
III – PREPAREDNESS

3 – Preparedness

The time to fix the roof is when the sun is shining.

-- John Fitzgerald Kennedy

Preparedness is the process of deciding what you will do in the event of an emergency, before the emergency actually occurs.

To be prepared for an emergency, your SCRP should address each of the issues listed below. Keep in mind that your individual school plan should be *preventative* in nature. This means identifying actions you can take now to mitigate safety concerns found as a result of a school assessment. In addition, your school's plan should reflect the school's unique characteristics and needs.

Preparedness involves the coordination of efforts between the school district, individual schools, local public safety agencies and the community at large. Good planning will facilitate a rapid, coordinated, effective response when a crisis actually occurs.

- DETERMINE what crisis plans exist in the district, school, and community.
- IDENTIFY all stakeholders involved in crisis planning.
- DEVELOP procedures for communicating with staff, students, families, and the media.
- ESTABLISH procedures to account for students during a crisis.
- GATHER information about the school facility, such as maps and the location of utility shutoffs.
- ASSEMBLE the necessary equipment needed to assist staff in a crisis.

If you have already begun developing your SCRP, use this section to make sure you have covered the essential components of emergency preparedness. Use the information and templates provided here to supplement any areas that need additional attention.

A. Establish a School Crisis Response Team (SCRT)

The first step in creating your school’s crisis response plan is forming the SCRT. The **School Committee and/or School Superintendent**¹ is responsible for overseeing the formation of the team and is the designated leader. Certain positions in the school lend themselves to team membership. Those include: counselor, nurse, secretary, custodian, social worker, teachers in various specialty areas, cafeteria manager, school psychologist, staff with special knowledge or training, and staff in strategic locations in the building. Each of these individuals has unique knowledge in areas ranging from mental and physical health to students with special needs, and from access to building plans to knowledge of community resources.

The School Crisis Response Team

The SCRT should reflect the diversity of the school community and should capitalize on the unique training and expertise offered by staff in various positions in the school. Members may include:

<ul style="list-style-type: none">• Principal• Counselor• Nurse• Head custodian or campus foreman• Office secretary• Vocational education teacher• Chemistry teacher• School security or law enforcement personnel• School psychologist• Social worker• Special education teacher• Transportation coordinator• Cafeteria Manager	<ul style="list-style-type: none">• Personnel with relevant expertise (i.e., CPR, first aid, etc.)• Staff located in strategic positions in the building (i.e., near exits or fire extinguishers, on different floors, etc.)• Students (if middle or high school)• Business people <p>School Teams must also include community representatives² such as:</p> <ul style="list-style-type: none">• Police, Fire, Emergency Medical• City/Town Emergency Management <p>Also consider including:</p> <ul style="list-style-type: none">• Health and Mental Health Professionals• Parents
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¹RI Gen Laws §16-21-23

² RI Gen Laws §16-21-24.b.2 of Rhode Island’s General Laws requires that the school crisis response team include “school personnel, local law enforcement officials, and representatives from local, regional and/or state emergency response agencies.”

The purpose of the SCRT is to:

- Develop the school's crisis response plan including school-specific risks, assets, and needs, using this template as a guide.
- Conduct or coordinate orientation training for staff and recommend additional training.
- Conduct or coordinate awareness programs for students.
- Evaluate the school's preparedness for implementing Emergency Actions & Procedures (see Response Section).
- Perform an operational critique after every emergency to determine strengths and areas for improvement regarding the school's crisis response plan.
- Initiate communication with students, parents and the community during and after every emergency (see Section G: Communications).
- Report progress to the school's legal counsel, parents, and superintendent.
- Assign individual roles within the ICS in the event that outside agencies become involved in an incident and the ICS goes into effect.

Suggested steps for Team formation:

Depending on the size and needs of the school, the SCRT should include between 6 and 12 members. Although these team members make up the formal SCRT, it should be made clear to all staff that each will have a role in the implementation of effective emergency management protocols, and each is responsible for addressing the immediate safety needs of students in their care. Community representatives such as emergency responders, city/town emergency managers, and others may not need to be involved in every meeting of the SCRT. However, they must be invited when key emergency policies and plans are being developed or revised.

To form a SCRT in your school, consider the following steps:

1. Principal/facility director communicates with all staff identifying specific needs, and requesting volunteers to serve on the SCRT.
2. Principal/facility director communicates with parents, students, and potential community representatives.
3. Principal/facility director or designee creates list of interested persons, making sure all major areas of need are addressed, including:
 - Physical/medical needs
 - Emotional/mental health needs
 - Students with special needs
 - Staff from all areas of the building (different floors, wings, out-buildings, etc.)
 - Staff with knowledge of transportation needs
 - Staff with knowledge of the building floor plan, locks, water main, gas line, etc.

- Staff with ability to convey information to the media
 - Staff with knowledge of community resources
4. Principal/facility director or designee holds a meeting with potential team members to discuss what will be expected for team membership.
 5. Principal/facility director or designee follows up with all school staff to update them on Team formation, and to fill in areas where deficits exist (NOTE: Although an individual may seem “perfect” for a role, no one should be required to have a primary position on an emergency team if he/she does not feel capable of fulfilling his/her duties *in a time of need*).
 6. Principal/facility director or designee calls an initial meeting to formally establish the SCRT, and to begin the process of developing the school’s crisis response plan (using forms on the following pages).
 7. SCRT conducts a formal presentation during a staff/faculty meeting at the beginning of each school year.
 8. SCRT holds regular team meetings throughout the school year (every 1-2 months) to review protocols and ongoing issues as they arise (may include local, state or national issues that may affect the school).
 9. SCRT sets dates to conduct orientation, review and updates of plan.

Please utilize the template on Page 30 to document your SCRT’s members.

B. Identify Local Partners and Resources

Your emergency planning efforts will be most successful when they involve your community's major stakeholders. Ideally, major stakeholders should include representation from:

- The superintendent
- Other schools in your community
- Local law enforcement
- Local fire department
- Parents
- Students
- Health and mental health professionals
- Business leaders
- Local emergency management officials
- The media

For each of these stakeholder groups, determine the following:

- Make sure to include a property owner/agency in the group if one is necessary
- In an emergency, what is the role of this stakeholder group?
- What does this stakeholder group need to know about our school's crisis response plan **now**, before an emergency happens?

The earlier you involve your community's stakeholders in the planning process the better. These partners may have valuable input on parts of your plan, and bring a great deal of emergency response experience to the table. It is important that your community partners know what you expect from them, and that you learn what they expect from you. Development of the plan should be a joint effort from the very beginning, thus eliminating any surprises during an emergency, and many revisions to the plans you are developing.

Local and Regional Emergency Response Phone Numbers

To help you reach out to local emergency response officials, here is a list of emergency contacts and local emergency management directors in Rhode Island. Use these master lists to create your own list for your school. Remember to update your list on a regular basis, as names and phone numbers frequently change.

Emergency Contact Numbers for Rhode Island

Emergencies			
Police		911	
Fire/Medics		911	
Poison Control Center		800-222-1222	
Behavioral Health Crisis Intervention			
Rhode Island Critical Incident Stress Management TEAM		401-465-2897 and 401-763-2778	
Child Abuse and Neglect Tracking		800-RI CHILD (800-742-4453)	
Children's behavioral Health & Education (DCYF)		401-457-4514	
Missing children hotline (24 hr) RI State Police		401-444-1125	
Domestic violence hotline		800-494-8100	
Samaritans suicide hotline		800-365-4044	
Community Mental Health Centers			
RI Department of Behavioral Health, Developmental Disabilities and Hospitals			
Community Counseling Service – Pawtucket + Central Falls			723-1915
East Bay Mental Health – E. Providence, Barrington, Warren, Bristol, Riverside			435-7475
Mental Health Services – Cranston, Johnston, N. Providence, Smithfield, Scituate, Foster, Gloucester			553-1031
Newport County Community MH Center – Jamestown, Newport, Middletown, Portsmouth, Little Compton, Tiverton			846-1213
Northern RI Community Services – Burrillville, Cumberland, Lincoln, N. Smithfield, Woonsocket			235-7120
South Shore Mental Health Center – N. Kingstown, Exeter, Richmond, Charlestown, Westerly, Hopkinton, Narragansett, S. Kingstown, Block Island, Wakefield			364-7705
The Kent Center for Human and Organizational Development Warwick, W. Warwick, Coventry, E. Greenwich, W. Greenwich			732-5656
The Providence Center – Providence			274-7111
Non-Emergency Victim Assistance			
Child Abuse and Neglect Tracking		1-800-RI CHILD (800-742-4453)	
Victims of Crimes (Domestic & Sexual Assaults)		1-800-494-8100	
Rape Crisis Hotline		401-421-4100	
National Runaway Hotline		1-800-RUNAWAY (800-786-2929)	
Family Services			
Region 1 Providence 528-3502	Region 2 East Bay 254-7000	Region 3 South 294-5300	Region 4 North 721-2400
Poison Control Center (RI Hosp)		1-800-222-1222	
Emergency Services			

To report hazardous materials leak or spills (24 hr)	911
Department of Environmental Management (DEM) HazMat	222-1360
Disaster Assistance	
American Red Cross (24 hr)	831-7700
RI Emergency Management Agency (24 hr)	800-439-2990 401-946-9996
Additional Numbers and EAS Stations	
National Grid	800-465-1212
New England Gas Co.	401-831-8800
Radio Stations	WPRO Radio 630 AM/92.3 FM WHJY Radio 94.1 FM WHKK Radio 100.3 FM WWBB Radio 101.5 FM WWLI Radio 105.1 FM WHJJ Radio 920 AM WSKO Radio 790 AM
Television Stations	WLNE Channel 6 WJAR Channel 10 WPRI Channel 12

Local Emergency Management Directors in RI

To find your director, contact your local Town/City Hall.

If unavailable, contact RIEMA at 401-946-9996.

School Partnerships

Consider establishing partnerships with other schools in and around your community so that you can help each other prepare and respond to emergencies, particularly when evacuation is necessary. During a school evacuation, your school may want to relocate the student population to a neighboring school.

Like all emergency planning, a school partnership agreement requires advance coordination of all aspects of the arrangements. Space inside the school must be located which can house a second student population and the impact on the host school must also be considered. This will require the host school to be prepared to alter class schedules and address the emotional impact of involving the host school's students in the emergency.

The SCRT from both schools should be informed of the agreement and fully understand what is expected if evacuating to the partner school or hosting the partner school during an emergency.

Use the School Partnership Agreement below as a guide to preparing written agreements with neighboring schools.

School Partnership Agreement

Name and location of host school:

Principal of host school:

Contact Numbers:

Assistant Principal:

Contact Numbers:

Location within the school where students will be sheltered:

If Emergency Toolkit is stored at host school, location of kit:

Crisis Response Team Member responsible for coordinating evacuation to host school:

C. NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

The National Incident Management System (NIMS) was federally implemented beginning in Fiscal Year 2007. NIMS is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. NIMS was adopted in Rhode Island by Executive Order in December of 2004. Municipal governments in Rhode Island subsequently have since adopted NIMS by resolution or Executive Order. NIMS is used throughout Rhode Island to manage and coordinate any emergency response involving more than one agency or jurisdiction. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language and set of procedures greatly facilitates flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources.

NIMS establishes the ICS as a standardized organizational structure to establish a unified command and line of authority, with common operational terminology for the management of all major incidents. The Emergency Operations Plan (EOP) must be consistent with the NIMS concepts, structure and terminology. The EOP must describe roles and responsibilities, assignment of personnel, policies and protocols for providing emergency support.

School districts are strongly encouraged to have all their personnel trained in the ICS. The Federal Emergency Management Agency (FEMA) offers on-line courses in ICS 100 and 700. (See the FEMA/Emergency Management Institute website at: <http://www.training.fema.gov/IS/NIMS.aspx>) The ICS100 course is offered in a school version, and should be taken by all personnel involved in the management of any crises at the school.

Once trained, personnel in the schools should be utilizing the ICS to manage incidents that occur in the schools or district. School personnel should realize that the first responders who will be coming to the school to assist them will also be utilizing the ICS to manage their response. The school's Incident Commander should meet arriving first responders to brief them on the situation, and to advise them that the school has activated the ICS. The school's Incident Commander should remain with the first responder's Incident Commander, and possibly form Unified Command to manage the response.

Unified Command is the most effective way to manage an incident in the schools that involves outside first responder agencies. The first responders will need the input and guidance of school personnel in the decision making process. School personnel have an important role in the decision making process as they will have the most information that relates to the incident, the school layout, and the current location/condition of the students, faculty, and staff of the school. The representative of the school should remain a part of Unified Command until the incident has concluded.

Use of NIMS during a disaster response is an eligibility requirement for local governments, agencies and special districts to receive FEDERAL reimbursement following a disaster. A federal directive requires state and local governments and special districts to adopt NIMS in all preparedness, planning and response efforts.

THE FOLLOWING TABLE HIGHLIGHTS NIMS.

