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EMERGENCY RESPONSE PLAN
for
Soldier Hollow
Charter School

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INTRODUCTION

What is an Emergency?

A duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder or other causes. This may be beyond the control of the services, personnel, equipment and facilities of the site and or district and require the combined efforts of the State or other political subdivisions. SHCS facilities must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.

SHCS emergencies can be small and easily managed, or they can be large and difficult to manage. Every SHCS emergency must be managed in a way that ensures the safety of everyone involved. In order to provide a safe and secure teaching and learning environment, personnel must plan for the management of emergency events that cannot be predicted or prevented. This plan is designed to help you do that.

Purpose:

To effectively handle an emergency, a comprehensive Emergency Operations Site Plan must be developed and an Emergency Response Team must be organized before an emergency occurs. Our school's Emergency Operations Plan must be organized and all staff members trained in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.

The Incident Command System (ICS) will be used to manage all emergencies that occur within SHCS . We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel complete mandatory training.

Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being. An overview of the plan will be explained and distributed to parents.

Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This manual will provide step-by-step guidelines to help deal with emergencies that may occur. This manual cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. Staff will receive annual training in the emergency response plan.

A committee will be established consisting of local law enforcement, fire/EMS, emergency management, county health department and site personnel to evaluate the Emergency Operations Plan. The committee should consist of site staff from the following disciplines at a minimum:

- Administrator (Director or Assistant)
- Office staff

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- Maintenance
- Food Service staff
- Monitor/Safety personnel
- Teacher
- Para educators

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Procedures will be developed to provide for disabled and non-English speaking students and staff.

This plan shall be reviewed annually by the above committee and updated to maintain current procedures.

Drills will be conducted periodically to test the effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan.

Each classroom will be supplied with a Classroom Emergency Response Guide that provides instructions on how to respond to specific events as determined by site emergency planning committee.

An NOAA capable radio with battery power back-up will be placed in the office where it can be monitored for emergency messages during school hours.

Provisions for off campus emergencies will be addresses in this plan (e.g. bus accidents, field trips, off campus school activities...).

A copy of this plan will be on file in the SHCS Administrative office.

During a Disaster: Step by Step is Right Here

The greatest mistake directors, teachers and staff make in crisis come from not knowing what steps to take and in what order in a given situation. Planning, training and drills will help prevent those mistakes. In a crisis it helps to know where to turn for help. This manual provides specific sequential steps to take. These steps are guidelines to inform you of the most likely steps to take. It is critical to evaluate the circumstances of the actual event and determine the most appropriate course of action. Some common incidents have been addressed to help you in an emergency. Each site must conduct a hazard assessment to identify all hazards that pose a risk to the school.

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Approval Statement

The Site Safety Plan has been reviewed and found to comply with the SHCS Emergency Response Plan, minimum and/or recommended requirements.

Site Administrator (Required)	Date		School Board Members (Required)	Date
Wasatch County Sheriff's Department (Required)	Date			
School Safety Committee (Required)	Date			
			County Health District (Recommended)	Date
Soldier Hollow Legacy Foundation (Required)	Date			
			Fire/EMS (Recommended)	Date

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BASIC PLAN

SITUATION AND ASSUMPTIONS

Situation

The Soldier Hollow Charter School campus sits on 10 acres in Charleston. We are located at 3444 W. 3000 S. Heber, Utah 84032. The site consists of a main school building, a vacant arena area, and three portables containing eight classrooms. There is an enrollment of approximately 320 students and 30 staff members. Daily, there are approx. 27 staff on site and some support staff that come intermittently during the week.

Staff shall all be familiar with school procedures and practice drills with that school.

The administration has the primary responsibility for completing and implementing the site Emergency Operations Plan. The administration has the responsibility of executing the policies developed by SHCS.

Site personnel and/or local fire and law enforcement agencies handle most emergencies on site.

Assumptions

During an emergency, centralized direction and control (i.e., activation of the Command Post) is the most effective approach to management of emergency operations.

In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

COMMUNICATIONS

Emergency Communications

When an emergency condition exists, the Incident Commander will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below in descending order will be used. Notifications will be given in plain language. Code words shall not be used.

- Intercom
- Telephone
- Runners

Media Relations

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

Emergency Contact Numbers

Public Safety Agencies	911 or 435-654-1411
General Emergency	911
Sheriff Department	435-654-1411
Fire Department	435-940-9636
Poison Control	435-654-2500
Local Hospital	435-654-2500
Others:	
Board Contact: Chair Jamie Bennion	435-77-9255
Board Contact: Erin Merryweather	801-836-2389
Board Contact: Mark Harney	843-422-9162
Principal: Morgan Murdock	435-671-1005
Facilities: Mike Bronson	435-671-8554
Transportation	NA
Operations	NA
Main Office	435-654-1347
Health Services	435-654-1347

SITE ASSIGNMENTS AND STAGING AREAS

On Site Locations and Staging Areas			
	Primary	Alternate	Alternate
On Site Command Post			
Student Care			
First Aid			
Student Request			
Student Release			
Media Staging			
Law Enforcement Staging			
Fire Staging			
Public Works Staging			
Utilities Staging			
Student Relocation Center			
District Staging			

	Primary	Alternate	Alternate
Off Site Command Post			
Student Care			
First Aid			
Student Request			

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Student Release			
Media Staging			
Law Enforcement Staging			
Fire Staging			
Public Works Staging			
Utilities Staging			
Student Relocation Center			
District Staging			

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ICS ASSIGNMENTS

POSITION	1ST (Primary)	2ND (Alt)	3rd (Alt)
Incident Commander	Morgan	Office Manager	Secretary
Safety	Morgan	Office Manager	
Liaison	Office Manager		
Information Officer	Office Manager		
Operations			
Communications	Office Manager		
Recorder			
Security			
Search & Rescue			
Safety/Damage			
Medical/First Aid			
Student Supervision			
Student Request			
Student Release			
Runners	Lori Christensen	Jennifer Weese	

Notes:

EVACUATION CHECKLIST

Evacuation

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

Teachers:

- Direct students to follow normal evacuation drill procedures unless IC alters route.
- Take classroom roster and emergency kit.
- Close classroom doors and turn out lights.
- When outside building, account for all students. Inform director or Incident Commander immediately of missing student(s).
- If students are evacuated, stay with class unless relieved by buddy teacher. Take roll again when you arrive at the relocation center.
- Relocation Centers

- List primary and secondary student relocation centers:

Primary Relocation Center
Charleston Town Hall

Address/Phone No.:
3454 W. 3400 S. Heber, Utah 84032
435-654-9005

Secondary Relocation Center
Charleston Park

Address/Phone No.:
3600 W. 3600 S. Heber, UT 84032

LOCKDOWN PROCEDURES:

Rationale:

Soldier Hollow Charter School is implementing this policy to ensure that in the event that students and staff are faced with hazards in the school grounds or outside the school, students and staff may then be locked within buildings for their own safety.

This policy applies to employees, students, volunteers, parents, and people visiting the school site. It covers the procedures and personnel responsibilities if and when the school is required to go to lockdown.

All visitors to the school must first register at the General Office to receive a "Visitors Pass" which is to be worn and clearly displayed.

Aims:

- To provide a safe and secure environment for our students, staff, and resources.
- To establish protocols and procedures that effectively monitor and manage a potentially dangerous situation.

