and secondary student relocation centers:

**PRIMARY**

**RELOCATION CENTER**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address/Phone Number:

**SECONDARY**

**RELOCATION CENTER**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Address/Phone Number:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**REVERSE EVACUATION**

When the threat outside the school buildings are great, such as sudden inclement weather, or neighborhood incident, such as hazardous chemical, civil unrest, etc., the term Reverse Evacuation may be used indicating the movement of students, staff and public back into the school buildings. (Reverse Evacuation is a nationally used term which is used the following FEMA curriculum, Multi-Hazard Emergency Planning for Schools course.)

A Reverse Evacuation order should include specific sheltering directions to be followed, once inside the school building, and may include one or more of the following actions, depending on the type of outdoor threat:

* Staff and students may be asked to return to their classrooms and resume class activities.
* You may also be directed to go into lockdown or shelter-in-place once inside.
* Some situations may call for more extensive sheltering; therefore, specific sheltering areas may be used to maximize the safety of inhabitants.
* Safe areas may change depending on the type of emergency.

**ACTION ITEMS** may include, but are not limited to the following:

* Incident Commander or designee gives command to bring all persons inside building(s), and warns students and staff to assemble in safe areas. (safe areas may be classrooms or other designated areas of the building)
* Close all exterior doors and windows.
* Teachers should use class roster and account for all students after arriving in the safe area, and stand by for further direction.
* All persons must remain in safe areas until notified by Incident Commander or emergency responders.

*When applicable, the following actions may also occur:*

* Office personnel must contact each teacher/classroom for a headcount.
* Turn off any ventilation leading outdoors.
* If advised, cover mouth and nose with handkerchief, cloth, paper towels, or tissues.
* Etc.

**LOCKDOWN**

**LOCKDOWN**

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

* Incident Commander (IC) will issue lock-down order by announcing a warning over PA system, sending a messenger to each classroom or other alternate method.
* Direct all students, staff and visitors into classrooms or secure rooms.
* Allow no one outside of classrooms until the Incident Commander gives the all-clear signal.

Lock-Down Procedures

* Lock classroom doors.
* Cover windows of classrooms.
* Move all persons away from windows and doors.
* Have all persons get down on the floor.

**\*Consider using a duress phrase to authenticate any all-clear signal**\*

(This is a specific phrase (do not use CODES) that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)

|  |
| --- |
| 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: |

|  |
| --- |
| **SHELTERING PROCEDURES** |
| **Sheltering provides refuge for students, staff, and public within school building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.**     * Identify safe areas in each school building. * Incident Commander warns students and staff to assemble in safe areas. Bring all persons inside building(s). * Teachers take class roster. * Close all exterior doors and windows. * Turn off any ventilation leading outdoors. * Seal doors, windows, and vents with plastic sheets and duct tape. * Cover up food not in containers or put it in the refrigerator. * If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues. * Teachers should account for all students after arriving in safe area. * All persons must remain in safe areas until notified by Incident Commander or emergency responders. |

**GENERAL**

**STAFF RESPONSIBILITIES**

**INCIDENT COMMANDER OR DESIGNEE:**

* Verify information.
* Identify Command Post.
* Call 911 (if necessary). (Insert the actual sequence to dial 911 from your phone system)
* Seal off high-risk area.
* Convene crisis team and implement crisis response procedures.
* Notify Superintendent.
* Notify students and staff (depending on emergency; students may be notified by teachers).
* Evacuate students and staff if necessary.
* Refer media to district spokesperson (or designee).
* Notify community agencies (if necessary).
* Implement post-crisis procedures.
* Keep detailed notes of crisis event.

**Teachers:**

* Verify information.
* Lock classroom doors, unless evacuation orders are issued.
* Warn students, if advised.
* Account for all students.
* Stay with students during an evacuation. Take class roster.
* Refer media to district spokesperson (or designee).
* Keep detailed notes of crisis event.

**ERP - SECTION IV**

**ATTACHMENT - A**

**INCIDENT RESPONSE DEPARTMENT CHECKLIST**

**DEPARTMENT CHECKLISTS**

* Director of Transportation or designee
* Director of Information Technology or designee
* School Safety/Emergency Management Coordinator or designee
* Finance and Comptroller or designee
* [School](#_Toc286958313) Resource Officer or designee
* [Facilities](#_Toc286958314)/Finance or designee
* [Marketing](#_Toc286958315) and Communications or designee

**TRANSPORTATION COORDINATOR OR DESIGNEE WILL:**

* Communicate with the Operations section chief and receive situation briefings.
* Assess current (SCHOOL NAME) transportation resources and capabilities and determine available outside transportation resources.
* Provide a status of current transportation assets and outside resources.
* Coordinate the orderly evacuation, traffic control and/or implements movement restrictions as directed by the Incident Commander
* Oversee relocation of personnel from dangerous buildings or areas throughout the campus
* Prioritize and coordinate the use of vehicles or barricades to establish perimeters control
* Assign staff to support school departments, voluntary relief organizations and other support groups who perform emergency response and recovery activities to ensure transportation safety, as directed by the Incident Commander
* Provide damage and impact assessments and restoration/recovery of the transportation infrastructure
* Coordinate the allocation of vehicles and related resources to move people, equipment, and essential supplies as directed by the Incident Commander
* Assume other duties/functions as assigned by the Operations Section Chief
* Provide periodic updates on the status of assigned missions