NIMS National Incident Management System
<p>A comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. The intent is to:</p> <ul style="list-style-type: none"> • Be applicable across a full spectrum of potential incidents and hazard scenarios, regardless of size or complexity. • Use an ALL-HAZARDS approach. • Improve coordination and cooperation between public and private entities.
<p>WHY USE NIMS?</p> <ul style="list-style-type: none"> • To qualify to receive <u>Federal disaster</u> reimbursement • To provide a coordinated response • To standardize domestic incident response that reaches across all levels of government and all response agencies; common terminology, common structure.
<p>ELEMENTS OF NIMS</p> <p>Key Components:</p> <ul style="list-style-type: none"> • Command and Management • Preparedness • Resource Management • Communications and Information Management • Supporting Technologies • Ongoing Management/Maintenance <p>Key Organizational Structures:</p> <ul style="list-style-type: none"> • ICS - Incident Command System • Multi-Agency Coordination System • Public Information Systems <p>Key Functions:</p> <ul style="list-style-type: none"> • MANAGEMENT/COMMAND • OPERATIONS • PLANNING/INTELLIGENCE • LOGISTICS • FINANCE/ADMINISTRATION

D. EMERGENCY OPERATIONS CENTER: District Office

The purpose of the Emergency Operations Center (EOC) is to coordinate and organize all relevant information about the emergency or disaster in one place. This helps the school district manage resources for the affected school sites. The EOC at the district level is also where resource allocations can be made, and responses tracked and coordinated with the city or town EOC, as needed. Strategic objectives should be usually broad, encompassing overall goals such as a) life safety, b) property safety, c) protection of the environment.

The EOC is usually located in a centralized area, at or near the school district office. It may be in a meeting room or special room designated for it that is safe and accessible. The area must have sufficient space to set up a communication system and a centralized area for the section chiefs to coordinate emergency management. A pre-planned alternate site should also be in place in the event the primary EOC location is not usable.

EOC Director. The superintendent or designee, as EOC Director, has clear authority to set overall policy, command and direct the personnel and resources under his or her control, and to coordinate response and recovery activities.

EOC Staff. The EOC staff is organized according to the same five functions as the Incident Command System. The role of the EOC staff is to obtain and deliver needed resources to the affected schools sites, not to provide “hands on” assistance to the various sites that are dealing with actual field activities.

WHEN TO ACTIVATE THE EOC

- Emergency of such magnitude that resources are required beyond individual school site capacity.
- The emergency is of long duration (more than 3 days).
- Major policy decisions will or may be needed.
- A local or state emergency is declared.
- Terrorist threats
- Activation is advantageous to the successful management of an emergency.

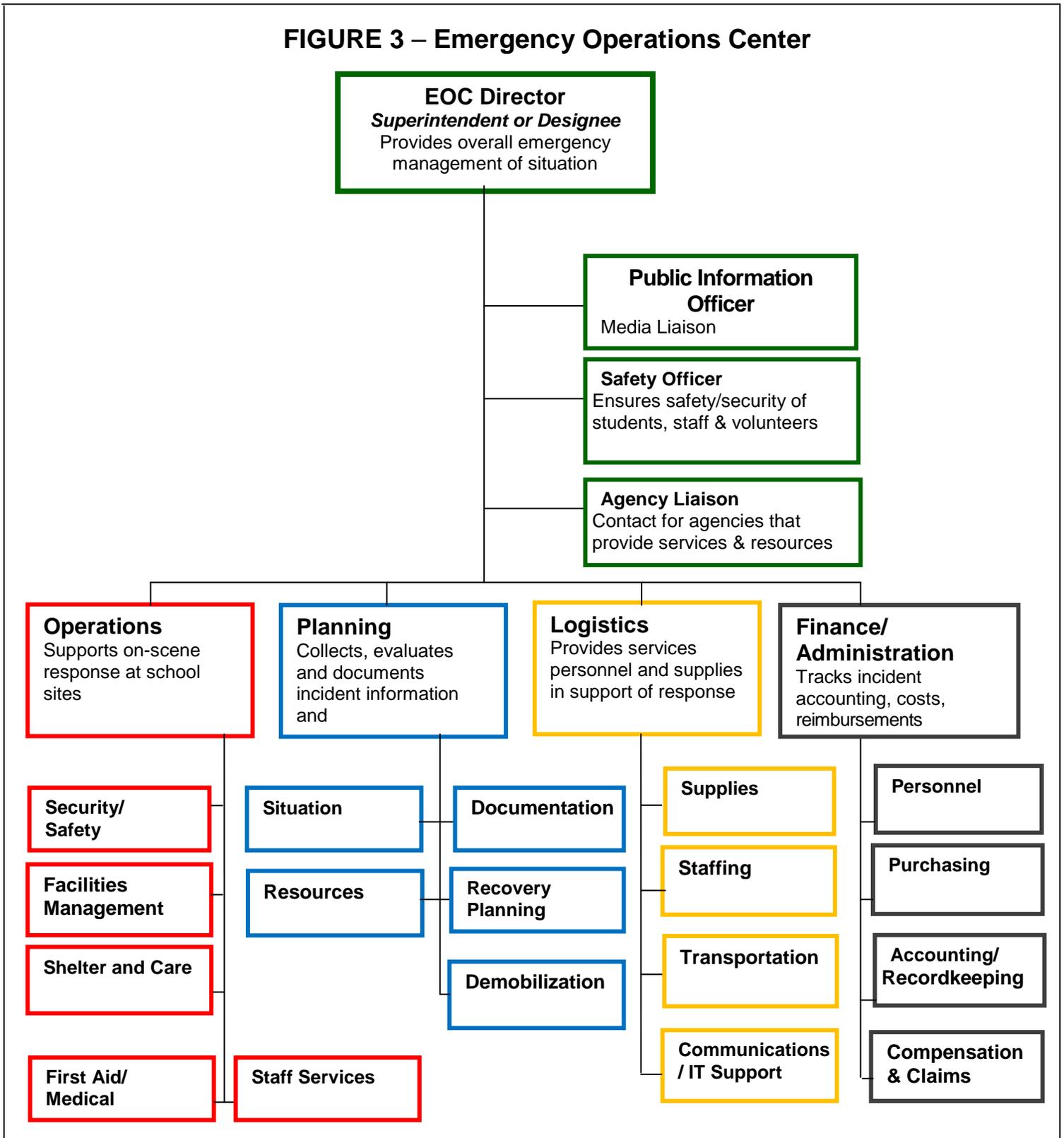
DISTRICT SUPPORT TEAM

The District Support Team’s role is to support a school when the need exceeds the school’s resources to handle a situation:

- PROVIDE guidance regarding questions that may arise;
- DIRECT additional support personnel, as needed;
- MONITOR situation and facilitate major decisions that need to be made;
- IDENTIFY a district contact for release of information to the public.

Figure 3 presents a simplified EOC for School Districts, based on NIMS. Responsibilities and operational duties are detailed on the following pages.

FIGURE 3 – Emergency Operations Center



EMERGENCY OPERATIONS CENTER: District Office

At the school district level, the superintendent or designee assumes management responsibility as the EOC Director and activates others as needed. District office personnel transition from their daily jobs to assigned emergency functions. The EOC is flexible in size and scope. Depending upon the magnitude of the emergency, the EOC can expand or contract as needed. Each Section Chief is responsible for any unit that is not assigned, and the EOC Director is responsible for any section that is not assigned.

Title	Role, Responsibility
Management:	Provides overall direction and coordination among school sites; determines EOC staffing level; communicates with local jurisdiction.
EOC Director	
Safety Officer	Ensures activities are conducted in safe manner; assures safety of all personnel (students, staff, volunteers and responders).
Public Information Officer	Media liaison and official spokesperson for the district; coordinates information for parent community; monitors news broadcasts.
Agency Liaison	Assists in coordinating outside agencies that provide services or resources in support of overall incident response.
Operations:	Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities.
Student Accounting and Release	
Security/Safety	Coordinates security needs for the district; works with local and county public safety officials.
Facilities Management	Assesses safety and integrity of buildings; arranges site repairs and debris removal; restores utilities; coordinates use of school facilities.
Shelter and Care	Coordinates shelter, food and water needs for students and staff within district.
First Aid/Medical	Determines medical and mental health impact on school population; ensures medical updates and media inquiries are provided to the PIO.
Staff Services	Accounts for all district office staff; provides safety services (search and rescue, medical), care and shelter for district office staff.
Planning:	Processes and organizes all incident information; maintains EOC status boards and map of district.
Situation	
Documentation	Collects and archives all incident documents.
Resources	Tracks equipment and personnel assigned to the incident, including volunteers.
Recovery Planning	Identifies short and long term assistance needed to restore learning environment; supervises recovery operations until EOC is deactivated.
Demobilization	Coordinates release of assigned resources and deactivation of EOC.
Logistics:	Procures supplies (including equipment, food and water) and personnel resources, as needed; registers and assigns volunteers.
Supplies/Staffing	
Transportation	Arranges for transportation for staff, students and supplies, as needed.
Communications/IT Support	Maintains log of incoming/outgoing communication; provides services to support all information technology functions.
Finance/Administration:	Supports Logistics in making purchases and paying vendors; manages vendor contracts.
Purchasing/Accounts Payable	
Personnel Accounting	Maintains time logs for all staff; collects travel expense claims
Recordkeeping	Tracks EOC and site expenses; provides cost estimates, analysis and recommendations for cost savings.
Compensation & Claims	Processes compensation/injury claims related to emergency response at all sides, including reimbursement from outside agencies.

EOC SECTION TOOLBOXES

Assemble and update annually a “toolbox” for the EOC Director and each Section Chief to be used during an emergency. Items in the toolbox should not be used for any other purpose except emergency preparedness training activities. Store the items in a clear, portable plastic box that is readily accessible. Label the toolbox with the name of the section and the date its contents were last updated (e.g., batteries replaced, phone numbers checked).

Suggested items to include for most EOC toolboxes:

- ❑ NIMS EOC Pocket Guide
- ❑ EOC organizational assignments: staffing list
- ❑ Wall map of schools and roads within school district
- ❑ District Schools Staff Directory
- ❑ District/Schools Staff Home Directory
- ❑ District/Schools Staff Telephone Tree
- ❑ Local Emergency Contacts
- ❑ Emergency Procedures Flipchart
- ❑ Superintendents' Telephone Tree
- ❑ Two-way radios or cellular phones
- ❑ Solar/battery-powered radio and spare batteries
- ❑ White board with dry erase markers
- ❑ Adhesive stickers and markers for name tags
- ❑ Colored vests to identify section chiefs
- ❑ Lanyards with ID information for all EOC staff
- ❑ Black markers, ball point pens and note pads
- ❑ Scissors
- ❑ File folders
- ❑ Post-Its
- ❑ Highlighter pen
- ❑ Memory stick (thumb drive)
- ❑ Stapler, staple remover, staples
- ❑ Clipboard
- ❑ Tape
- ❑ Forms: See Appendix D for Sample NIMS Forms
 - A1: Staffing List
 - B1: Section Tasks
 - C1: Management Situation Report
 - D1: Section Activity Log
 - D2: Resource Request
 - D3: Check-In/Check Out
 - E1: Situation Status Report – Initial Assessment
 - F1: Situation Status Report Update

E. INCIDENT COMMAND SYSTEM: School Site

The ICS provides a flexible management system that is adaptable to incidents involving multi-jurisdictional response. The ICS is the combination of personnel, facilities, equipment, procedures and communications operating within a common organizational framework to manage the resources required to effectively accomplish objectives related to the emergency or incident.

The main concepts behind the ICS structure are: a) every emergency requires the execution of certain tasks or functions, b) every incident needs a person in charge, c) no one should direct more than seven people, and d) no one should report to more than one person.

Components of the ICS include:

- Common terms established for organizational functions, resources and facilities;
- Unified command structure with a common set of objectives and strategies;
- Modular organization which expands or contracts as the incident progresses;
- Manageable span of control by one person;
- Integrated communications;

Non emergency uses: Large event hosted on campus (commencement, large concert, large sporting event, etc.)

The ICS is organized into five functional areas for on-scene management of all major incidents: **Management, Operations, Planning, Logistics, Finance/Administration.**

Management: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by an Incident Command Team which includes a Public Information Officer, Safety Officer, and Agency Liaison.

Operations: Directs all tactical operations of an incident including implementation of response activities according to established emergency procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response.

Logistics: Supports emergency operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communications among emergency responders. This function may take on a major role in extended emergency situations.

Finance/ Administration: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

ICS SECTION UNITS: SCHOOL EMERGENCY TEAMS

Staff: During a disaster, public employees can become “Emergency Support Personnel”. As Emergency Support Personnel, school staff may be required to remain at school to assist in an emergency situation.

Staff members may be assigned as teams to assist section leaders in units of the ICS. Assigned teams shall receive training appropriate to their ICS role and shall participate in emergency readiness drills and activities before an actual disaster occurs. Any school employee, as a disaster services worker, may be asked to assist an ICS team whenever necessary.

TEACHERS: Teachers shall be responsible for the supervision of students and shall remain with students unless directed otherwise. They shall:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of emergency protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established emergency procedures.
- Give appropriate action command during an emergency.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to Planning.
- Assume designated ICS role.
- Send students in need of medical attention to the First Aid Station.
- Render first aid, if necessary. School staff should be trained and certified in First Aid and CPR.