Implementation:

- The lockdown policy applies when students and Staff need to be locked within buildings for their own safety. This will usually occur if there is a dangerous intruder on school grounds, but may also occur in the event of a hazardous situation such as a chemical spill or fire, which makes it dangerous for students, staff, and visitors to be outside. Copies of this policy will be disseminated via the school and staff handbooks and via notices posted on the school website and the office wall.
- **Authorized persons' role:**
- If recognizing the situation calls for lockdown, the Principal or Authorized Person locks the office (closes the blinds), notifies the campus of lockdown or shelter-in-place status via the intercom and phone calls to teachers' cell phones if they are known to be out of their classrooms, and calls police (911) to alert them to the nature of the emergency. The Principal or Authorized Person then assumes a lockdown position themselves in the office, while maintaining phone contact with police. Remaining in contact allows the police to be constantly updated on the situation. When police arrive, they will make contact with the Principal or Authorized Person when the threat has been averted. When this occurs, the "all clear" is to be sounded over the intercom system.
- In the event of a building lockdown, **it is mandatory that all students and adults remain in classrooms.** Students and adults, who are outside but near buildings, are to move into the closest occupied classroom. If you are on a hike or outside, take shelter in the closest location-behind trees, snow mounds, etc. In a true emergency if you were outside with no shelter, keep running away.
- Staff who are not teaching at the start of a lockdown should lock the office or if on school grounds, go

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to the nearest classroom. In doing so, staff should check outside areas for students and direct them to the nearest classroom, and invite in **known** visitors. Known visitors are recognized by the wearing of a "Visitor's Pass". If children, a class, or an adult is caught outside the classroom when the alarm is sounded, they must immediately get into the closest room or building before that room is locked down, and join whoever is in that room.

- **Close the curtains or blinds** in the room if they are available. Position students on the floor against the wall adjacent to the door or in the most non-visible positions. This procedure must be tailored for the individual rooms being used.
- **Do not allow students to use mobile phones.**
- **Insist that students and adults remain quiet.**
- **No one is to answer the door under any circumstances.**
- **Do not let students out of the classroom for any reason, even if called by the office.**
- Remain in this position until "all clear" is announced.
- After the "all clear" is sounded, the Principal can authorize the contacting of parents, if appropriate.

For parents:

- Information about the school's lockdown procedures will be disseminated to all parents via the school's website. On the very rare occasion a lockdown is called, Soldier Hollow Charter School will endeavour to carry out the policy as set. If lockdown occurs, parents will be notified as soon as it is practical to do so. However, parents are requested not to come to the school, as **students will not be released to parents during lockdown**. Parents are also asked not to call the school, as this may tie up emergency lines that must remain open. Parents should not expect their child to call them nor should they call student mobiles, as the Lock-down situation requires silence in order not to alert an intruder to the presence of students and Staff in classrooms. If your child's stay at school was extended beyond the regular time you will receive information about the time and place that you can pick up your child.
- Please be assured in the event of a lockdown that the overriding consideration for the school is the **safety and well-being of your child and school personnel**.

Intruder procedures:

- All visitors to school must first register at the General Office, receive a "Visitors Pass" to be worn and clearly displayed. Any visitors without the school identification are intruders and can be asked to leave the school premises and property immediately.
- From time to time, staff may be confronted by an intruder in the school grounds, or may need to confront somebody who does not appear to have any legitimate reason for being on site. In such a case, they should use the following procedure:
 - When alerted to the presence of an intruder, take another staff member with you to help deal with them if possible.
 - Ask a third staff member who is not involved to call the office.
 - Attempt to direct the intruder to the parking lot. Use casual conversation and/or body language to calmly direct the situation.
 - If the intruder refuses to cooperate, do not escalate the situation. Leave and contact the Principal to have the police called.

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- If the intruder shows a weapon, assure him/her that it is not necessary for him/her to consider using the weapon. At this point back away slowly and leave the area and as soon as is safe to do so report the situation to the Principal, to have the police called immediately.

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

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

Consider using a duress code to authenticate any all-clear signal

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

REVERSE EVACUATION

Reverse Evacuation/Shelter-in-place provides refuge for students, staff and public within school buildings during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency. Be prepared to go into lockdown/shelter-in-place once inside.

Identify safe areas in each school building.

- Incident Commander warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take class roster.
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in the safe area.
- Office personnel must contact each teacher/classroom for a headcount.
- All persons must remain in safe areas until notified by Incident Commander or emergency responders.

SCHOOL MAPS

SHCS SCHOOL EMERGENCY RESPONSE PLAN

-INSERT MAPS OF SCHOOL AND SURROUNDING AREA-

AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:
(Primary and Alternate evacuation route maps shall be placed in each room)

Primary evacuation routes
Alternate evacuation routes
Handicap evacuation areas
Utility access/shut-off for
 Gas
 Water
 Electricity
 HVAC System
 Telephone system
Site assignments and Staging Areas identified
on page 9
Haz Mat storage areas
Heat plants/boilers
Room numbers
Door/window locations
Any other information deemed appropriate by
your planning committee

NOTE:

It is recommended that you develop a diagram of the entire school site and surrounding area and identify the locations and staging areas from page 9 on the diagram. In an emergency a diagram may be easier to read than blue prints. Consult with local first responder agencies on what type of maps or diagrams they prefer. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.

RESOURCE INVENTORY

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Boxes of water in each classroom
Emergency Food Supply in each classroom

INCLUDE:

Communications equipment
First aid supplies
Fire fighting equipment
Lighting
Classroom emergency kits
Food
Water
Blankets
Maintenance supplies
Tools

IDENTIFY ANY AND ALL AVAILABLE RESOURCES THAT MAY BE USED OR MAY BE NEEDED IN THE EVENT OF AN EMERGENCY

ANIMALS

Ensure the safety of students and staff first.

Call 911, if necessary.

Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Disaster Team Members section).

Notify Incident Commander. Incident Commander assembles Disaster Team Members.

Seal off area if animal(s) still present.

Incident Commander notifies Board Members and parents of students involved.

Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures.

BUS INCIDENT

Bus Driver/Monitor

Ensure the safety of students and staff first.

Call 911, if necessary.

Notify SHCS Related Services Director

Notify Incident Commander.

Incident Commander assembles Crisis Team Members.

Site Personnel

Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Crisis Team Members section).

Assess counseling needs of victim(s) or witness(s).

Implement post-crisis procedures.

Incident Commander notifies Superintendent and parents of students involved.

Identify location(s) where injured are taken.

EARTHQUAKE

During the shaking:

- Keep calm and remain where you are. Assess the situation, and then act. Remember that falling or flying debris can cause injury or death.
- If indoors, stay there.
 - o Take cover under desks, tables, or other heavy furniture.
 - o Take cover in interior doorways or narrow halls.
 - o Stay away from windows and beware of falling objects.
- If outdoors, stay in the open.
 - o Move away from buildings if possible.
 - o Avoid utility poles and overhead wires.
 - o Stay away from trees.
 - o Stay away from masonry walls.
- If in a bus/van/personal vehicle:
 - o Driver should stop as quickly and safely as possible in an open area away from overpasses, roads, etc.
 - o Stay in the vehicle..
- Follow procedures established for persons with disabilities.

After the shaking:

- Check for injuries
- While inside buildings, do not use any open flames (candles, matches, etc.).
- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster and classroom emergency kit/supplies if possible.
- Incident Commander/Principal and activates the Emergency Operations Plan.
- Teachers take roll after being evacuated.
- After consulting with Superintendent, Incident Commander may move students to _____, if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Incident Commander notifies students and staff of termination of emergency. Resume normal operations.
- Turn on the radio for latest bulletins.
- Incident Commander/Superintendent will use discretion in implementing early or late dismissal policy depending on communications, availability of transportation, damage to school buildings, residential areas, and transportation routes.
-

FIRE

In the event a fire or smoke from a fire has been detected:

Activate fire alarm.

Evacuate students and staff to a safe distance outside of building.

Follow normal fire drill route. Follow alternate route if normal route is too dangerous.

Teachers take class roster.

Incident Commander notifies police (call 9-911) and Board President. Incident Commander or Board President must report incident to Fire Marshal.

Teachers take roll after being evacuated and make sure each child is wearing an identification card.