**INFORMATION TECHNOLOGY OR DESIGNEE WILL:**

* Check in with the Logistics Section Chief and receive a situation briefing
* Assess the status of (SCHOOL NAME) internal and external communications systems
* Survey the status of the communications infrastructure, determine residual capabilities and assess the extent of any damage that may occur
* Brief the Logistics Section Chief on the status of (SCHOOL NAME) information technology and telecommunication systems
* Provide communications support to the Incident Commander and address cyber security issues.
* Provide for the restoration of essential communication systems, plans and coordinates and assists in communications support
* Reestablish equipment and support for telephone, radio, messenger reception and transmittal of information (including both internal and external linkages)
* Maintain the operation of voice, intranet, data, video and wireless communications services
* Assume other duties and functions as assigned by the Logistics Section Chief
* Provide periodic updates on the status of assigned missions

**SCHOOL SAFETY/EMERGENCY MANAGEMENT COORDINATOR OR DESIGNEE WILL:**

* Assess the situation and develop an Incident Action Plan for the operational period
* Oversee information collection and analysis
* Disseminate critical information to the IC, Command and General Staff, Senior Leadership Group, Executive Policy Group and appropriate response entities
* Manage external information dissemination including public alerts, notifications, media releases and press briefings
* Ensure adequate staffing and deployment of personnel and resources
* Provide logistics management and resource acquisition

**FINANCE AND COMPTROLLER OR DESIGNEE WILL:**

* Check in with Incident Commander and receive a situation briefing
* Activate the Finance and Administration Section and assume the duties of Section Chief
* Brief other staff assigned to the section and delegate responsibilities
* Provide financial management, procurement, monitoring, cost analysis and tracking of all costs related to the incident
* Ensure that the purchasing and accounting requirements of (School Name) and local, state and/or federal statutes, rules and regulations are met
* Provide direct and active logistical and resource support to the Incident Commander and involved in delivering emergency response and recovery efforts related to the incident
* Purchase and order emergency response equipment or supplies as directed by the Incident Commander
* Identify and apply to sources of recovery funding; provide impact analysis (damage assessment) for recovery planning support
* Prepare and submit insurance claims for damages resulting from the incident

**SCHOOL RESOURCE OFFICER OR DESIGNEE WILL:**

* Direct the first responding officer on scene to serve as Incident Commander until relieved by a higher ranking UPD officer
* Designate secure emergency communication channels (radio frequency) for the tactical response
* Respond to the scene; assume incident command; establish an Incident Command Post; and, develop an incident action plan with tactical objectives and strategies for the first operational period
* Identify the kill zone (hot zone) and direct responding officers to establish inner and outer perimeters to control campus access
* Deploy officers to locate, isolate, and stop the threat(s) using rapid deployment
* Form rescue teams to locate and evacuate the injured
* Determine the level of organization needed and appoint officers to selected ICS Command Staff and General Staff roles
* Designate a staging areas for law enforcement, fire and EMS
* Establish communications with the Emergency Management Director and provide periodic situation updates
* Provide a safe approach (ingress and egress) for response agencies
* Request additional resources and approve the release/demobilization of resources no longer required
* Stand up a Unified Command with leaders of other response agencies if appropriate
* Authorize the release of information to the news media
* Assign an officer to check in at the EOC, if activated, obtain a situation briefing by the EOC Director and assume the duties of Operations Section Chief
* Provide general law enforcement assistance and critical infrastructure protection during and after an extreme act of violence incident
* Coordinate with outside law enforcement agencies through the EOC

**FACILITIES / FINANCE OR DESIGNEE WILL:**

* Provide a mechanism for coordinating federal, state and local government , nongovernment and private sector long-term recovery support services including mental health and counseling to students and School employees impacted by traumatic events resulting from Extreme Acts of Violence incidents
* Identify and facilitate the availability and use of resources of recovery funding; provide impact analysis (damage assessment) for recovery planning support

**MARKETING AND COMMUNICATIONS OR DESIGNEE WILL:**

* Check in with Incident Commander and receive a situation brief
* Assume the duties of the School Public Information Officer (PIO) and staff a PIO Unit
* If necessary, establish and supervise a Joint Information Center with PIO’s from the other responder agencies
* Coordinate press releases among response organizations
* Designate a media center and facilitate scheduled press briefings
* Ensure all press releases and public information are reviewed and approved by the Incident Commander
* Monitor news media outlets reports of the incident
* Prepare periodic briefings to the Emergency Management Director, Senior Leadership Group and Executive Policy Group on public information activities and submit draft press releases for review and approval