INSTRUCTIONAL AIDES/ASSISTANTS:

- Assist teacher, as directed.

COUNSELORS, SOCIAL WORKERS, PSYCHOLOGISTS: Counselors, social workers, psychologists provide assistance with the overall direction of the emergency procedures at the site. Assume designated ICS role. Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of emergency protocols.
- Direct students in their charge according to established emergency protocols.
- Render crisis intervention, if necessary.

- Assist in the evacuation/transfer of students, staff and other individuals when their safety is threatened by a disaster.
- Maintain a line of communication with Operations.
- Assist as directed by Operations.

SCHOOL NURSES/HEALTH ASSISTANTS:

- Assume designated ICS role, preferably in the First Aid Station. Administer first aid or emergency treatment, as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

CUSTODIANS/MAINTENANCE PERSONNEL:

- Assume designated ICS role.
- Survey and report building damage to Operations.
- Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Operations Chief informed of condition of school.

SCHOOL SECRETARY/OFFICE STAFF:

- Assume designated ICS role.

FOOD SERVICE/CAFETERIA WORKERS:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency.
- Restrict access to foodservice operations to authorized personnel.
- Assist as directed by Operations.

BUS DRIVERS:

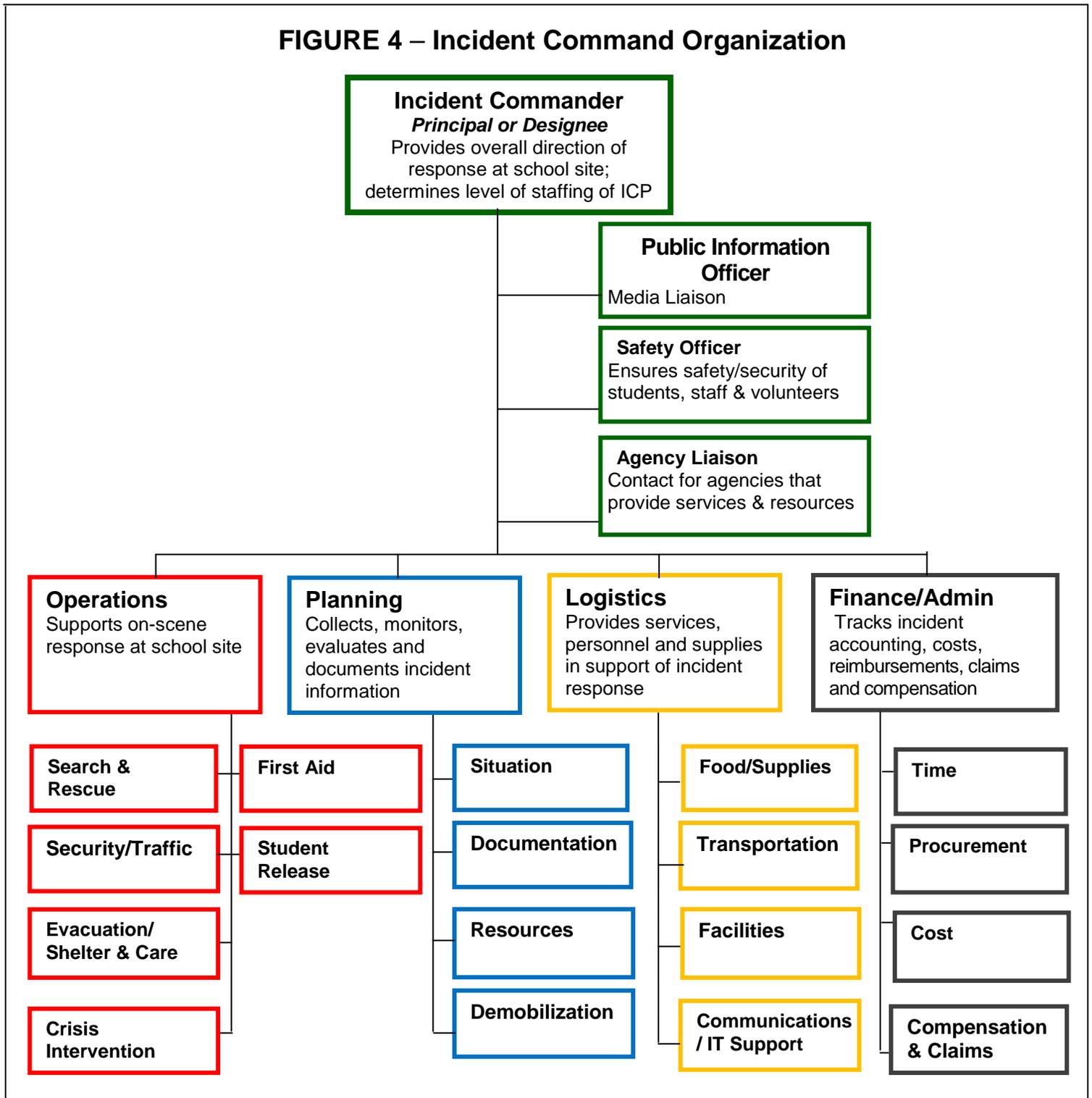
- Supervise the care of children if disaster occurs while children are in bus.
- Transfer students to new location when directed.
- Assist custodian in damage control.
- Transport individuals in need of medical attention.

OTHER STAFF:

- Report to principal for directions.

Figure 4 a simplified Incident Command Post (ICP) Organizational Chart for Schools.

FIGURE 4 – Incident Command Organization



INCIDENT COMMAND SYSTEM: School Site

At the school level, the school principal or designee assumes management responsibility as the Incident Commander (IC) and activates others as needed. School personnel transition from their daily jobs to assigned emergency functions. The ICS is flexible in size and scope, depending upon the magnitude of the emergency. For a small incident, the principal may perform all roles of the ICS structure. The IC is responsible for any section that is not assigned. Each section chief is responsible for any unit that is not assigned.

Title	Role, Responsibility
Management: Incident Commander	Responsible for development of school's plan and overall management of emergency situation; establishes/manages Command Post; activates ICS; determine strategies to implement protocols and adapt as needed.
Safety/Security	Monitors safety conditions of an emergency situation and develops measures for ensuring the safety of building occupants (students, staff, volunteers, responders).
Public Information Media Liaison	Spokesperson for the incident; prepares media releases; establishes "media center" near Command Post; coordinates information with Incident Commander for parent community.
Liaison to Outside Agencies	Develops working knowledge of local/regional agencies; serves as the on-scene contact for outside agencies assigned to an incident; assists in accessing services when the need arises.
Operations: Search and Rescue	Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression.
Security/Traffic	Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates fire/HazMat.
First Aid	Provides triage and medical care with staff trained in first aid and CPR; oversees care given to the injured; distributes medical supplies (latex gloves, bandages, etc.); establishes morgue, if needed.
Evacuation/ Shelter and Care	Provides accounting and long-term care for all students until reunited with parents/caretakers; manages food and sanitation needs of students.
Student Release	Provides for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.
Crisis Intervention	Provides onsite counseling and intervention; determines need for outside mental health support; accesses local/regional providers for ongoing crisis counseling for students, staff, parents, as needed.
Planning: Situation Analysis Documentation Resources Demobilization	Evaluates incident information and maintains ICS status boards; collects and archives all incident documents; tracks equipment and personnel assigned to the incident; checks in all resources (incoming equipment, personnel and volunteers; coordinates safe and orderly release of assigned resources and deactivation of incident response at the school site.
Logistics: Food/Supplies/Staffing/ Transportation	Coordinates access to and distribution of food, water and supplies; provides personnel as requested, including volunteers; arranges transportation for staff, students and equipment.
Facilities Communications/IT	Coordinates site repairs and use of school facilities; arranges for debris removal; maintains all communication equipment, including radios; provides services to support Information Technology functions.
Finance/Administration: Procurement, Cost Accounting Timekeeping, Claims and Compensation	Maintains incident time logs for all personnel; tracks and maintains records of site expenditures and purchases for incident; manages vendor contracts. Processes compensation/injury claims related to incident.

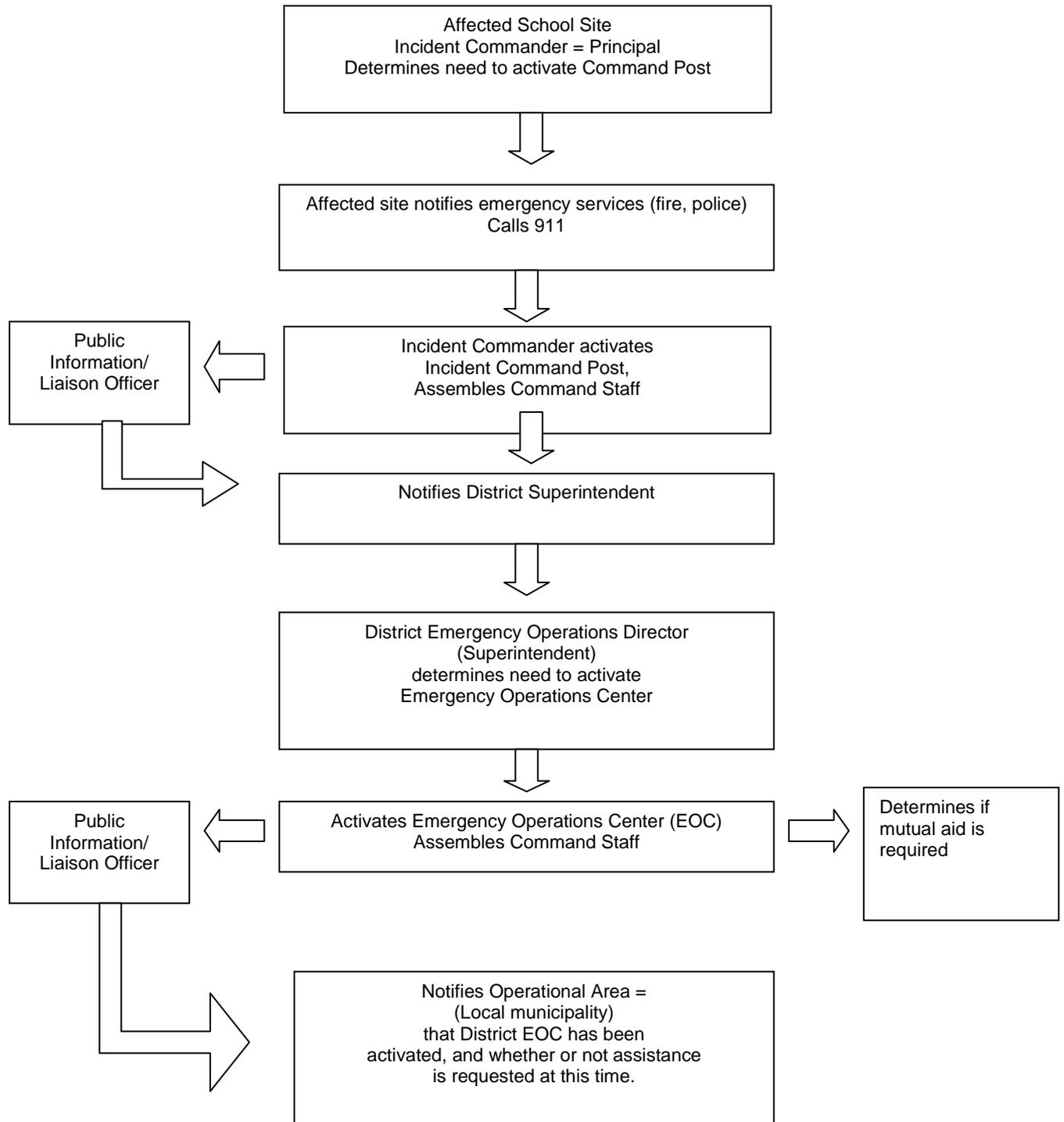
ICS SECTION TOOLBOXES

Assemble and update annually a “toolbox” for the IC and each section chief to be used during an emergency. Items in the toolbox should not be used for any other purpose except emergency preparedness training activities. Store the items in a clear, portable plastic box that is readily accessible. Label the toolbox with the name of the section and the date its contents were last updated (e.g., batteries replaced, phone numbers checked). Specialized equipment and supplies (e.g. SERT Manual, face masks, etc.) should be stored with the emergency cache trailer.