Incident Commander may move students to 1st or 2nd alternate site if weather is inclement or building is damaged.

Primary relocation center : So Ho Lodge

No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.

Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

GAS LEAK

If gas odor has been detected in the building:

Evacuate students and staff to a safe distance outside of building.

Follow normal fire drill route. Follow alternate route if normal route is too dangerous.

Teachers take class roster.

Incident Commander notifies police and fire (call 9-911) and Board President.

Teachers take roll after being evacuated.

After consulting with Board President, Incident Commander may move students to an alternate location, if weather is inclement or building is damaged.

Primary relocation center

No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.

Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

If gas odor has been detected outside the building:

Incident Commander notifies police and fire department (call 9-911) and Superintendent. Incident Commander or Superintendent must report incident to Fire Marshal.

Incident Commander determines whether to shelter in place or evacuate. Fire personnel will assist with decision.

GENERAL EMERGENCY

Notify 911 (if necessary) and the Incident Commander. Incident Commander notifies Superintendent

Notify CPR/first aid certified persons in school building of medical emergencies, if necessary. Names of CPR/first aid certified persons are listed in Crisis Team Members section.

Seal off high-risk area.

Take charge of area until incident is contained or relieved.

Assemble Crisis Team.

Preserve evidence. Keep detailed notes of incident.

Refer media to District Spokesperson: Director: Morgan Murdock

Telephone Numbers mobile: 435-671-1005 work: 435-654-1347 home: 435-654-1858

HAZARDOUS MATERIALS EVENT

Incident occurred in school:

Call 911.

Notify Incident Commander.

Incident Commander notifies Board President.

Seal off area of leak/spill.

Take charge of area until fire personnel contain incident.

Fire officer in charge will recommend shelter or evacuation actions.

Follow procedures for sheltering or evacuation.

Notify parents if students are evacuated.

Resume normal operations after consulting with fire officials.

Incident occurred near school property:

Fire or police will notify Incident Commander.

Fire officer in charge of scene will recommend shelter or evacuation actions.

Follow procedures for sheltering or evacuation.

Notify parents if students are evacuated.

Resume normal operations after consulting with fire officials.

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INTRUDER	HOSTAGE
<p>Intruder- An unauthorized person who enters school property:</p> <p>Notify Incident Commander.</p> <p>Ask another staff person to accompany you before approaching guest/intruder.</p> <p>Politely greet guest/intruder and identify yourself.</p> <p>Ask guest/intruder the purpose of his/her visit.</p> <p>Inform guest/intruder that all visitors must register at the main office.</p> <p>If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.</p> <p>If intruder refuses to leave:</p> <p>Warn intruder of consequences for staying on school property.</p> <p>Notify security or police and Incident Commander if intruder still refuses to leave. Give police full description of intruder. (Keep intruder unaware of call for help if possible)</p> <p>Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).</p> <p>Maintain visual contact with intruder from a safe distance.</p> <p>Incident Commander notifies Board President and may issue lock-down procedures (see Lock-Down Procedures section).</p>	<p>If hostage taker is unaware of your presence, do not intervene.</p> <p>Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team. (Insert the actual sequence to dial 911 from your phone system)</p> <p>Seal off area near hostage scene.</p> <p>Notify Incident Commander.</p> <p>Incident Commander notifies Board President.</p> <p>Give control of scene to police and hostage negotiation team.</p> <p>Keep detailed notes of events.</p> <p>If taken hostage:</p> <p>Follow instructions of hostage taker.</p> <p>Try not to panic. Calm students if they are present.</p> <p>Treat the hostage taker as normally as possible.</p> <p>Be respectful to hostage taker.</p> <p>Ask permission to speak and do not argue or make suggestions.</p>

SHCS SCHOOL EMERGENCY RESPONSE PLAN

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MEDIA

All staff must refer media to site or district spokesperson.

SHCS Administration, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)

Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

	Name	Telephone Numbers (home, work, mobile)
District spokesperson		
Alternate spokesperson		

School Public Information person acts as contact for emergency responders and assists district spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

	Name	Telephone Numbers (home, work, mobile)
School Public Information person		
Alternate Public Information person		

During an emergency, adhere to the following procedures:

Incident Commander or designee relays all factual information to Superintendent.

Superintendent notifies other schools in district and may ask school Public Information designee to prepare a written statement to media.

Establish a media information center away from school.

Update media regularly. Do not say "No comment".

Do not argue with media.

Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Media statement

Create a general statement before an incident occurs. Adapt statement during crisis.

Emphasize safety of students and staff first.

Briefly describe school's plan for responding to emergency.

Issue brief statement consisting only of the facts.

Respect privacy of victim(s) and family of victim(s). Do not release names to media.

Refrain from exaggerating or sensationalizing crisis.

School Closure

Recommendations for closures may come to the Principal.

Final decision to close will come from the Principal or School Board.

Morning Closures Notifications

(decision should be made by 6:00 am to give time for drivers to notify parents)

- The authorized person making the decision to close will notify the following (as indicated on emergency closure flow chart)
 - Wasatch School District Posting
 - Principal
 - Facilities Manager
- Public Information Officer will
 - Notify Local Media
 - Notify non-teaching personnel through departments
 - Update SHCS Website as soon as able
- Facilities Manager will
 - Notify Janitorial Staff

Morning Closure-Procedures

- If children have not been picked up, the driver will notify the parents of cancellation
- If children are already on the way to school they will continue to school if safely possible, if not possible the driver will notify Head of transportation provider so that a decision can be made
- Once the students are safe at the school, drivers will notify parents/emergency contacts and arrange to return students home.
- If parents cannot be reached, the program director will make sure the parents are reached and hold the children until a parent or contact can be informed.

Midday Closure-Procedures

Midday closures will only be in case of emergency. SHCS realizes students are safe at school and busing is not provided.

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- ❑ Students, faculty and staff will gather in appointed location(s) following the Incident Action Plan for specific emergencies, taking classroom emergency kit and emergency supplies with you if you are required to leave the classroom.
- ❑ Drivers will contact parents/emergency contacts to notify them of the closure and arrange for drop off
- ❑ If drivers are not available to pick up students, the students will be routed on alternate vans and those drivers will contact parents/emergency contacts
 - If the transportation provider vans cannot get to the school within a reasonable amount of time and evacuation is necessary, state vans can be used to remove students from campus and the Director of Related Services or the Head of the transportation provider will be informed where those students are located for pick up
 - If students are unable to be transported home for an extended period of time, shelter in place plan will be followed

SERIOUS INJURY/DEATH

If incident occurred in school:

Call 911.

Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Crisis Team Members section).

If possible, isolate affected student/staff member.

Notify Incident Commander.

Incident Commander notifies Board President.

Activate school crisis team. Designate staff person to accompany injured/ill person to hospital.

Incident Commander notifies parent(s) or guardian(s) of affected student.

Direct witness(es) to school psychologist/counselor. Contact parents if students are sent to psychologist/counselor.

Determine method of notifying students, staff and parents.

Refer media to Telephone Numbers (home, work, mobile)

If incident occurred outside of school:

Activate school crisis team.

Notify staff before normal operating hours.

Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.

Refer media to Telephone Numbers (home, work, mobile)

Post-crisis intervention:

Meet with school counseling staff and (Child Mental Health or other mental health workers) to determine level of intervention for staff and students.

Designate rooms as private counseling areas.

Escort affected students, siblings, close friends, and other "highly stressed" students to counselors.

Debrief all students and staff.

Assess stress level of all students and staff.

Recommend counseling to overly stressed students and staff.

Follow-up with students and staff who received counseling.

Designate staff person(s) to attend funeral.

Allow for changes in normal routines or test schedules to address injury or death.

SHELTER IN PLACE PROCEDURES

Sheltering provides refuge for students, staff and public within school building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

Identify safe areas in each school building.