Suggested items to include for most ICS toolboxes:

- District/School Emergency Management Plan
- ICS organizational assignments: staffing list
- Map of buildings with location of exits, phones, turn-off valves, first-aid kits and assembly areas
- Blueprints of school buildings, including utilities
- Map of local streets with evacuation route marked
- District Schools Directory
- District Schools Staff Directory
- District/Schools Staff Home Directory
- District/Schools Staff Telephone Tree
- Local Emergency Contacts
- Emergency Procedures Flipchart
- Student directory (including emergency contacts for parents)
- Two-way radios or cellular phones
- Solar/battery-powered radio and spare batteries
- White board with dry erase markers
- Adhesive stickers and markers for name tags
- Orange vests and hard hats to identify key personnel
- Lanyards with ID information for all ICS staff
- Black markers, ball point pens and note pads
- Scissors
- File folders
- Post-Its
- Highlighter pen
- Memory stick (thumb drive)
- Stapler, staple remover, staples
- Clipboard
- Tape
- Forms: See Appendix D for School Sample NIMS Forms
 - A1: Staffing List
 - B1: Section Tasks
 - C1: Management Situation Report
 - D1: Section Activity Log
 - D2: Resource Request
 - D3: Check-In/Check Out
 - E1: Situation Status Report – Initial Assessment
 - F1: Situation Status Report Update

SCHOOL INCIDENT RESPONSE FLOW CHART



The IC directs on-scene operations and is responsible for overall management of the incident. It is his/her responsibility to prepare the strategic objectives that, in turn, will be the foundation upon which subsequent incident action planning will be based. Incident Objectives should be broad, measurable and follow an ordered sequence of events.

The IC at the school leads the Incident Management Team which may include the Public Information Officer, the Safety Coordinator and an Agency Liaison for the school. Those three functions may reside, instead, at the Emergency Operations Center if it is activated by the school district.

Responsibilities: The IC is responsible for on-scene emergency/disaster operations and remains at or near the Incident Command Post (ICP) to observe and direct all operations.

- Assess the scene
- Ensure the safety of students, staff and others on campus
- Activate and manage the ICP
- Develop strategies for appropriate response
- Coordinate response efforts
- Monitor action plan and organizational effectiveness
- Lead by example: the behavior sets tone for staff and students

Start-Up Actions

- Assess type and scope of emergency
- Determine threat to human life and structures
- Activate the appropriate emergency action
- If evacuation is necessary, verify that the route and assembly area are safe:
 - Direct the opening of the emergency cache
 - Set up the ICP
 - Obtain personal safety equipment
- Establish appropriate level of organization
- Activate organizational functions as needed
- Contact the District Office
- Develop an Incident Action Plan with objectives and a time frame

Operational Actions

- Determine the need for and request inter-agency assistance
- Monitor and assess the total site situation
 - View site map periodically for response team progress
 - Check with section chiefs for periodic updates
- Revise Incident Action Plan, as needed
- Update status to District EOC or District Office
- Reassign personnel as needed
- Begin student release, if appropriate, after student accounting is complete.
- Refer media inquiries to District Office or PIO

- If transfer of command is necessary, e.g., when public safety officials arrive, provide a face-to-face briefing with the following minimum essential information:
 - situation status
 - objectives and priorities
 - current organization and personnel assignments
 - resources en route and/or ordered
 - facilities established
 - communications plan
 - prognosis, concerns, related issues
- Release teachers as appropriate per district guidelines.
- Remain in charge of campus until redirected or released by the Superintendent of Schools.
- Be prepared for requests by the American Red Cross to use facility as a shelter.

Deactivation

- Receive briefing from public safety agency to obtain “All Clear”.
- Contact the District Office to obtain authorization for deactivation.
- Authorize deactivation of response teams as they are no longer required.
- Check with section chiefs to ensure that any open actions will be taken care of before demobilization
 - Logistics: Ensure the return of all equipment and reusable supplies
 - Planning: Close out all logs. Complete other relevant documents and provide to the Documentation Unit for archive
- Provide input to the After-Action Report
- Proclaim termination of the emergency.
- Proceed with recovery operations, if necessary

Command Post Equipment/ Supplies

- | | |
|--|---------------------------------------|
| ▪ AM/FM radio (battery) | ▪ Office supplies |
| ▪ Bullhorn | ▪ School site map |
| ▪ Disaster response forms | ▪ Staff and student rosters |
| ▪ Emergency/disaster plan | ▪ Tables & chairs (if CP is outdoors) |
| ▪ Job description clipboards | ▪ Two-way radios |
| ▪ Master keys | • Vests, safety gear, ID badges |
| ▪ School Profile or School Accountability Report Card (SARC) | |
| ▪ Forms: See Appendix D for Sample School NIMS/SEMS Forms | |
| A1: Staffing List | |
| B1: Section Tasks | |
| C1: Management Situation Report | |
| D1: Section Activity Log | |
| D2: Resource Request | |
| D3: Check-In/Check Out | |
| E1: Situation Status Report – Initial Assessment | |
| F1: Situation Status Report Update | |

INCIDENT COMMAND SYSTEM

PUBLIC INFORMATION

News media can play a key role assisting the school in getting emergency or disaster-related information to the public *as soon as it is available*. The Public Information Officer (PIO) is a member of the Incident Command Staff. Media queries should be referred to the PIO. **If the District Office has activated an EOC, refer media inquiries to the District PIO, who will take over the responsibilities and operational duties described below.** Only one Public Information Officer will be assigned for each incident.

Responsibilities: The PIO acts as the official spokesperson for the school in an emergency situation and ensures that information support is provided on request; that media releases are consistent, accurate, and timely; and that appropriate information is being provided to all required agencies.

Start-Up Actions

- Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the IC
- Identify yourself as the “PIO” (vest, visor, sign, etc.).
- Consult with District PIO to coordinate information release.
- Assess situation and obtain statement from IC.
- Advise arriving media that the site is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

Operational Duties

- Keep up-to-date on the situation.
- Issue/read statements approved by the IC that reflect:
 - Reassurance — “Everything is going to be OK”;
 - Incident cause and time of origin; size and scope of the incident;
 - Current situation — condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use;
 - Best routes to school, if known and appropriate;
 - Any information school wishes to be released to the public.
- Be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
- Remind school site/staff volunteers to refer all questions from media or waiting parents to the PIO.
- Update information periodically with the IC.
- Ensure key announcements are translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Closing Down

- At the IC’s direction, release PIO staff no longer needed.
- Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Provide logs and other relevant incident documents to the Documentation Unit.

PUBLIC INFORMATION OFFICER (cont'd)

GUIDELINES FOR SPEAKING TO THE MEDIA

When speaking to the press about school emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements.
- **BE AVAILABLE** for press inquiry.
- **RE-STATE** the nature of the incident; its cause and time of origin.
- **DESCRIBE** the size and scope of the incident.
- **REPORT ON** the *current* situation.
- **SPEAK ABOUT** the resources being utilized in response activities.
- **REASSURE** the public that everything possible is being done.
- **DO NOT RELEASE** students' names.
- **BE TRUTHFUL**, but consider the emotional impact the information could have upon listeners.
- **AVOID** speculation; do not talk "off the record".
- **DO NOT USE** the phrase "no comment".
- **SET UP** press times for updates.
- **CONTROL** media location.

Equipment/Supplies

- ID Vest
- Battery operated AM/FM radio
- Scotch tape/masking tape
- School Staff Directory
- Laminated school site map poster board size for display
- School site map(s) and area maps as 8x11" handouts
- Sample Public Information Releases
- School Profile or School Accountability Report Card (SARC)
- Forms:
 - D1: Section Activity Log
 - D2: Resource Request
- Hard hat
- Paper/pencils/marketing pens
- Scissors

The Agency Liaison is a member of the Incident Command Staff. **When there is a district-level emergency, this position is generally staffed at the EOC.** Only one agency liaison is assigned for each incident, including incidents that are multi-jurisdictional.

Responsibilities: The Agency Liaison serves as the point of contact for representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

Start Up Actions

- Check in with the IC for situation briefing.
- Determine personal operating location and set up as necessary.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, e.g. vest or ID tag.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.

Operational Duties

- Maintain a list of assisting and cooperating agencies.
- Keep agencies supporting incident aware of incident status and priorities.
- Monitor incident operations to identify current or potential inter-organizational problems.
- Ensure coordination of efforts by keeping IC informed of agencies' action plans.
- Participate in planning meetings, providing current resource status, including limitations and capabilities of assisting agency resources.

Closing Down

- At the IC's direction, deactivate the Agency Liaison position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit in Planning.

Equipment/ Supplies

- ID Vest
- Two-way radio, if available
- School Staff Directory
- Copies of vendor contracts
- List of local emergency contacts and resources
- Forms:
 - D1: Section Activity Log
 - D2: Resource Request
- Hard hat
- Clipboard, paper, pens

The Safety Officer is a member of the Incident Command Staff. **When there is a district-level emergency, this position can be staffed at the EOC and on site at the Command Post.**

Responsibilities: The Safety Officer develops and recommends measures for assuring personnel safety and assesses/anticipates hazardous and unsafe conditions. The Safety Officer is a member of the Incident Command Staff. Operating under the Incident Commander, the Safety Officer can exercise emergency authority to stop or prevent unsafe acts.

Start Up Actions

- Check in with the IC for situation briefing.
- Put on personal safety equipment; i.e., hard hat, vest)
- Obtain necessary equipment and supplies from Logistics.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
 - Messages received
 - Action taken
 - Decision justification and documentation
 - Requests filled

Operational Duties

- Monitor drills, exercises, and emergency response activities for safety.
- Identify hazardous situations associated with the incident.
- Initiate appropriate mitigation measures.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Investigate accidents that have occurred within the incident area.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the IC advised of your status and activity and on any problem areas that now need or will require solutions.

Closing Down

- When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit in Planning
- Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- Vest
- Clipboard, paper, pens
- SERT Manual
- Forms:
 - D1: Section Activity Log
 - D2: Resource Request
- Hard hat
- Two-way radio

Responsibilities: Operations manages the on-scene, immediate response to the disaster, which can include the following:

- Site Facility Check/Damage Assessment
- Security and Utilities
- Search and Rescue
- Student Supervision and Release
- Light Fire Suppression
- First Aid and Crisis Intervention

Start-up Actions

- Check in with the IC or Command Post for situation briefing.
- Put on personal safety equipment, e.g. hard hat and vest, walkie-talkie.
- Obtain necessary equipment and supplies from Logistics.
- Identify an assistant, as needed.
- Be proactive and anticipate needs.

Operational Duties

- Assume the duties of all operations positions until staff is available and assigned.
- Brief assigned staff on the situation and supervise their activities, utilizing the position checklists.
- Check with IC to assure Emergency Plan is implemented.
- Initiate and coordinate Search and Rescue and First Aid operations, if needed.
- Notify Logistics If additional supplies or personnel are needed for the Operations Section, As additional staff arrive, brief them on the situation, and assign them as needed.
- As information is received from Operations staff, pass it on to the IC, providing description of tasks and priorities.
- Student Release requires heavy staffing, so begin preparations early for well-separated and well-marked Parent Request and Student Release gates.
- Monitor operational activities, ensuring that Operations staff follows standard procedures, utilizes appropriate safety gear, and documents their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Closing Down

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

Equipment/Supplies

- Vest
- Clipboard, paper, pens, tape
- First Aid supplies for First Aid teams
- Search and Rescue equipment for SAR teams
- Forms:
 - A1: Staffing List
 - D1: Section Activity Log
 - D2: Resource Request
 - D3: Check-In/Check Out
 - E1: Situation Status Report – Initial
 - F1: Situation Status Report Update
- Hard hat, gloves, if needed
- Two-way radio
- Campus map

Responsibilities: Planning is responsible for the collection, evaluation, documentation and use of information about the development of and response to the incident, the status of resources, and recovery planning.

- Maintain accurate records and site map.
- Provide ongoing analysis of situation and resource status.

Start Up Actions

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

Operational Duties

- Assume the duties of all Planning positions until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist Incident Commander in writing Incident Action Plans.

Closing Down

- At the IC's direction, deactivate the section and close out all logs.
- Archive all incident records.
- Verify that closing tasks of all Planning positions have been accomplished.
- Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- Vest
- Clipboard, paper, pens, dry erase pens
- File box(es) and folders
- Large site map of campus, laminated
- Forms:
 - A1: Staffing List
 - B1: Section Tasks
 - D1: Section Activity Log
 - D2: Resource Request
 - D3: Check-In/Check Out
 - E1: Situation Status Report – Initial Assessment
 - F1: Situation Status Report Update
- Hard hat
- Two-way radio
- Clipboard

Responsibilities: Logistics is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-up Actions

- ❑ Check in with the IC for situation briefing.
- ❑ Open supplies container or other storage facility.
- ❑ Put on position identifier, such as vest.
- ❑ Begin distribution of supplies and equipment as needed.
- ❑ Ensure that the Incident Command Post and other facilities are set up as needed in safe locations.

Operational Duties

- ❑ Assume the duties of all Logistics positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ❑ Coordinate supplies, equipment, and personnel needs with the Operations Section Chief.
- ❑ Maintain security of cargo container, supplies and equipment.

Closing Down

- ❑ At the Incident Commander's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

Equipment/Supplies

- Vest and ID
- Clipboards with volunteer sign-in sheets
- File folders
- Storage facility and all emergency supplies stored on campus
- Inventory of equipment on campus
- Forms:
 - A1: Staffing List
 - B1: Section Tasks
 - D1: Section Activity Log
 - D2: Resource Request
 - D3: Check-In/Check Out
- Hard hat
- Pens, marking pens

INCIDENT COMMAND SYSTEM FINANCE/ADMINISTRATION

Responsibilities: Finance/Administration is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency.

- Maintain financial records
- Track and record staff hours.

Start-Up Actions

- ❑ Check in with the IC for situation briefing.
- ❑ Put on position identifier, such as vest.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and information which relate to personnel time keeping and/or purchasing.

Operational Duties

- ❑ Assume the duties of all Finance/Administration positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.

Closing Down

- ❑ At the IC's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

Equipment/ Supplies

- Vest
- Paper, pens
- Calculator
- Forms:
 - A1: Staffing List
 - B1: Section Tasks
 - D1: Section Activity Log
 - D2: Resource Request
 - D3: Check-In/Check Out
- Clipboard
- File folders

OPERATIONS

SEARCH AND RESCUE

Objectives: Sweep quickly through the school buildings to identify location of trapped or injured students and staff. Rescue those who are trapped and injured. Coordinate with First Aid team for treatment of the injured.

Safety Rules: Buddy system: 2-3 persons per team; team leader identified. Take no action that might endanger you. Do not work beyond expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and standard safety procedures. Team members should be certified in First Aid and trained in SAR techniques.

Start-Up Actions

- ❑ Put on personal safety gear.
- ❑ Obtain all necessary equipment from container (see below).
- ❑ Check at Command Post (ICP) for assignment.
- ❑ Put batteries in flashlight.

Operational Duties

- ❑ Before entering a building, walk around and inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- ❑ If building is safe to enter, search assigned area (following map) using orderly pattern. Check rooms first that are marked for injured person left behind (e.g., red ribbon on door handle). Systematically check all rooms.

STANDARD SEARCH ASSESSMENT MARKING

A separate and distinct marking system is necessary to conspicuously describe information relating to the location of victims in the areas searched. This will be constructed in two operations, when entering and leaving a room. It is important that the markings are specific to each area of entry (e.g., room) or separate part of the building. Use chalk, painters' tape, or grease pencil for the markings indicated below.



ENTERING A ROOM: Draw a forward slash to indicate that search operations are currently in progress.

- ❑ When injured victim is located, transmit location, number, and condition of injured to Command Post. Do not use names of students or staff. Administer only life-saving disaster first aid. Transport injured to First Aid Station.



EXITING A ROOM: Draw a back slash across the original one, creating an "X" on the door when the primary search is completed.

- ❑ Fill in the four quadrants of the "X" using the standard marking system, which will help professional rescue teams who follow. Working clockwise from the left quadrant, mark information as described on the following page/

OPERATIONS

SEARCH AND RESCUE (cont'd)

Search
Team 

LEFT QUADRANT: Write the SEARCH TEAM INITIALS or identifier.

Date/
Time 

TOP QUADRANT: Write the DATE and TIME that the search team left the room or structure

 Hazards

RIGHT QUADRANT: Write any HAZARDS found, e.g., rats, toxic chemicals, broken staircase


injured
dead

BOTTOM QUADRANT: Write number of LIVE and DECEASED victims still inside the structure. 0 = no victims

EXAMPLE:

10/25/11
0815
SC  Chlorine
2 dead

- Report by radio to Incident Command Post when room or area has cleared (example: "Room A-123 is clear"). To diminish radio clutter, consider reporting room clusters as clear.
- Follow directions from Operations/Incident Command Post
- Report gas leaks, fires, or structural damage to Operations Chief immediately upon discovery.
- Record exact location of damage and triage on map and report information to Operations Chief.
- Keep radio communication brief and simple. Use common language, no codes.

Closing Down

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

Equipment/Supplies

- ID Vest
- Work and latex gloves
- First aid backpack
- Clipboard with job description and map
- Fire extinguisher
- Backpack with goggles, flashlight, face masks, pry bar, duct tape, grease pencil and painter's tape to mark doors.
- Hard hat
- Whistle with master keys on lanyard
- Campus 2-way radio
- Caution tape

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

Objectives: Establish the First Aid treatment area, triage, emergency medical response and counseling. Ensure that appropriate actions are taken in the event of deaths. Coordinate with the Search and Rescue Team and inform the Operations Chief when the situation requires health or medical services that staff cannot provide.

Personnel: First-aid trained staff and volunteers

Start-Up Actions

- ❑ Set up First Aid Station if directed by Operations Chief.
- ❑ Obtain and put on personal safety equipment including vests and non-latex or nitrile gloves.
- ❑ Check with Medical Team Leader for assignment.

Operational Duties

- ❑ Admit injured students/staff to First Aid Station, listing name on master log.
- ❑ Administer appropriate first aid.
- ❑ Keep accurate records of care given.
- ❑ Continue to assess victims at regular intervals.
- ❑ Report deaths immediately to First Aid Team Leader. Relocate to morgue area
- ❑ If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—do not send with victim.
- ❑ A copy of the Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

First Aid Stations

Triage - Locate triage (injury sorting area) at the entry of the First Aid Station. This area is for the injured to be quickly evaluated for severity of injury and directed to the appropriate treatment area.

- **Immediate Care** - For people with life and limb threatening injuries that require immediate attention, such as difficulty breathing, severe bleeding, major burns and shock. Locate immediate care in an area out of sight of most students and staff but accessible to emergency vehicles.
- **Delayed Care** - For injured individuals who do not require attention within the first hour. Such people may have lacerations, broken bones or need medication. Locate near the immediate care area, but shield from the sight of the injured in immediate care area.
- **Minor Care** - Avoids overloading first aid station for those needing immediate care. Some can be treated in class lines.

Crisis Intervention - Mild to moderate anxiety is best handled by teachers in class groups. Severe anxiety warrants special attention in a secluded area away from other First Aid areas, since the sight of injured people may worsen the hysteria. This area should be away from the student population because hysteria can rapidly get out of control.

Closing Down

- ❑ Return equipment and unused supplies to Logistics.
- ❑ Clean up first aid area. Dispose of hazardous waste safely.
- ❑ Complete all paperwork and turn into the Documentation Unit.

Equipment/ First Aid Supplies:

See Emergency Supplies Inventory in **APPENDIX G**.

OPERATIONS

SHELTER AND CARE

Objectives: Ensure the care and safety of all students on campus except those who are in the First Aid Station.

Personnel: Classroom teachers, substitute teachers, and staff as assigned.

Start Up Actions

- ❑ Identify team leader
- ❑ Put on safety vest or position identifier
- ❑ Assess situation. Remain calm.
- ❑ Take job description clipboard and radio.
- ❑ Check in with Operations Chief for situation briefing.
- ❑ Assign personnel to assignments as needed.
- ❑ If school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count students or observe the classrooms as they exit, to make sure that all classes evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

Operational Duties

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

Closing Down

- ❑ Return equipment and reusable supplies to Logistics.
- ❑ When authorized by the IC, close out all logs.
- ❑ Provide logs and other relevant documents to the Documentation Unit.

Equipment/ Supplies

- ID Vest
- Clipboard with job description
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
 - Student Accounting
 - Student Injury Forms
- School 2-way radio
- Ground cover, tarps
- Plastic Wrap
- Duct Tape

OPERATIONS

STUDENT RELEASE

Objective: Assist teachers and staff in the release of students from the campus to parents and designated adults.

Personnel: School Secretary, available staff and disaster volunteers. Use buddy system. Student Release process is supported by student runners.

Start-Up Actions:

- ❑ Identify team leader.
- ❑ Put on safety vest or position identifier.
- ❑ Check with Operations Chief for assignment to Request Table or Release Table.
- ❑ Obtain necessary equipment and forms from Logistics or emergency container.
- ❑ Secure area against unauthorized access. Mark gates with signs.
- ❑ Set up Request Table at the main student access area. Use alphabetical grouping signs to organize parent requests.
- ❑ Have Student Release Forms available for parents outside at Request Table. Assign volunteers to assist.
- ❑ Set up Release Table at some distance from Request Table.

Operational Duties

- ❑ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ❑ Refer all requests for information to the ICS or EOC PIO. Do not spread rumors!

Procedures

- ❑ Requesting adult fills out Student Release Form, gives it to staff member, and shows photo identification.
- ❑ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is authorized on the card.
- ❑ Staff instructs the requester to proceed to the Release Table and files the Emergency Card in the out box.
- ❑ Runner takes the Student Release Form to Student Assembly Area, walks the requested student to the Student check that Release Table.
- ❑ Staff matches student to requester, asks parent/requester to sign student Release Form, and requests both to leave the campus area to reduce congestion.
- ❑ Mark student with sticker or "X" on hand in colored marking pen so security personnel can check that student is authorized to leave campus.

Note: If a parent is hostile or refuses to wait in line, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests. Document.

If student is with class in the Assembly Area:

- ❑ Runner shows Student Release Form to the teacher
- ❑ Teacher marks box, "Sent with Runner."
- ❑ Runner walks student to Release Table
- ❑ Runner hands paperwork to release personnel.
- ❑ Release staff match student to requester, verify proof of identification

If student is not with the class:

- ❑ Teacher makes appropriate notation on Student Log.
- ❑ "Absent" if student was not in school that day.
- ❑ "First Aid" if student is at First Aid Station.
- ❑ "Missing" if student was in school but now cannot be located.
- ❑ Runner takes Student Log to Planning/ICP.
- ❑ Planning verifies student location if known and directs runner accordingly.
- ❑ Parent should be notified of missing student status and escorted to Crisis Counselor.
- ❑ If student is in First Aid, parent should be escorted to Medical Treatment Area.
- ❑ If student was marked absent, parent will be notified by a staff member.

Closing Down

- ❑ At the direction of the Operations Chief, return equipment and unused supplies to Logistics.
- ❑ Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies - See Emergency Supplies (Student Release File Box inventory) in APPENDIX G.

- ID Vest
- Small clipboards for Parent Request forms
- Student Emergency Contact Cards
- Model Student Release Guide
- Signs marked Request Table and Release Table
- Signs for alphabetical grouping to organize request lines
- Post-it tabs to indicate absent students, missing students, those in First Aid.
- Map with location of Student Release Table and parent parking area
- Forms:
 - Student Release Form (copies for every student)
- Clipboards for staff
- Pens, stapler
- File boxes to serve as out-boxes

Objectives: Collect, evaluate, document and use information about the development of the incident and the status of resources.

- ❑ Maintain accurate site map.
- ❑ Provide ongoing student/staff and facilities status data, analysis of situation and resource status.

Start-up Actions

- ❑ Check in with Planning Chief for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on safety vest or position identifier.

Operational Duties

Situation Status (Map)

- ❑ Establish, coordinate and direct verbal and written communications with section chiefs.
- ❑ Collect, organize and analyze incident information.
- ❑ Update situation status boards as new information is received.
- ❑ Use area-wide map to record information on major incidents, road closures, utility outages, etc.
- ❑ Mark site map appropriately as related reports are received. This includes Search and Rescue reports and damage updates, giving a concise picture status of campus.
- ❑ Preserve map as legal document until photographed.
- ❑ Direct media or public inquiries to the ICS or EOC PIO.

Situation Analysis

- ❑ Provide current situation assessments based on analysis of information received.
- ❑ Develop situation reports for the IC to support the action planning process.
- ❑ Think ahead and anticipate situations and problems before they occur
- ❑ Report only to Incident Commander. Refer all other requests to Public Information Officer.

Closing Down

- ❑ Close out all logs and turn all documents into Documentation.
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- ID Vest
- 2-way radio
- Large site map of campus, laminated
- Map of county and local area
- Forms:
 - D1: Section Activity Log
 - E1: Situation Status Report – Initial Assessment
 - F1: Situation Status Report Update
- Clipboards
- Paper, pens, dry-erase pens, tissues
- File box(es)

Objectives: Collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions

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

Operational Duties

Records

- ❑ Maintain time log of the Incident, noting all actions and reports. (See sample log in **APPENDIX D.**)
- ❑ Record content of all radio communication with district Emergency Operations Center.
- ❑ Record verbal communication for basic content.
- ❑ Log in all written reports.
- ❑ File all reports for reference (file box).

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

Student and Staff Accounting

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

Closing Down

- ❑ Collect and file all paperwork and documentation from deactivating sections.
- ❑ Securely package and store these documents for future use.
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- ID Vest
- 2-way radio paper, pens
- Forms:
 - Emergency Time/Situation Report
 - Sample log
 - Student Accounting Form
- Clipboards
- File box(es)

Objective: Coordinate the assignment of personnel (staff, students, disaster volunteers) in support of the incident response.

Start-Up Actions

- ❑ Check in with Logistics Chief for situation briefing.
- ❑ Put on safety vest or position identifier.
- ❑ Open three logs to list staff, volunteers, and student runners who are awaiting assignment.

Operational Duties

- ❑ Deploy personnel as requested by the IC.
- ❑ Sign in volunteers, making sure that they wear I.D. badges and are on the site disaster volunteer list.
- ❑ Unregistered volunteers should be sent to the community volunteer site, if there is one. If needed on site, verify identity, register volunteer, and consider simple assignments such as parking and crowd control, distribution of Student Request forms to parents.

Closing Down

- ❑ Ask volunteers to sign out.
- ❑ At the Logistic Chief's direction, close out all logs and turn them in to Documentation Unit.
- ❑ Return all equipment and supplies.