Incident Commander warns students and staff to assemble in safe areas. Bring all persons inside building(s).

Teachers take class roster.

Close all exterior doors and windows.

Turn off any ventilation leading outdoors.

Seal doors, windows, and vents with plastic sheets and duct tape.

Cover up food not in containers or put it in the refrigerator.

If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

Teachers should account for all students after arriving in safe area.

All persons must remain in safe areas until notified by Incident Commander or emergency responders.

STAFF RESPONSIBILITIES

Incident Commander or designee:

Verify information.

Identify Command Post.

Call 911 (if necessary).

Seal off high-risk area.

Convene crisis team and implement crisis response procedures.

Notify Superintendent.

Notify students and staff (depending on emergency; students may be notified by teachers).

Evacuate students and staff if necessary.

Refer media to district spokesperson (or designee).

Notify community agencies (if necessary).

Implement post-crisis procedures.

Keep detailed notes of crisis event.

Teachers:

Verify information.

Lock classroom doors, unless evacuation orders are issued.

Warn students, if advised.

Account for all students.

Stay with students during an evacuation. Take class roster.

Refer media to district spokesperson (or designee).

Keep detailed notes of crisis event.

STUDENT UNREST

Notify police 911, if necessary.

Ensure the safety of students and staff first.

Contain unrest. Seal off area of disturbance.

Notify Incident Commander.

Incident Commander notifies Board President.

Warn staff. Incident Commander may issue lock-down (see Lock-Down Procedures section).

Shut off bells.

Move students involved in disturbance to an isolated area.

Meet with student representatives to address issues.

Document incidents with cassette recorder or take detailed notes.

Teachers:

Keep students calm.

Lock classroom doors.

Do not allow students to leave the classroom until you receive an all-clear signal from Incident Commander.

Make a list of students that are absent from classroom. Document all incidents.

SUICIDE

Suicide Attempt in School:

Verify information.

Call 911.

Notify school psychologist/counselor, Incident Commander and

Child Mental Health Services (students under 18) or other suicide intervention service

Incident Commander notifies Superintendent and parent(s) or guardian(s) if suicidal person is student.

Incident Commander may schedule meeting with parents and school psychologist/counselor to determine course of action.

Calm suicidal person.

Try to isolate suicidal person from other students.

Stay with person until counselor/suicide intervention arrives. Do not leave suicidal person alone.

Determine method of notifying staff, students and parents.

Hold daily staff debriefings before and after normal operating hours as needed.

Activate school crisis team to implement post-crisis intervention. Determine level of intervention.

Suicidal Death/Serious Injury:

Verify information.

Activate school crisis team.

Incident Commander notifies Superintendent.

Notify staff in advance of next school day following suicide or attempted suicide.

Determine method of notifying students and parents. Do not mention "suicide" or details about death in notification. Do not hold memorials or make death appear heroic. Protect privacy of family.

Implement post-crisis intervention.

Post-crisis Intervention:

Meet with school counseling staff and Mental Health or other mental health workers to determine level of intervention for staff and students.

Designate rooms as private counseling areas.

Escort siblings, close friends, and other "highly stressed" students to counselors.

Assess stress level of staff. Recommend counseling to overly stressed staff.

Refer media to _____. Do not let media question students or staff.

Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.

TERRORIST EVENT

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The below outlined procedures will protect students and staff should such attacks occur.

Nuclear:

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

Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.

Close all doors leading into hallways to minimize flying glass.

All people assume the duck, cover and hold position on the ground.

Shut down all utility systems to the building. (Gas and electricity are the priorities)

Shelter in place to protect from fall out if attack is far enough away.

Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities

Biological:

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

Reverse-evacuate all people into school buildings.

Shelter in place. (Do not use basements or low lying areas)

Close all doors and windows.

Shut down the HVAC system. (Limit airflow from outside)

Seal doors, windows, and vents with plastic and duct tape.

Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

Chemical:

Reverse-evacuate all people into school buildings.

Shelter in place. (Do not use basements or low lying areas)

Close all doors and windows.

Shut down the HVAC system. (Limit airflow from outside)

Seal doors, windows, and vents with plastic and duct tape.

Be prepared to treat students and staff who experience a reaction to the chemical agent.

The decision to evacuate should be made after consulting with public safety, emergency management, or military authorities.

Conventional:

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

Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.

Close all doors leading into hallways to minimize flying glass.

SHCS SCHOOL EMERGENCY RESPONSE PLAN

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

WEAPONS

Call police 9-911 if a weapon is suspected to be in school.

Ask another administrator or SRO to join you in questioning suspected student or staff member.

Accompany suspect to private office to wait for police.

Conduct search with police or SRO.

Inform suspect of his/her rights and why you are conducting search.

Keep detailed notes of all events and why search was conducted.

Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.

If suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up. Remain calm.

WEATHER

Severe Weather Watch has been issued in an area near school

Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Stations (National Weather Service, Weather Channel).

Bring all persons inside building(s).

Close windows and blinds.

Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.

Review “drop, cover and hold” procedures with students.

Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school

Shut off gas.

Move students and staff to safe areas.

Remind teachers to take class rosters.

Ensure that students are in “drop, cover and hold” positions.

Account for all students.

Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

BOMB THREAT CHECKLIST

Description Detail Report

Callers Voice - Check as applicable:

Questions to ask:

Calm Nasal

Angry Stutter

1) When is the bomb going to explode?

Excited Lisp

Slow Raspy

2) Where is it right now?

Rapid Deep

Soft Ragged

3) What does it look like?

Loud Clearing Throat

Laughter Deep Breathing

4) What kind of bomb is it?

Crying Cracked Voice

Normal Disguised

5) What will cause it to explode?

Distinct Accent

Slurred Familiar

6) Did you place the bomb?

SHCS SCHOOL EMERGENCY RESPONSE PLAN

If voice is familiar, whom did it sound like?

7) Why?

8) What is your address?

Background Sounds:

9) What is your name?

Exact wording of the threat:

Street Noises

Factory Machinery

Animal Noises

Voices

Clear

PA System

Static

Local Call

Music

Long Distance

House Noises

Phone Booth

Motor

Office Machinery

Sex of Caller:

Race:

Other

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Length of call:

Age:

Date:

Time:

**Threat
Language:**

Number at which call was
received:

Well Spoken (educated)

Incoherent

Taped

Notes:

Foul

Message read

Irrational by threat maker

Remarks:

ANNEXES

Annex A: Notice of First Aid Care

DATE: _____

SCHOOL: _____

Dear Parent:

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

Destination: (If not presently on site) _____

Transporting Agency: (if not presently on site) _____

Time: _____

Remarks:

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

PARENT'S SIGNATURE

SCHOOL REPRESENTATIVE'S SIGNATURE

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

Annex B: Plan Compliance Checklist

Use this checklist to determine if your emergency response plan complies with all requirements. The elements of the minimum requirements are listed below. Your plan must contain each listed element to be in compliance. This checklist can assist you in conducting your annual review. Compliance with the National Incident Management System (NIMS) has been added to the requirements.