Equipment/Supplies

- ID Vest
- Clipboards with Volunteer Sign-in sheets
- Cargo container or other storage facility and all emergency supplies stored on campus
- Forms:
 - Inventory of emergency supplies on campus
 - List of registered disaster volunteers
- 2-way radio
- Paper, Pens

Objectives: Provide facilities, equipment, supplies, and materials in support of the incident response. Facilitate and coordinate food supplies, meal preparation, meal distribution, water distribution, sanitation set-up and debris removal.

Start-Up Actions

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

Operational Duties

- ❑ Maintain security of cargo container, supplies and equipment.
- ❑ Distribute supplies and equipment as needed.
- ❑ Assist team members in locating supplies and equipment.
- ❑ Set up feeding area, sanitation area and other facilities as needed.
- ❑ Arrange for debris removal.
- ❑ Coordinate site repairs and use of school facilities.

Closing Down:

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

Equipment/Supplies

- ID Vest
- Clipboard
- Cargo container or other storage facility and all emergency Supplies stored on campus
- Forms:
 - Inventory of emergency supplies on campus
- 2-way radio
- Paper, pens

Objective: Maintenance of accurate and complete records of staff hours.

Start-Up Actions:

- ❑ Check in with Finance/Administration Chief for situation briefing.
- ❑ Put on position identifier, such as vest, if available.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and data that relate to personnel time keeping.

Operational Duties

- ❑ Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff.
- ❑ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ❑ If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

Closing Down

- ❑ Close out all logs.
- ❑ Secure all documents and records.

Equipment/ Supplies

- ID Vest
- Paper, pens
- Forms:
 - Staff Duty Log
- Clipboards

Objective: Maintain accurate and complete records of purchases. Most purchases are made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.

Start-Up Action

- ❑ Check in with Finance/Administration Chief for situation briefing.
- ❑ Put on position identifier, such as vest.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and information which relate to purchasing.

Operational Duties

- ❑ Meet with Finance/Administration Chief to determine process for tracking purchases.
- ❑ Support Logistics in making any purchases that have been approved by the Incident Commander.
- ❑ Maintain vendor contracts and agreements.

Closing Down

- ❑ Close out all logs.
- ❑ Secure all documents and records.

Equipment/Supplies

- | | |
|---------------|--------------|
| ▪ ID Vest | ▪ Clipboard |
| ▪ Paper, Pens | ▪ Post-Its |
| ▪ Stapler | ▪ Calculator |
| ▪ Forms | |

G. COMMUNICATIONS

Establishing reliable communication networks is critical for effectively dealing with an emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. School staff members and students must be told what is happening and what to do. Parents and families of staff members must be informed about the situation, including the status of their child or family member. School Board members must be kept informed and updated. Information must be transmitted to the District Superintendent and to other affected schools. Rumors must be quelled. And finally, the media must be informed and kept updated. *It is the responsibility of the Superintendent to disseminate information to the public.*

The principal or designee will:

- Notify the district office of the school's status/needs
- Designate staff member(s) to monitor all communications

COMMON TERMINOLOGY

One of the most important reasons for schools to use the ICS is that it provides common terminology. Response agencies will communicate more effectively with schools if similar roles are described with similar wording. RI Gen Laws §16-21-24 states multiple times that schools must, "...include consistent, plain language and terminology" within policies and procedures.

COMMUNICATION TECHNOLOGY

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds.

COMMUNICATION TOOLS

Standard telephone – A standard telephone plugged into a standard jack may work even when the electrical power is off. Designate a school telephone number as a recorded "hot line" for parents to call for information during emergencies. The goal is to keep other telephone lines free for communication with first responders and others.

Cellular telephones – These phones may be the only tool working when electric service is out; they are useful to administrators and staff who may be en route to or from a site. However, cell phones may not work or become overloaded, and should not be your school's only emergency communication option. Note that many cell phones incorporate a two-way radio feature and should not be used during a bomb threat, as these devices can activate an explosive device. There should also be no policy restricting the carry of cellular phones during the work day.

Panic buttons - “Panic buttons” may be connected directly to the police or other emergency services. In some communities, there is an immediate response; in others, the police or fire departments call the school to confirm the emergency.

Intercom systems – Ideally, systems should include teacher-initiated communications with the office using a handset rather than a wall-mounted speaker. Instructions for use of the intercom system should be posted near the controls in the office area.

Bullhorns and megaphones – A battery-powered bullhorn or megaphone should be part of the school’s emergency toolbox to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.

Two-way radio - Two-way radios provide a reliable method of communication between rooms and buildings at a single site. Train all staff fully to operate the two-way radio. However, two-way radios are not a secure means of communication and therefore discretion should be used when discussing sensitive issues (e.g. personal information about students or staff affected by the emergency). Two-way radios should not be used during a bomb threat, as radio waves can activate an explosive device.

Computers – A wireless laptop computer may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, other schools in an affected area, and the District Superintendent. Post information such as school evacuation, closure or relocation on the home page of the school and district website.

Fax machines – Possible uses include an off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, forms, and authorizations can be faxed and returned in emergencies.

Alarm systems – Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, lockdown or special alert (with instructions to follow).

Social Media –If a school or district utilizes social networking (i.e. facebook, twitter, etc...) for district-level communications, then during a crisis situation, districts should keep their internal and external stakeholders informed during a crisis using their preferred social media platform. During a crisis, districts should update their social media platforms at least as often as they speak to the press to keep all of the information current. If districts allow comments on their social networking feeds, good practice may be to disallow comments during the event of a crisis. It is imperative that all information on the district’s social media site have the most current information addressing stakeholder concerns.

Telephone Tree – A telephone tree is a simple, widely used system for notifying staff of an emergency event when they are not at school. Set up a telephone tree by listing the first in Chain of Command (Principal or Incident Commander). Then link him/her to the ICS section chiefs who, in turn, are linked to those assigned to units within each section. In practice, the first person on the list calls several people, who next call others, etc., until everyone on the list has been notified of the situation. A carefully crafted statement, specifying what is and is not yet known, and what steps may need to be taken, should be drafted before the telephone tree is activated. This helps to retain the authenticity, and can also assist in communicating with parents.

SHARING INFORMATION WITH STAFF

Substitute Teachers

Make sure substitute teachers have basic information about the school's emergency plan. When a substitute teacher arrives at the school, it may be helpful to provide a brief orientation to the school's emergency plan, including where to find written information about emergency response procedures, and evacuation routes.

The Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an emergency event when they are not at school. Set up a telephone tree by listing the first in building Chain of Command (Principal or IC). Then link him/her to several on the School Crisis Response Team; then link to different staff groupings (teachers, support staff, etc.). In practice, the first person on the list calls several people, who in turn call others, etc., until everyone on the list has been notified of the situation. A carefully crafted statement, specifying what is and is not yet known, and what steps may need to be taken, should be drafted before the telephone tree is activated.

During/After an Emergency

The principal will need to notify staff of an event or emergency and keep them informed as additional information becomes available and as plans for management of the situation evolve.

The Morning Faculty Meeting

An early, brief faculty meeting provides the opportunity to give accurate, updated information about an emergency situation itself and to review with staff procedures for the day, including the availability of intervention resources.

The End-of-Day-One Faculty Meeting

A brief end-of-day-one meeting provides the opportunity to review day one of an emergency, to update information, and plan for day two. Misinformation or rumors can be addressed before staff members go home or into the community where they are likely to be asked about the situation.

COMMUNICATING WITH PARENTS

An important aspect of managing emergencies is dealing effectively with parent reactions and community agencies. Communication with parents and the community is best begun before an emergency occurs. Some useful strategies include the following:

- Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.
- Inform parents about the school's emergency plan, its purpose and objectives. Provide such information can be included in a school newsletter or informational materials prepared for Back to School Night.

- Develop a list of community resources that may be helpful to parents in the event of an emergency. Publish links to the resources on the school website. Publicize the hotline number for recorded emergency information.
- Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English speaking families and students with English as a Second Language.

In the event of an emergency, parents' first reactions are likely to involve *fear* or *anxiety*. They will want to know: **a) their children are safe; b) how the emergency is being handled; and c) assurance that the children will be safe in the future.**

Establishing a system for responding quickly to a parent's need for information is an important part of pre-planning. In the event of an emergency or disaster, develop materials to inform parents exactly what is known to have happened.

- Do not embellish or speculate. Explain what happened; focus on facts.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their child and ways to talk with them.
- Provide a phone number, website address or recorded hotline where parents may receive updated information about the emergency.
- Inform parents and students when and where school will resume.
- Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting will provide an opportunity for school officials to listen and respond to parent concerns (which are helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school.

In the event of an emergency, parents first reactions are likely to involve fear or anxiety.

HANDLING RUMORS

People are going to talk about an emergency and without facts, people speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible:

- Identify and notify internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are primary sources of information who are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they

have accurate information because what they know will be passed on. A faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.

- Clerical staff who answer the telephone at the school and at the District Office must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.
- Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.
- The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- After an immediate emergency has passed, a public meeting may be helpful. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.
- If the incident involved damage or destruction, schedule an open house for parents and other community members to see the school restored. This will help everyone put the emergency behind them.

COMMUNICATING WITH THE MEDIA

Most news people are sensitive when reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

- Direct media representatives to one area (on or off campus) where briefings can take place.
- Instruct all staff to refer all information and questions to the PIO or District Office. Remind staff that only designated spokespeople are authorized to talk with news media.
- If the incident involves outside response agencies, such as police, fire, local EMA, or other state or federal agencies, make sure all statements to the press are approved by all parties prior to release. All involved should "speak with one voice".
- Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.

- Advise students of the school's student media policy.
- Take initiative with news media and let them know what is or is not known about the situation.
- Emphasize school's/district's good record.
- Speak to reporters in plain English.
- If the emergency is a death, Principal should consult with the deceased student/staff member's family before making a statement about the victim.
- If there is involvement with a criminal case, work in conjunction with law enforcement spokesperson.
- When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
- Don't try to "kill" a story; don't say "no comment;" don't speculate; don't pass blame.
- Regularly update District Office on situation.
- Delay releasing information until facts are verified and the school's position is clear.
- Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
- Express appreciation to all persons who helped handle the emergency.
- Prepare statements about the situation to avoid ad-libbing. Important points to make are: preparedness of the school; coordination of efforts with community agencies, access to information for parents; responsible immediate action taken by school representatives (including those in positions of authority); and support provided for students at the school.
- Always provide a phone number to call for additional or updated information.

Sample Statements to the Media

Example 1: Bus crash

Our third grade students were on a field trip when their school bus was involved in a crash on Interstate-195 (I-195). Emergency medical teams have arrived and are transporting students to (NAME) community hospital. Our Assistant Principal is at the scene, and our Superintendent is at the hospital. We have established a hotline for parents (or, staff members are calling parents of students involved in the crash). The hotline number is (NUMBER). Our School Crisis Response Team is implementing our emergency protocol for bus crashes, including providing support to students and staff.

*Note: Important points made are: **preparedness** of the school; **coordination** of efforts with community agencies, **access to information** for parents; responsible **immediate action** taken by school representatives (including those in positions of authority); and **support** provided for students at the school.*

Example 2: Fight/Death of Student (off campus, after hours)

A fight involving two eleventh-grade students occurred a block from campus at 7:00 PM last night. The incident resulted in the fatal shooting of one of our students. Police are investigating and no more is known at this time, but police are conducting an ongoing investigation.

Our school's School Crisis Response Team went into action immediately following the incident and the following actions have been taken: 1) Our Crisis Response Team met last night and planned a staff meeting before the school day. 2) We notified staff of the meeting using our Telephone Tree. 3) Crisis intervention for students is being provided by Central Office and community resources; 4) A review of our school weapons policy is underway and school security is on alert for potential related violence.

Note: Important points are: Even though the incident occurred off campus, after hours, the school still has a responsibility to act; the incident is coupled with a re-statement of the district weapons policy; the school demonstrates it is able to handle emergencies by convening an School Crisis Response Team meeting, by drawing on community resources, and by providing (or accessing) crisis counseling to the students.

Sample Letter to Parents

Dear Parents,

As you may know, our school/district/facility has recently experienced (specify event, whether death, fire, etc.) which has deeply affected us. Let me briefly review the facts (give brief description of incident and known facts).

We have implemented our school's crisis response plan to respond to the situation and to help our students and their families. Students and staff will react in different ways to emergencies of this nature, so it will be important to have support available to assist students in need. Counselors are available in the school setting to assist students as they express their feelings related to (the specific event). We have included a reference sheet to help you recognize possible reactions you may observe in your child. If you feel your child is in need of special assistance or is having a great deal of difficulty coping with (the loss, disaster, etc.), please do not hesitate to call.

While it is important to deal with grief, loss, anger and fear reactions, we believe it is essential to resume as normal a routine as possible regarding school activities. The following modifications in our school's regular schedule will be in effect during (specify dates), and after that time all regular schedules and routines will resume. (Specify needed information such as memorial services, possible changes in classroom or meeting locations, alterations in operating hours, etc.).