Y	N	UNK	NIMS COMPLIANCE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school site and district have adopted the Incident Command System (ICS) as the management system to be used to manage emergencies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All personnel assigned responsibilities within the ICS structure have completed the FEMA Independent study courses, IS 100, IS 200 and IS 700
Y	N	UNK	INTRODUCTION:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Table of contents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approval statement and dated signatures of director, appropriate district official and emergency response organizations
Y	N	UNK	PURPOSE:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	State the purpose of the emergency response plan
Y	N	UNK	SITUATION:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	State the size and location of your facility in acres and the number, general size, and use of each of the buildings
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	State the number of students and employees normally on hand, and any scheduled daily differences in population
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complete a hazard analysis of the school grounds, buildings and surrounding community to identify any natural or human related hazards
Y	N	UNK	DIRECTION AND CONTROL:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Create an Incident Command System (ICS) for your site which will include a chain of command and alternates to implement and carry out the plan. At a minimum include the following: 1. Incident Commander, 2. Public Information Officer, 3. Safety Officer, 4. Liaison Officer and 5. Operations Section
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Designate primary and alternate on-site and off-site Command Post locations

SHCS SCHOOL EMERGENCY RESPONSE PLAN

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify persons, by title and agency, who will be notified during an emergency
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describe the warning signals or commands that alert staff and students to emergency responses; Evacuation Reverse evacuation Lockdown/Shelter in place No Code Words
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Designate primary and alternate evacuation routes and assembly areas
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Designate primary and alternate on and off-site relocation sites and other necessary sites (and how students/staff would be moved or transported)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describe how disabled and/or non-English-speaking children will be provided for
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide a resource inventory of emergency items available - communication equipment, first aid, medical, fire fighting equipment, lighting, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Post a Classroom Emergency Response Guide in each room or assembly area for student and staff
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each school should have a battery powered radio in case of power failure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop procedures for off campus emergencies (field trip, bus, etc...)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop student/parent reunification procedures
Y	N	UNK	PLAN DEVELOPMENT AND MAINTENANCE:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide an annual review of plan, attachments, responses, and needs. Update whenever necessary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Invite community, outside agencies (fire, law enforcement, emergency management and county health department are required) to assist in plan development, training, exercises, and revision
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conduct annual training of all staff regarding warning/response signals, evacuation routes, assembly areas, emergency procedures, and chain of command (ICS)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Annually review your Incident Command System with staff and train those who have assigned responsibilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Twice annually practice each of the listed emergency response drills with students and staff 1. Reverse evacuation 2. Lockdown or Shelter in place

SHCS SCHOOL EMERGENCY RESPONSE PLAN

			3. Evacuation (one fire drill per year can count towards this requirement)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	One SHCS employee will participate in multi-hazard crisis training annually
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overview of plan explained and distributed to parents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Schools will send a copy of their plan to be on file in SHCS office
Y	N	UNK	APPENDICES AND ATTACHMENTS:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ICS structure and responsibilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student roster with parent phone numbers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Master schedule
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Faculty/staff roster with emergency phone numbers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Community emergency numbers, e.g. General emergency number - 911 Ambulance Poison Control Center Local hospital Police Dept/Sheriff/State Police Fire Dept
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Map of evacuation route(s) and assembly areas, student release gate, command post(s)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Site plan or blueprint of the facility and floor plan(s) of the building(s) showing location of water and gas shut off points, heat plants, boilers, generators, flammable liquid storage, other hazard materials storage, fire fighting equipment placement, first aid facilities, exits, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lists with the name, title, address, telephone number, and organizational responsibilities for emergency operations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sample statements/letters for use in notifying faculty, students, parents, and media about emergency
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student accountability/release forms

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Entity That Reviewed	Date	Title	Name	Signature
SHCS Board				
County Public Health Review				
Law Enforcement Review				
County Emergency Management Review				
State Review				

Annex C: Pandemics

SITUATION

A pandemic is a global disease outbreak that occurs when a new virus emerges for which there is little or no immunity in the human population. During the 20th century, there were three influenza pandemics: The 1918 pandemic caused at least 500,000 deaths in the U.S. and up to 40 million deaths worldwide. The 1957 pandemic caused at least 70,000 deaths in the U.S. and 1 to 2 million deaths worldwide. The 1968 pandemic caused about 34,000 deaths in the U.S. and 700,000 deaths worldwide. When a pandemic influenza virus emerges, its global spread is considered inevitable. Its spread can be delayed through measures such as border closures and travel restrictions, but it cannot be stopped. Because the strain of the virus emerges so rapidly, it is highly unlikely that a vaccine will be available for a pandemic flu outbreak.

SHCS will be severely affected by a pandemic. It is estimated that 20% to 30% of the staff and students is likely to be directly affected by the disease, and additional staff are likely to need to stay home to care for sick family members. At the height of the pandemic, up to 40% of the workforce may be unavailable. In addition, the delivery of such basic commodities as fuel, groceries, etc. is likely to be severely disrupted.

The World Health Organization has developed a Global Influenza Preparedness Plan that breaks the pandemic threat down into several phases:

- Inter-pandemic period (phases 1 and 2). No new influenza strains have been detected in humans, but virus strains in animals pose a risk to humans that may be low (phase 1) or substantial (phase 2).
- Pandemic alert period (phases 3, 4, and 5). New influenza strains have caused human infections. Human-to-human spread is non-existent or limited to rare instances of close contact (phase 3), highly localized in small clusters (phase 4), or localized in larger clusters (phase 5).
- At phase 5, the virus is becoming increasingly adapted to humans, and there is a substantial pandemic risk.
- Pandemic period (phase 6). Increased and sustained human-to-human transmission in the general population.
- Post-pandemic period. Return to the inter-pandemic period (phase 1).

Several governmental organizations conduct pandemic surveillance on a routine basis and provide information about how to recognize, prepare for, and deal with a pandemic.

- Federal level - Centers for Disease Control and Prevention (CDC) and its parent organization, the Department of Health and Human Services (DHHS).
- State level – Washington Department of Social & Health Services (DSHS).
- County level – Grant County Health District

In the United States, the pandemic phases are based on the global phases. The Secretary of the U.S. Department of Health and Human Services will determine that the nation is in the pandemic period (phase 6) when sustained human-to-human transmission is observed anywhere in the world.

SHCS SCHOOL EMERGENCY RESPONSE PLAN

MISSION

To establish a program that will educate SHCS workforce and the student population and their families about how to cope with a pandemic and enable district operations to continue to provide essential services to our students, staff and community.

EXECUTION

Concept of Operations

When a phase 3 pandemic alert has been declared by the World Health Organization, the Public Information Office will issue news releases to inform both SHCS work force students and their families about how to deal with its effects. These efforts will be intensified and more specifically targeted when a pandemic appears likely to develop (phase 5 or 6 as defined above). These news releases will be coordinated with local emergency management and the public health department releases.

All district departments will implement actions to deal with the pandemic and its effects. These actions will focus on two primary areas:

- Protecting the health of employees, students and their families.
- Ensuring their ability to provide essential services when faced with a severely reduced workforce and the disruption of services and supplies essential to their operations.
- There are four essential steps that employees, students and their families can take to reduce the spread of the disease:
 - Cover your mouth and nose with a tissue or handkerchief when coughing or sneezing.
 - Wash your hands frequently with warm water. Use alcohol-based hand sanitizers when soap and warm water are unavailable
 - Stay home when you are sick.
 - Increase your social distance (avoid crowds and mass gatherings).

Tasks.

Governing Board – At phase 5 of the pandemic alert period, make policy decisions regarding the following areas:

Increased used of telecommuting and/or paid administrative leave by district departments.

- Liberalized use of Family and Medical Leave Act (FMLA) time by district employees to encourage them to stay away from the workplace when feeling sick.
- All district departments
- Determine which functions of the department are critical, and conduct adequate cross-training of employees in these functions to ensure that critical tasks can be accomplished when a large percentage of the workforce is unavailable.
- Identify supplies and services essential to continued operations and, when necessary, identify backup means of ensuring them.
- Encourage district employees and their families to develop a family emergency plan and emergency kit capable of sustaining them for a minimum of 72 hours without outside assistance. www.ready.gov is a good source of information for the plan and kit.
- Consider the procurement of supplies to prevent the spread of disease in the workplace – surgical masks, hand sanitizer bottles, etc.