Thank you for your support of our school system as we work together to cope with (specify event). Please observe your child closely over the next several days and weeks to watch for signs of distress that may indicate a need for additional support and guidance. Please feel free to call if you have any concerns or questions regarding your child, or steps being taken by the school to address this (loss, tragedy, etc.).

Sincerely,

(Principal Name)
(Phone)

Backpack Letters

What are Backpack Letters and When Should They Be Sent Home?

Regular, clear communication between schools and families is essential. Letters to parents and guardians, often sent home in students' backpacks, are a key communications tool between principals and parents.

Especially when a critical incident has occurred at school or has involved one or more students or staff members in a school, letters, written in conjunction with public safety officials, can be an effective way of relaying important and helpful information. Unlike verbal messages, letters can be reread and used as a reference tool. Reporters often use backpack letters to verify facts and, even more importantly, to demonstrate to the community that a school is taking care of its students and staff members. The information in backpack letters can form the outline for media interviews.

What Should a Backpack Letter Say?

All well-constructed backpack letters share a number of characteristics:

- They are clear and simply written.
- They avoid words or phrases that are inflammatory.
- They contain only accurate information without speculation.
- They involve parents in the solutions.

Often a backpack letter can be limited to three paragraphs:

1. The first paragraph outlines the situation.
2. The second paragraph details the steps the school has taken—along with other division staff and public safety and/or public health officials—to remedy the problem.
3. The third paragraph lists ways that families can help and how families can get more information.

How is a Backpack Letter Prepared?

A draft of a backpack letter is prepared by the principal and first reviewed by the superintendent or other key school personnel. In all situations that involve police or fire and rescue investigations, public safety officials must also review the letter before it is sent home. The Rhode Island Department of Health likewise reviews letters that involve public health issues.

Every effort should be made to allow as much time as possible for the review process.

H. DRILLS AND EXERCISES

CONDUCTING DRILLS

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

- 1) **Walkthroughs, workshops and orientation seminars** are basic training for team members.
 - They familiarize team members with emergency response
 - Business continuity
 - Crisis communications plans
 - Their roles and responsibilities as defined in the plan
- 2) **Drills** simulate an emergency in a limited scope, typically involving one supporting agency.
 - An informal discussion of simulated emergencies
 - May test a single component or function of the Emergency Management Plan (for example, a “Lock-Down” drill)
- 3) **Tabletop exercises** simulate an emergency situation in an informal, stress-free environment designed to elicit discussion to resolve coordination and responsibility issues based on existing Emergency Management Plans.
 - An informal discussion of simulated emergencies
 - No time pressures
 - Low stress
 - Useful for evaluating plans and procedures
 - Helpful to resolve questions of coordination and responsibility
- 4) **Functional Exercises** simulate a real emergency under time-sensitive conditions by testing coordination among various functions and outside response agencies.
 - Focuses on policies, procedures, roles and responsibilities
 - More stressful and realistic simulation of real life situations
 - Usually takes place in “real time”
 - Emphasizes the emergency functions of the Emergency Management Plan. Examples might include perimeter security (securing all doors of the school), utility shut-downs, and accounting for all the people who should be in the school at the time (to include students and staff).
 - School’s Emergency Management Team is activated.
- 5) **Full Scale Exercises** test an entire community's response capability. This involves using real equipment.
 - Takes place in “real time” and tests total response capability as close to a real emergency as possible.

- Includes mobilization of emergency personnel and community resources required to demonstrate coordination and response capability that would be anticipated to support the school in crisis.
- Coordinates many agencies and functions, both internal and external to the district
- Intended to test several emergency functions, either concurrently or in sequence
- Could involve activating an Emergency Operations Center (EOC)

Tips for Conducting Successful Drills

Conducting successful drills is critical in preparing for an actual emergency. All school personnel need to be prepared for emergency situations, allowing for circumstances such as inclement weather, substitute teachers and accounting for all students.

- **Inclement Weather**

An emergency that requires evacuation from the school may occur during inclement weather. Each school should be prepared for such an event and identify a protected site, such as a nearby school or community center, where students and staff can go until the school has been cleared for reentry. See 'Identify Evacuation Routes' (Section D), for additional detail.

- **Substitute Teachers**

Substitute teachers may be on site when an emergency occurs. Therefore, when developing and practicing emergency plans, schools should account for the needs of substitute personnel who may not be as familiar with school grounds as permanent staff members. All substitute staff should receive an introduction to the school's emergency plans, including familiarization with evacuation site(s).

- **Accounting for Students**

Accounting for students is critical during an actual emergency, and drills provide an opportunity to practice the school's accountability system. Using classroom rosters and attendance logs, all students should be accounted for during each drill. Missing and extra students should be reported to the principal upon the completion of each drill. See *Develop an Accountability System* for additional details.

REASONS TO CONDUCT DIFFERENT TYPES OF EXERCISES

Orientation Seminar	Drill	Tabletop Exercise	Functional Exercise	Full-Scale Exercise
No prior exercises No recent crises New plan New procedure New staff leadership New facility Newly Identified threat New assisting local agency	Establish equipment capabilities Determine response times Personnel training Interagency cooperation Determine resource and manpower capabilities	Practice group problem solving Executive familiarity Specific case study Specific threat area Examine manpower contingencies Test group responsibility interpretation Observe information sharing Assess interagency coordination Train personnel in negotiation/interaction	Evaluate any function Observe physical facilities use Reinforce established policies and procedures School accreditation Test seldom used resources Measure resource adequacy Confirm interagency relationships	Information analysis Interagency cooperation Policy confirmation Negotiation Resource and manpower allocation Media attention Equipment capabilities Interagency operations and relations

MANDATED DRILLS

In accordance with RI General Law § 16-21-4 and 16-21-5:

- No less than one emergency egress drill conducted every month the facility is in session with all occupants of the building participating in said drill.
- At least one out of every 4 emergency egress drills or rapid dismissals shall be obstructed by means of which at least one or more exits and stairways in the school building are blocked off or not used.
- In addition, there shall be 2 evacuation drills and 2 lockdown drills.
 - Evacuation - Evacuation drills shall be designed and conducted for use when conditions outside the school building are safer than conditions inside the building.
 - Lockdown - One shall be held in September and one in January, and in conjunction with the local police whenever possible.
- All occupants of the building **must** participate in all drills.
- Written reports ... of each fire drill shall be completed immediately upon termination of every drill.

A district-wide drill/simulation is **recommended** yearly. This can rotate the school building each exercise to a different location and type of emergency to exercise out of the School Safety Plan.

**RHODE ISLAND AND PROVIDENCE
PLANTATIONS**
Department of Education
EMERGENCY DRILL CODE REPORT FORM

Original to:
Department of Education
via Superintendent

Copies to:
Fire Department

The following report is to be filled out by the authorized persons in charge of a public or private school within the State of Rhode Island. Additional copies must be sent to individuals/agencies listed above.

NAME OF SCHOOL	CITY OR TOWN
NAME OF PRINCIPAL/HEADMASTER	SIGNATURE
	SIGNALS USED

Number of Drills	SEPTEMBER-OCTOBER-NOVEMBER								DECEMBER through JUNE							20__ - 20__		REMARKS
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Date of Drill																		
Day of Week (M,T,W,Th,F)																		
Time Alarm Sounded																		
Type of Fire Drill (Check One)	Unobstructed																	
	Obstructed																	
Lockdown Drill (2)																		
Evacuation Drill (2)																		
Time Taken to Empty Building	Minutes																	
	Seconds																	
Total Time Elapsed Before School Work is Resumed	Minutes																	
	Seconds																	
Weather Conditions (Check One)	Fair																	
	Rain																	
	Snow																	
Temperature																		
No. of Fire Alarm Button or Stations Used																		
Name of Person Who Sounded Alarm																		

*****Please note, as of printing, this form is filled out electronically using the eRIDE system @ www.eride.ri.gov*****

I. STAFF PERSONAL PREPAREDNESS

When an emergency occurs, every school and district employee should be prepared and committed to serving their students. **During a disaster, public employees may become “Emergency Support Personnel”. As Emergency Support Personnel, school staff may be required to remain at school to assist in an emergency situation.**

School staff and teachers may be called upon to serve at their school sites, unless otherwise directed by authorities. To do this effectively, each employee must:

- have the confidence that they have prepared their families to deal with emergencies in their absence
- know how to complete those tasks for which they are assigned

The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with crisis situations at the school site.

STAFF RELEASE PLAN

Administrators will take into consideration the family needs of employees and release staff accordingly. Schools should work with staff prior to an emergency to develop criteria agreed upon for release of staff. Such criteria might include (presented without respect to priority):

- Single parents with pre-school children
- Single parents with children in primary grades
- Single parents with children in elementary schools
- Staff member with housebound dependents
- Persons with health problems or functional needs
- Persons living in areas of major damage
- Married parents with pre-school children
- Married parents with children in primary grades
- Married parents with children in elementary schools

J. EMERGENCY SUPPLIES AND EQUIPMENT

APPENDIX G contains lists of basic emergency supplies, separated into the following functions as part of an emergency plan.

- Classroom Backpack
- Classroom Lockdown Kit
- Student Release File Box
- Incident Command Center Box
- Medical Supplies
- Light Search and Rescue Supplies
- Building Safety/Damage Assessment Supplies
- Traffic/Crowd Control
- School Bus/Auto Emergency Supplies

- School Shelter Supplies (Food/Water, etc.)

There is no definitive supplies list. Information provided is the recommended minimum type and quantities. Schools should review the lists and adjust them for individual campus needs.

STORAGE CONTAINER

Purpose. The objective of a storage container is to have available a cache of supplies to sustain the school community in the aftermath of a disaster if the area is cut off from outside help for up to 72 hours. An earthquake or fire may render school buildings unusable, making outdoor storage a prudent choice.

Site Selection. The location of the storage container should be carefully selected to provide stable, safe and easy access in proximity to the emergency evacuation area. Install the storage trailer on a level surface atop stable soil and stable concrete footings reinforced with short piers at the corners. Rigidity of the flooring is critical since even slight settling may cause the heavy doors to rack and bind, making them difficult if not impossible to open. Avoid placement of the container in gullies that may flood during a storm. Avoid placement below over-hanging wires, beneath large tree branches or upon soft, shifting soil.

Storage Structure. A cargo container provides adequate room, strength, weather resistance and portability for storing school site emergency supplies. Size and quality vary, and the container should be inspected for damage, deterioration, water-tightness and a well-functioning door prior to acquisition. Many schools prefer containers that are 8' x 20', which allows for adequate headroom. Good ventilation is essential to maintain climate control, with intake vents on the sides and an exhaust (turbine) vent on the roof. Install sturdy metal and plywood shelving against one or both walls, and secure the shelving to the side of the container. A 1"x1" removable wooden bar placed at the front edge will prevent boxes and supplies from sliding off the shelves in the event of an earthquake. A supplementary roof will provide insurance against rain leaks, and a gabled overhang may soften the appearance of the structure and provide coverage from rain at the doors where supply distribution occurs. A student mural painted on the most visible sides of the structure may help incorporate it into the campus infrastructure and make it seem less threatening. The walls of the storage container should not be used for handball or basketball.

Security. The storage facility makes an attractive target for theft or vandalism. Do not leave it unlocked or unattended. Brass, all-weather lock boxes are best suited for the security of the container. It is preferable to limit access to a few designated individuals who have carefully reviewed the procedures and been given a walk-through orientation of the storage container. Include access by program managers for after-school activities and events.

Organization. Attach a laminated interior diagram of the supply container near the inside entrance. Store equipment in order of use, e.g., Search and Rescue supplies

near the front door for immediate access. Maintain a dated inventory of the stored supplies, shelf-life replacement schedule, and vendor contact information.

Maintenance. Develop procedures to keep the structure and contents functional, clean, dry, up-to-date and in sound condition. Post the procedures on or near the door. Inspections should be made annually. Structural maintenance may involve resealing of exterior seams, repainting of exterior walls, lubricating the door mechanism and resurfacing the roofing. Vents must remain unobstructed. Dampness may cause mildew and rust the stored equipment.

Replacement Supplies. Attach a clipboard to maintain a wish list and missing, needed or replacement supplies. **APPENDIX G** includes a form to record this information. Space and budgetary limitations and the need for strict organization require that particular care be given in the purchase and placement of new and returned items in the container.

Crisis Bags for the Classroom

Many experts recommend that each classroom be equipped with a crisis bag. These can take the form of backpacks, tote bags, or even five gallon buckets. The contents should include the following:

- Current class roster
- Copy of emergency procedures
- First aid supplies
- Flashlight with extra batteries
- Activities for students
- Paper and pens
- Clipboard
- Additional Items
 - Personal Cell Phone*

Store each crisis bag in an easily accessible location.

***Personal Cell Phone**

It is strongly recommended to allow the carry of personal cell phones during the school day.

K. SCHOOL EMERGENCY PLANNING CALENDAR

Effective emergency preparedness involves “institutionalizing” the planning, i.e., engaging in certain activities year after year. These annual activities include:

- Assessing site hazards
- Submitting assessment every three years, **RI Gen Laws § 16-21-23**
- Scheduling drills
- Arranging for staff training
- Updating/replacing emergency supplies.