SHCS SCHOOL EMERGENCY RESPONSE PLAN

At phase 5 of the pandemic alert period:

- Mandate or encourage increased use of telecommuting (pending district governing board direction).
- Encourage employees to stay home when they feel sick. Send employees home if they appear to be sick.
- Consider implementing policies that limit face-to-face contact among students and staff as well as between staff and the public.
- During the pandemic period (phase 6):
- Curtail less essential services as required when SHCS workforce and students are reduced by the effects of the pandemic.
- Implement backup means of maintaining the educational process and ensuring essential supplies and services.
- In coordination with the county health department, determine if schools should be closed.

Public Information Office

At phase 3 of the pandemic alert period, Initiate an education campaign for SHCS s staff, students and families, emphasizing (1) steps they can take to prevent the spread of disease, and (2) the need to develop family disaster plans and kits that will enable them to sustain themselves if essential public services (food, water, sanitation, etc.) are lost for several days at a time. The education campaign will be coordinated with the education campaigns of cities and towns within SHCS boundaries and will emphasize reaching out to the Spanish-speaking component of the community.

At phase 5 of the pandemic alert period and during the pandemic period (phase 6):

- Intensify the education campaign for the public, emphasizing the same items as during phase 3. In addition, alert the public to potential changes in services provided by SHCS as a result of personnel shortages caused by the pandemic.
- Assist the governing board and superintendents' office in the dissemination of policy guidance regarding special steps to be taken by district personnel in response to the pandemic.
- Support.

The U.S. Department of Health and Human Services has a pandemic influenza plan and planning guidelines for state and local governments, individuals, businesses, and schools. This information can be accessed at www.PandemicFlu.gov.

Information on Washington State's Pandemic Flu plans and other information can be found at www.pandemicflu.gov/plan/states/washington.html .

Annex E: Public Information Release

Check as appropriate: District/District-wide School

Date: Time:

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

(Check off, fill in, and cross off as appropriate.) has just experienced a(n)

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

No further information is available at this time.

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

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

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

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

Communication center(s) for parents (is/are) being set up at

to answer questions about individual students.

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

Injuries have been reported at and are being treated at the site by (staff/professional medical responders).

(#) reported injured.

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

(#) Students have been taken to the local emergency room for treatment of serious injury.

Parents of injured students should go to the emergency room at

(#) Confirmed deaths have been reported at

Names cannot be released until families have been notified.

Structural damage has been reported at the following sites: .

Release restrictions No Yes

If yes, what?

Released to the public as Public Information Release #

Date/Time:

Annex F: Sample School-Parent Letter

[Date]

Dear Parents:

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

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

Your cooperation is necessary in any emergency.

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

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

He/she is 18 years of age or older.

He/she is usually home during the day.

He/she could walk to school, if necessary.

He/she is known to your child.

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

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

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

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

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Sample School-Parent Letter (Continued)

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

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency.

"Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given.

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

Sincerely,

Director
Soldier Hollow Charter School

Annex G: Search and Rescue Teams List

SEARCH AND RESCUE (S & R) TEAM LEADER

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

		NAMES	R a d i o	K e y s	H a r d H a t	G o g g l e s	B u c k e t	V e s t	C l i p b o a r d	B a c k p a c k
S & R TEAM #1 NOTES:	1									
	2									
S & R TEAM #2 NOTES:	1									
	2									
S & R TEAM #3 NOTES:	1									
	2									
S & R TEAM #4 NOTES:	1									

SHCS SCHOOL EMERGENCY RESPONSE PLAN

	2									
S & R TEAM #5 NOTES:	1									
	2									

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

Annex H: Site Status Report

TO: FROM:
(name)
LOCATION:

DATE: TIME:
PERSON IN
CHARGE AT SITE:

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

EMPLOYEE/STUDENT STATUS

Absent	Injured	# Sent to Hosp./med	Dead	Missing	Unaccounted for (Away from site)	# Released To parents	# Being supervised
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Students

Site Staff

Others

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

Check	Damage/Problem	Location(s)
-------	----------------	-------------

Gas leak

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Water leak

Fire

Electrical

Communication
s

Heating/cooling

Other (list):

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

Annex I: Staff Skills Survey & Inventory

Name & School _____ / _____ Room _____
Name School

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

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

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

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

_____ Emergency Planning _____ Emergency Management _____ Search & Rescue

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

_____ Mechanical Ability _____ Structural Engineering _____ Bus/Truck Driver (license yes/no)

_____ Shelter Management _____ Survival Training & Techniques _____ Food Preparation

_____ Ham Radio Operator _____ CB Radio _____ Journalism

_____ Camping _____ Waste Disposal _____ Recreational Leader

DO YOU KEEP A PERSONAL EMERGENCY KIT? in your car? in your room?

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

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

SHCS SCHOOL EMERGENCY RESPONSE PLAN

COMMENTS _____

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

Annex J: Student Accounting Form

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

Name Location Problem

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

Name Location Problem

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

Annex K: Student Release Form
(To be taken by Runner)

Please Print

Student's Name

Teacher

Grade

Requested By

To be filled in by Parent/Student Reunion and Emergency Transportation staff

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

Student's Status

To be filled in by teacher

Sent with Runner Absent First Aid Missing Other _____

To be filled in by Requester at Parent/Student Reunion and Emergency Transportation site upon reunification

Requester Signature

Destination:

Date:

Departure Time:

Notes:

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Annex L :Emergency Transportation Log

Log Completed by: _____

Driver Name	Phone #	Van #	Student Name	Departure Time (Military time)

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Update Report

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

Update Report

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

Update Report

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

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Update Report

Name Time

 # children remaining at school

 # staff members remaining to care for children

_____ Assistance required: _____ water _____ food _____ blankets _____ # people to help

Insert Student Roster with Parent Contact Information

Insert Master Schedule

Insert Faculty and Staff Roster with Contact Information

Annex M: Incident Response Job Descriptions

Command Section: Incident Commander

Command Section: Safety Officer

Command Section: Public Information Officer (PIO)

Command Section: Liaison Officer

Operations Section: Search and Rescue Team Leader

Operations Section: Search and Rescue Teams

Operations Section: Medical Team Leader

Operations Section: Medical Team

Operations Section: Medical Branch Morgue

Operations Section: Student Care

Operations Section: Student Release

Emergency Response Drill Log

Annual Site Plan Review

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Command Section: Incident Commander

Responsibilities: The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations.

Ensure the safety of students, staff, and others on campus. Lead by example: your behavior sets tone for staff and students.

Start-up Actions

- Obtain your personal safety equipment (i.e., hard hat, vest, clipboard with job description sheet).
- Assess the type and scope of emergency.
- Determine the threat to human life and structures.
- Implement the emergency plan and hazard-specific procedures.
- Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives.
- Activate functions and assign positions as needed.
- Fill in the Incident Assignments form.
- Appoint a backup or alternate Incident Commander (as described in the emergency plan).

Ongoing Operational Duties

Continue to monitor and assess the total school situation:

- View the site map periodically for search and rescue progress and damage assessment information.
- Check with chiefs for periodic updates.
- Reassign personnel as needed.
- Report (through Communications) to the SHCS on the status of students, staff, and facility, as needed (Site Status Report).
- Develop and communicate revised incident action plans as needed.
- Begin student release when appropriate.

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

- Authorize the release of information.
- Utilize your backup; plan and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post.
- Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- Release teachers as appropriate and per district guidelines. (By law, during a disaster, teachers become disaster workers.)
- Remain on and in charge of your campus until redirected or released by the superintendent.

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Command Section: Incident Commander (Continued)

Closing Down: Authorize deactivation of sections, branches, or units when they are no longer required.
At the direction of the Superintendent, deactivate the entire emergency response. If the fire department or other outside agency calls an “all clear,” contact SHCS before taking any further action.
Ensure that any open actions not yet completed will be taken care of after deactivation.
Ensure the return of all equipment and reusable supplies to Logistics.
Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
Announce the termination of the emergency and proceed with recovery operations if necessary.

**Command Post
Equipment/
Supplies**

- Campus map
- Master keys
- Staff and student rosters
- Disaster response forms
- Emergency plan
- Duplicate rosters (two sets)
- Tables and chairs (if Command Post is outdoors)
- Vests (if available)
- Job description clipboards
- Command Post tray (pens, etc.)
- SHCS radio
- Campus two-way radios
- AM/FM radio (battery)
- Bullhorn

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Command Section: Safety Officer

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

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Command Section: Public Information Officer (PIO)

- Personnel:** Available staff with assistance from available volunteers
- Policy:** The public has the right and need to know important information related to an emergency/disaster at the school site as soon as it is available.
- The PIO acts as the official spokesperson for the school site in an emergency situation. If a SHCS PIO is available, he/she will be the official spokesperson. A school site-based PIO should be used only if the media is on campus and SHCS PIO is not available.
- News media can play a key role in assisting the school in getting emergency/disaster-related information to the public (parents).
- Information released must be consistent, accurate, and timely.
- Start-Up Actions:** Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
Identify yourself as the PIO (by vest, visor, sign, etc.)
Consult with SHCS PIO to coordinate information release.
Assess the situation and obtain a statement from the Incident Commander. Tape record it if possible.
Advise arriving media that the site is preparing a press release and the approximate time of its issue.
Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.
- Operational Duties:** Keep up to date on the situation.
Statements must be approved by the Incident Commander and should reflect:
Reassurance (EGBOK— “Everything’s going to be OK.”)
Incident or disaster cause and time of origin.
Size and scope of the incident.
Current situation—condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
Resources in use.
Best routes to the school, if known and if appropriate.
Any information the school wishes to be released to the public.

Section: Command Public Information Officer (PIO) (Continued)

Read statements if possible.

When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid using the phrase “no comment.”

Remind school staff and volunteers to refer all questions from the media or waiting parents to the PIO.

Update information periodically with the Incident Commander.

Ensure that announcements and other information are translated into other languages as needed.

Monitor news broadcasts about the incident. Correct any misinformation heard.

Closing Down:

At the Incident Commander’s direction, release PIO staff when they are no longer needed. Direct staff members to sign out through Timekeeping.

Return equipment and reusable supplies to Logistics.

Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Equipment/
Supplies**

Public information kit consists of:

ID vest

Battery-operated AM/FM radio

Paper/pencils/marketing pens

Scotch tape/masking tape

Scissors

School site map(s) and area maps

8-1/2 x 11 handouts

Laminated poster board size for display

Forms:

Disaster Public Information Release Work Sheet

Sample Public Information Release

School Profile or School Accountability Report Card (SARC)

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Command Section: Liaison Officer

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

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Operations Section: Operations Section Chief

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

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

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

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

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Operations Section: Operations Section Chief (Continued)

Closing Down:

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

**Equipment/
Supplies**

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

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Operations Section: Search and Rescue Team Leader

- Safety Rules:** Use the buddy system: Assign a minimum of 2 persons to each team.
Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and safety procedures.
- Start-Up Actions:** Obtain all necessary equipment from container. (See list below.)
Obtain a briefing from Operations Chief, noting known fires, injuries, or other situations requiring response.
Assign teams based on available manpower, minimum 2 persons per team.
- Operational Duties:** Perform a visual and radio check of the outfitted team leaving the Command Post. Teams must wear sturdy shoes and safety equipment.
Record names and assignments before deploying teams.
Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team.
Remain at the Command Post in radio contact with S&R Teams.
Record all teams' progress and reports on the site map, keeping others at the Command Post informed of problems. When a room is reported clear, mark a "C" on the map.
If injured students are located, consult the Operations Section Chief for response. Utilize Transport teams, or send a First Aid Team.
Record the exact location of damage and a triage tally (I=immediate, D=delayed, DEAD=dead) on the map.
Keep radio communication brief and simple. No codes.
- Remember: if you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.
- Closing Down:** Record the return of each S&R team. Direct them to return equipment and report to Logistics for additional assignment.
Provide maps and logs to the Documentation Unit.
- Equipment/Supplies** Vest, hard hat, work and latex gloves, and whistle with master keys on lanyard.
One team member should wear a first aid backpack.
Campus two-way radio and clipboard with job description and map indicating the search plan.
Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Operations Section: Search and Rescue Teams

Safety: Use the buddy system: Ensure that each team has been assigned a minimum of 2 persons.
Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
Follow all operational and safety procedures.

Start-Up Actions: Obtain all necessary equipment from the container. (See list below.) You must wear sturdy shoes and long sleeves. Put batteries in the flashlight.
Check in at the Command Post for assignment.

Operational Duties: Report gas leaks, fires, or structural damage to the Command Post immediately upon discovery. Shut off gas or extinguish fires if possible.
Before entering a building, inspect the complete exterior of the building. Report structural damage to the team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. If you are in doubt about your safety, DO NOT ENTER!
If the building is safe to enter, search the assigned area (following the map) using an orderly pattern. Check all rooms. Use chalk or grease pencil to mark a slash on the door when entering a room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, complete the slash to form an "X" on the door. Report by radio to the Command Post that room has been cleared (e.g. "Room A-123 is clear.").

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

When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use names of students or staff.

Follow directions from the Command Post.

Record the exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on the map and report the information to the Command Post.

Keep radio communication brief and simple. Do not use codes.

Closing Down: Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Equipment/ Supplies

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

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

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

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Operations Section: Medical Team Leader

- Responsibilities:** The Medical Team Leader is responsible for providing emergency medical response, first aid, and counseling. He or she informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide and ensures that appropriate actions are taken in the event of deaths.
- Start-Up Actions:**
- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
 - Make personnel assignments. If possible, assign a minimum of two people to triage, two to immediate treatment, two to delayed treatment, and two to psychological treatment.
 - Set up a first aid area in a safe place (upwind from the emergency area if the emergency involves smoke or hazardous materials), away from students and parents, with access to emergency vehicles. Obtain equipment and supplies from the storage area.
 - Assess available inventory of supplies and equipment.
 - Review safety procedures and assignments with personnel.
 - Establish a point of entry (“triage”) into the treatment area.
 - Establish “immediate” and “delayed” treatment areas.
 - Set up a separate psychological first aid area if staff levels are sufficient.
- Operational Duties:**
- Oversee the assessment, care, and treatment of patients.
 - Ensure caregiver and rescuer safety: Ensure that they use latex gloves for protection from body fluids and new gloves for each new patient.
 - Make sure that accurate records are kept.
 - Provide personnel to respond to injuries in remote locations or request a Transport Team from Logistics.
 - If needed, request additional personnel from Logistics.
 - Brief newly assigned personnel.
 - Report deaths immediately to the Operations Section Chief.
 - Keep the Operations Section Chief informed of the overall status.
 - Set up a morgue, if necessary, in a cool, isolated, secure area; follow the guidelines established in the plan.
 - Stay alert for communicable diseases and isolate appropriately.
 - Consult with the Student Care Director regarding health care, medications, and meals for students with known medical conditions (e.g., diabetes, asthma, etc.).