The development of an annual Emergency Planning Calendar assures that all the routine tasks are not overlooked. The following page shows a sample School Emergency Planning Calendar that may serve as the basis for individual site needs.

Sample School Emergency Planning Calendar

PERSON RESPONSIBLE	ACTIVITY	MONTH			
PRINCIPAL or DESIGNEE	<ul style="list-style-type: none"> ○ School Facilities Hazard Assessment Walk-through (buildings, grounds, evacuation routes, shut-off valves) ○ Review School Emergency Management Plan ○ Update School Emergency Team Assignments ○ Staff Skills Survey for new teachers ○ New assignments as needed ○ Staff orientation of School Emergency Management Plan ○ Plan annual training schedule ○ Update resource agreements and contacts ○ Parent Back to School Assembly ○ <i>Fire Drill</i> ○ Staff meeting: Review winter storm and flooding preparedness ○ <i>Lockdown Drill</i> ○ CPR/ First Aid training w/ Fire Department ○ <i>Fire Drill</i> ○ Staff development emergency training ○ <i>Shelter-in-Place Drill</i> ○ <i>Lockdown Drill</i> ○ Evacuation Drill planning with Fire Department/Public Safety ○ <i>Fire Drill</i> ○ Table top exercise ○ <i>District Drill</i> ○ Review drill assessment 	<ul style="list-style-type: none"> August August August August August August August September September September September September November November January January February March March April May June 			
	SECRETARY	<ul style="list-style-type: none"> ○ Update classroom backpacks (rosters, etc.) ○ Distribute emergency cards/ student release procedures to families 	<ul style="list-style-type: none"> September September 		
		MAINTENANCE DIRECTOR	<ul style="list-style-type: none"> ○ Conduct facility hazard assessment ○ Check fire extinguishers, batteries ○ Review equipment needs ○ Update school maps and site plans 	<ul style="list-style-type: none"> August August September September 	
	TEACHERS		<ul style="list-style-type: none"> ○ Staff Orientation of School Emergency Management Plan ○ CPR/ First Aid training w/ Fire Department ○ Staff development emergency training 	<ul style="list-style-type: none"> August November January 	
			PTA DISASTER COORDINATOR	<ul style="list-style-type: none"> ○ Recruit Parent Disaster Committee ○ Family preparedness materials to parents ○ Replenish emergency supply cache and classroom duffels ○ Preparedness tips in PTA Newsletter ○ Recruit/create Parent Disaster Committee 	<ul style="list-style-type: none"> September September Sept – Oct Quarterly April

L. SCHOOLS AS SHELTERS

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

Shelter considerations:

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

COMMUNITY SHELTER. Schools can be available for community shelters following a disaster. The American Red Cross has community agreements through mutual Memoranda of Understanding (MOU) to set up their mass care facilities. Schools with cooking and shower facilities are preferred. Local governments have a right to use schools for the same purposes. This requires close cooperation between school district officials and the American Red Cross or local government representatives, and should be planned and arranged for in advance.

In order to minimize confusion, prevent unauthorized use of shelter resources and facilitate the process of reunifying children with parents or guardians, community members seeking shelter should not be sheltered with remaining students and school staff. Emergency supplies stored by the school are for the sole use of the students and school staff. When children and staff have left the school, the principal may decide whether the unused shelter supplies will be offered to the community shelter occupants.

M. Annual Review Policy

Once the School Crisis Response Plan (SCRCP) has been developed, your school is responsible for updating its plan on an annual basis and distributing updated copies to appropriate stakeholders, as documented below.

A schedule similar to the one below should be located at the beginning of your school's Crisis Response Plan.

Date Reviewed:	Person Responsible:	New Copies Distributed to:

Approval of the Emergency Plan

Your school is responsible for obtaining approval of the SCRCP from official sources. The SCRCP should be reviewed by:

- The School Safety Team, SCRT, or other school-based group
- Legal Counsel
- Fire, Police, and Emergency Management Departments
- Superintendent/Director
- RI Gen Laws § 16-21-25 for further approval **requirements and exemptions**

If you are a school official with decision-making authority and you neglect or avoid taking disaster safety precautions, you may be found personally and financially liable for damages, injuries and deaths at your school.

Have your legal counsel check to see that your school or district is in compliance with current laws and standards regarding school safety.

N. Identify Evacuation Routes

Your school should identify several evacuation routes for different types of emergencies. The evacuation routes must be able to accommodate movement of a large number of students, while not exposing students or staff members to danger. In the case of a bomb threat situation, the evacuation route should avoid school parking lots, large containers, and other areas where secondary devices may be hidden. The added concerns of chemical incidents include wind direction and avoiding walking into the danger.

In this section, you will find:

- **Evacuation Plan: Outside the School Building**
- **Evacuation Plan: Alternate Building Location Within Walking Distance**
- **Evacuation Plan: Alternate Building Location Requiring Transport**

A note on Reverse Evacuations

A separate plan doesn't need to be developed for a Reverse Evacuation **if procedures have been** addressed in RESPONSE, such as below. This type of an evacuation is used when conditions inside are safer than outside.

When the announcement/siren is made:

- Move students and staff inside as quickly as possible
- Assist those needing special assistance
- Report to classroom
- Check for injuries
- Take attendance; report according to Student Accounting and Release procedures
- Wait for further instructions

Evacuation Plan: Outside the School Building

Use the following worksheet to plan for evacuation from the building to an on-site, or near-site Assembly Area (e.g., on-site football field). The Assembly Area should minimize exposure of students to dangers or hazards around the school.

1. Examine floor plans and maps for your school grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as: gas, sewer, power lines; chain link fences (electrical hazard); facilities containing toxic or radioactive material, water towers, multiple story buildings (vulnerable to collapse), transformers, and balconies (which may fall from buildings).

2. Designate each of the following in the Assembly Area:

Command Post _____

Access for emergency vehicles _____

Student assembly areas (by grade level or team) _____

First aid area _____

Heliport landing area for air medical (if traffic gridlock prevents vehicular access) _____

Psychological first aid area _____

Student release _____

Media area _____

3. Place copies of floor plans and evacuation routes, highlighted as appropriate, in this section of the guide, and post throughout the building.
4. Communicate Student Accounting and Release procedures to parents (see Sections i and j).

Evacuation Plan: Alternate Building Location Within Walking Distance

In inclement weather, it may be necessary to move students to an alternate building location rather than using the typical outdoor location. Use the following worksheet to plan for evacuation from the building to an off-site building location within **walking distance** from the school. Remember to coordinate your planning with the Central Office, other schools, and community stakeholders as appropriate.

1. Examine maps and site plans for possible Alternate Building Location in the immediate vicinity of the school property.
2. Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Establish relationship and coordinate planning with persons from nearby schools, community centers, businesses, churches, etc. to use Alternate Building Locations.
4. Develop and update memorandum of agreement with each facility use.
5. Designate each of the following:

Alternate Building Location	Lead Contact / Phone
_____	_____
_____	_____
_____	_____
(Address)	
Secondary Location	Lead Contact / Phone
_____	_____
_____	_____
_____	_____
(Address)	

USE SPACE BELOW for any special planning needs, routes, alternate routes, or for coordinating your school's plan with other schools or buildings on the same campus.

Evacuation Plan: Alternate Building Location Requiring Transport

Use the following worksheet to plan for evacuation from the building to an off-site building location ***requiring transport*** from the school. Remember to coordinate your planning with the Central Office, other schools, and community stakeholders as appropriate.

1. Contact Director of Transportation in Central Office to coordinate and plan for transporting students and staff to an Alternate Building Location. Examine local area maps for primary and secondary roadways to transport students and staff to an Alternate Building Location.
2. Consider factors such as roadways (for potential traffic “gridlock”), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with other schools, community centers, businesses, churches, and others as appropriate to establish reciprocal relationships for Alternate Building Location (schools across town may serve as alternate site for each other). See Section (F) for more information on developing partnerships with local schools and other agencies.
4. Designate each of the following:

Alternate Building Location	Lead Contact / Phone
_____	_____
_____	_____
_____	_____
(Address)	
Secondary Location	Lead Contact / Phone
_____	_____
_____	_____
_____	_____
(Address)	

USE SPACE BELOW for any special planning needs or for coordinating your school’s plan with other schools or buildings on the same campus.

O. Create Crisis Response Plan for Functional Needs

Be sure to give special consideration to the unique needs of staff and students with functional needs when developing the SCRP. Evacuation and relocation procedures will need to address any mental, physical, motor, developmental and sensory limitations.

Refer to the Department of Education and Board of Regents' Policy for Fire Drills section on "Guidelines for the Evacuation of the Functional Needs Population" on page 100 for guidance on establishing evacuation procedures for special needs children.

Ask all teachers currently working with special needs children to fill out the following worksheet. Collect all the worksheets and make enough copies to include in every copy of the School Crisis Response Plan.

Also, make sure to include procedures **for temporary functional needs** to be properly included. These can arise at anytime, so either a quarterly survey, **or including the nurse** in this process will enhance the collection of crucial information.

P. Develop a Parent/Child Reunification Plan

When an incident occurs at a school, students' parents will contact the school and may begin arriving at the school to retrieve their children. The arrival of parents may disrupt the efforts of those dealing with the emergency. Planning for parent response will allow for a quickly organized process where parents and students can be reunited in an orderly and accountable fashion. A well-organized parent reunion location will alleviate parents' fears and deliver students to their parents or guardians efficiently.

Tips for Developing a Parent/Child Reunification Plan

The parent reunion area should be away from any other of the staging areas and can be some distance from the school building. When choosing a parent reunion area, plan for the worst case scenario so that the location can support many parents and vehicles, provide shelter and possibly offer some isolated quiet areas. One good location for this type of operation is a nearby church or similar building with plenty of parking available.

All personnel involved in the incident, including your local police department, must be aware of the parent reunion location and be able to direct parents to the area. Depending on the type of incident, the parent reunion area may require security and traffic direction, which should be identified in advance and coordinated with the police department during the incident.

Parent contact should be expected and planned for by giving specific directions to the parents as they arrive in the area. A central location must be established where the parents can wait to be reunited with their children and obtain information about the event. A well-informed member of the crisis team should be at this location and coordinate the activities at this site. This person should: 1) coordinate with the media liaison for information that can be released to the parents, and 2) communicate with the evacuation, student accounting and bus staging personnel to facilitate children coming to the reunion location to join their parents. The reunion location has the potential to become very chaotic during a school incident, but with proper planning the activities can be established quickly and remain organized.

Steps for developing a parent/child reunification plan

- 1) Using the school's evacuation routes, identify a parent/child reunification area for each type of evacuation, including:
 - Outside the school building
 - Alternate building location within walking distance
 - Alternate building location requiring transport
- 2) Identify a crisis team member to coordinate activities on the site as parent reunion organizer, including coordinating contact with the media.
- 3) Come to an agreement with local emergency management personnel about any special procedures that may be necessary (e.g., traffic direction) to direct parents to the reunification area. Keep local partners updated with any changes to your parent/child reunification plans.
- 4) Develop student release procedures once reunification occurs.
- 5) Communicate reunification location and release procedures to parents once every school year or as they are updated.
- 6) If a volunteer or parent group has been established, utilize the support and assistance of this group.

SECTION	Students	SERIES	F
CATEGORY	Safety	CODE	F-9
ITEM	Fire Drills – Functional needs	CODE	F-9.2b

Regulation // Adopted Commissioner of Education 5/12/82
Policy //
Standard //
Guideline /X/

GUIDELINES FOR THE EVACUATION OF THE FUNCTIONAL NEEDS POPULATION

1. Whenever possible classes with Functional needs students should be scheduled to classrooms on the first floor.
2. School officials in consultation with the local fire marshal should designate and post fire safe areas of refuge for the severely handicapped on each floor level when necessary.
3. School staff and fire personnel should be properly trained in how to evacuate Functional needs occupants from a facility.
4. Each Functional needs person should be evacuated by his/her parent or guardian, school nurse teacher, principal, teacher, personal doctor where appropriate and fire department officials to determine the best way to safely evacuate this individual so that he/she will not inhibit egress of other occupants from the building or endanger himself/herself during evacuation from the structure.
5. Where possible, the Functional needs person should be educated to communicate what his/her handicap is in order to assist in the evacuation.
6. A list of Functional needs students who have problems which would interfere with normal locomotion should be kept by the school nurse who will disseminate this information to the appropriate teachers.
7. If the student uses adaptive devices for locomotion or has a loss of normal gait, the school nurse should discuss with each of the student's teachers how to assist in the exit procedure.
8. The classroom teacher should know the whereabouts of a Functional needs student at all times.
9. If a teacher should have more than one Functional needs student in a class who needs assistance for evacuation, the administration should assign one or more responsible adults to aid in the evacuation.
10. Information about Functional needs students and their exit plan should be available to substitute teachers and aides.
11. Elevators should not be used during fire drills except by fire department personnel or unless otherwise approved by the local fire marshal.

Effective - September 1, 1982.