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Operations Section: Medical Team Leader (Continued)

Closing Down:

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

Equipment/ Supplies

First aid supplies. (See the list on the following page.)
Job description clipboards
Stretchers
Vests, if available
Tables and chairs
Staff and student medication from the Health Office
Forms:
Notice of First Aid Care
Medical Treatment Victim Log
Masking tape
Marking pens
Blankets
Quick reference medical guides
Ground cover/tarps

Recommended First Aid Supplies:

4 x 4" compress: 1000 per 500 students
8 x 10" compress: 150 per 500 students
Kerlix bandaging: 1 per student
Ace wrap: 2-inch: 12 per campus
4-inch: 12 per campus
Triangular bandage: 24 per campus
Cardboard splints: 24 each of sm, med, lg.
Steri-strips or butterfly bandages: 50/campus
Aqua-Blox (water) cases (for flushing wounds, etc.): $0.016 \times \text{students} + \text{staff} = \#$ cases
Neosporin: 144 squeeze packs/campus
Hydrogen peroxide: 10 pints/campus
Bleach: 1 small bottle

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Operations Section: Medical Team Leader (Continued)

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

Scissors, paramedic: 4 per campus

Tweezers: 3 assorted per campus

Triage tags: 50 per 500 students

Latex gloves: 100 per 500 students

Oval eye patch: 50 per campus

Tapes: 1" cloth: 50 rolls/campus

2" cloth: 24 per campus

Dust masks: 25 per 100 students

Disposable blanket: 10 per 100 students

First Aid Books: 2 standard and 2 advanced per campus

Space blankets: 1 per student and staff

Heavy duty rubber gloves: 4 pair

Operations Section: Medical Team

Personnel: First-aid trained staff and volunteers

Responsibilities: Use approved safety equipment and techniques.

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

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

Triage Entry Area:

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

One member confirms the triage tag category (red, yellow, green) and directs to the proper treatment area. Should take 30 seconds to assess—no treatment takes place here. Assess if not tagged.

Second team member logs victims' names on form and sends the forms to the Command Post as completed.

Treatment Areas (“Immediate and Delayed”)

Treatment areas should be staffed with a minimum of two team members per area, if possible.

One member completes secondary head-to-toe assessment.

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

Follow categories: Immediate, Delayed, Dead

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

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Operations Section: Medical Team (Continued)

Closing Down: Return equipment and unused supplies to Logistics.
Clean up first aid area. Dispose of hazardous waste safely.
Complete all paperwork and turn it in to the Documentation Unit.

**Equipment/
Supplies** First-aid supplies (See the list on the following page.)
Job description clipboards
Stretchers
Vests, if available
Tables and chairs
Staff and student medication from health office
Forms:
Notice of First Aid Care
Medical Treatment Victim Log
Marking pens
Blankets
Quick reference medical guides
Ground cover/tarps

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Operations Section: Medical Branch Morgue

Personnel: To be assigned by the Operations Section Chief if needed.

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

Operational Duties: After pronouncement or determination of death:

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

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Operations Section: Medical Branch Morgue (Continued)

Closing Down: After all bodies have been picked up, close down the Morgue.
Return equipment and unused supplies to Logistics.
Clean up the area. Dispose of hazardous waste safely.
Complete all paperwork and turn in to the Documentation Unit.

**Equipment/
Supplies**

- Tags
- Pens/pencils
- Plastic trash bags
- Duct tape
- Vicks Vapo-Rub
- Plastic tarps
- Stapler
- 2" cloth tape

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Operations Section: Student Care

- Personnel:** Classroom teachers, substitute teachers, and staff as assigned.
- Responsibilities:** Ensure the care and safety of all students on campus except those who are in the medical treatment area.
- Start-Up Actions:**
- Wear an identification vest, if available.
 - Take a job description clipboard and radio.
 - Check in with the Operations Section Chief for a situation briefing.
 - Make personnel assignments as needed.
 - If evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the classrooms as they exit, to make sure that all classes evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.
- Operational Duties:**
- Monitor the safety and well-being of the students and staff in the assembly area.
 - Administer minor first aid as needed.
 - Support the Student Release process by releasing students with the appropriate paperwork.
 - When necessary, provide water and food to students and staff.
 - Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
 - Make arrangements to provide shelter for students and staff.
 - Arrange activities and keep students reassured.
 - Update records of the number of students and staff in the assembly area (or in the buildings).
 - Direct all requests for information to the PIO.

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Operations Section: Student Care (Continued)

Closing Down: Return equipment and reusable supplies to Logistics.
When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Equipment/
Supplies**

- Vest
- Clipboard with job description
- Ground cover, tarps
- First aid kit
- Student activities: books, games, coloring books, etc.
- Forms:
 - Student Accounting
 - Notice of First Aid Care
 - Campus two-way radio
 - Water, food, sanitation supplies

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Operations Section: Student Release

- Personnel:** School secretary, available staff and disaster volunteers. Use a buddy system. The Student Release process is supported by student runners.
- Responsibilities:** Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates.
- Start-Up Actions:**
- Obtain and wear a vest or position identifier, if available.
 - Check with the Operations Section Chief for assignment to the Request Gate or Release Gate.
 - Obtain necessary equipment and forms from Logistics.
 - Secure the area against unauthorized access. Mark the gates with signs.
 - Set up the Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
 - Have Student Release Forms available for parents outside of the fence at the Request Gate. Assign volunteers to assist.
 - Set up the Release Gate some distance from the Request Gate.
- Operational Duties:** Follow the procedures outlined below to ensure the safe reunification of students with their parents or guardians:
- Refer all requests for information to the POI. Do not spread rumors!
If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to Logistics. If they are not registered (i.e., do not have badges), direct them to a branch library to register.
- Procedures:**
- The requesting adult fills out a Student Release Form, gives it to a staff member, and shows identification.
 - The staff member verifies the identification, pulls the Emergency Card from the file, and verifies that the requester is listed on the card.
 - The staff member instructs the requester to proceed to the Release Gate.
 - If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, a runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
 - The runner takes the form(s) to the designated classroom.
- Note: If a parent refuses to wait in line, don't argue. Note the time with appropriate comments on the Emergency Card and place it in the out box.

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Operations Section: Student Release (Continued)

If the student is with the class:

Runner shows the Student Release Form to the teacher.

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

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

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

The runner hands the paperwork to release personnel.

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

If the student is not with the class:

The teacher makes the appropriate notation on the Student Release Form:

"Absent" if the student was never in school that day.

"First Aid" if the student is in the Medical Treatment area.

"Missing" if the student was in school but now cannot be located.

The runner takes Student Release Form to the Command Post.

The Command Post verifies the student's location if known and directs the runner accordingly.

If the runner is retrieving multiple students and one or more are missing, the runner walks the available students to the Release Gate before returning "Missing" forms to the Command Post for verification.

The parent should be notified of the missing student's status and escorted to a crisis counselor.

If the student is in First Aid, the parent should be escorted to the Medical Treatment Area.

If the student was marked absent, the parent will be notified by a staff member.

Closing Down:

At the direction of the Operations Section Chief, return equipment and unused supplies to Logistics.

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

Equipment/ Supplies

Job description clipboards

Pens, stapler

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Box(es) of Emergency Cards
Signs to mark Request Gate and Release Gate
Signs for alphabetical grouping to organize the parents (A-F, etc.)
Empty file boxes to use as out boxes
Student Release Form (copies for every student)

SHCS SCHOOL EMERGENCY RESPONSE PLAN

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Annual Site Plan Review

<p>Each school site emergency response plan must be reviewed at least once each year. It is recommended that this review be conducted prior to the start of each school year. Additionally, the plan must be reviewed anytime weaknesses in the plan are identified during a drill, exercise or an actual emergency event. Schools should include their local emergency response, emergency management and public health agencies in the review process.</p>	
<p><input type="checkbox"/></p>	<p>Review ICS assignments and responsibilities, update as needed.</p>
<p><input type="checkbox"/></p>	<p>Ensure NIMS compliance for all personnel assigned responsibilities in the ICS structure.</p>
<p><input type="checkbox"/></p>	<p>Review on and off site assignments and staging areas. Make contact with any identified off site locations to ensure permission to use those locations is still in affect.</p>
<p><input type="checkbox"/></p>	<p>Review existing emergency procedures. Are the procedures adequate to address identified hazards/threats? Have new hazards/threats developed that you must plan for?</p>

Notes:

SHCS SCHOOL EMERGENCY RESPONSE PLAN

Date of Review:	Reviewer:	Reviewer:
	Reviewer:	Reviewer: