Cass-Clay Unified School Response
Emergency Operations Plan
TEMPLATE
Updated: Summer 2017

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<u>General Emergency Operations Plan Information</u>

Introduction

All educational institutions are vulnerable to threats and hazards which have the potential to cascade into emergencies or disasters. School district facilities must be prepared to respond to events 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.

School district emergencies can be small and easily managed, or they can be large and difficult to manage. Every school district 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.

The intent of an emergency operations plan is to provide an overview of the school district's approach to emergency operations. It describes the district, its emergency response policies and procedures and assigns tasks. This plan provides school officials with the current best practices that will help serve as the foundation for the more operationally-oriented flipcharts.

Plan Development & Maintenance

The Executive Team of Cass-Clay Unified School Response is responsible for the overall development, completion and maintenance of this EOP. The Executive Team will base all iterations of this plan on current, region-specific best practices in the area of school safety and security. This plan has been developed with guidance from federal, state, and local legislation.

The Superintendent and the School Board of the school district are responsible for the maintenance of district-specific items in the EOP. This responsibility may be delegated to the district's school safety coordinator, SRO(D) or any other designee of the Superintendent.

Representatives from both CCUSR and the school district will review the plan on an annual basis. Any updates from CCUSR will be provided to every school district in Cass and Clay Counties. This joint effort will also develop and help to facilitate an annual training plan on major components of this EOP and/or the CCUSR flipcharts.

Authorities & References

This plan has been developed with guidance from federal, state and local legislation. A comprehensive list of that legislation can be found in the Appendices.

Community Approval

The Cass-Clay Unified School Response Emergency Operations Plan (EOP) has been reviewed by local first responder entities. Signatures below indicate acceptance of the EOP as presented.

_____   _____

County Law Enforcement   City Law Enforcement

_____   _____

City Fire Department   Ambulance / EMT Services

_____   _____

County Public Health   County Social Services

_____   _____

County Emergency Management   City Emergency Management

Letter of Commitment

In times of crisis, effective and consistent plans and procedures are vital to minimize physical and mental harm to students, teachers, other staff and our community as a whole. A seamless response among school districts and first responders, regardless of jurisdictional boundaries, is our greatest defense.

The resources developed by Cass Clay Unified School Response are considered "best practices." Equal representation among professional disciplines and jurisdictions was considered in the development of this plan. Implementation of these plans will require preplanning, training and professional judgment.

Commitment to this unified effort ensures that organizations remain part of a network of professionals who can work together to share information, learn from each other's experience and identify ways to empower staff to achieve an even greater level of safety and security in our schools.

Therefore, I, _____, a representative of _____, hereby affix my signature to this Letter of Commitment. My signature affirms my commitment to, and support of, Cass Clay Unified School Response and its overall mission, which is to provide the safest learning environment possible for the children of our communities.

As part of my commitment to CCUSR, I hereby agree that every facility within my organization will strive to complete the following tasks each school year:

1. Training for all staff on CCUSR emergency procedure updates
2. Providing time for all staff to complete and review the emergency plans for their area
3. Identification and training of Building Emergency Response Team (BERT) members
4. Participation in drills and exercises as recommended by CCUSR
5. Providing a current version of building floor plans electronically to Sgt. Tim Briggeman

Print Name & Organization:

_____

Signature: Date:

_____/_____

School District Authorization

   The school district is committed to the safety and preparedness of its students, staff and visitors. In support of this commitment, the School Board hereby authorizes this emergency operations plan (EOP) to assist the district in saving lives, minimizing property damage and preserving the environment. The signatures below signify the district's commitment to keep the plan current, and to provide training and resources to the district's personnel in the area of school safety and security.

_____   _____
Superintendent   School Board President

Record of Changes

   The annual review of this plan was laid out in the *Plan Development & Maintenance* section of this EOP. All changes to the plan shall be recorded in this document, using this format:

Page #   Description   Authorized By   Date

Record of Distribution

   Specific community partners shall receive a copy of this EOP. The following is a list of agencies who have received this plan:

Agency   Name & Title   Date

Purpose

The purpose of this plan is to identify, guide and support the actions of this school district and its employees when responding to incidents as outlined in this document. These guidelines represent best practice, and as such, are designed to be flexible, revised and expanded to meet the needs of each school and situation.

The Incident Command System (ICS) should be used to manage all emergencies that occur within the district. CCUSR encourages the use of ICS to perform non-emergency tasks to promote familiarity with the system. It is suggested that every district adopt NIMS as their response protocol, and that all district personnel assigned a BERT/DERT role during an emergency complete ICS/NIMS training.

Planning, preparation and training will help personnel learn the proper course of action in an emergency. In addition to this EOP, the CCUSR flipcharts were crafted to provide step-by-step guidelines to help deal with emergencies that may occur. Because no EOP or flipchart could ever foresee all possible circumstances of an emergency, staff must be prepared to use their professional judgment based on their evaluation of the circumstances presented to them.

Drills and exercises will be conducted periodically to test the effectiveness of the plan, but also to help students learn the proper course of action in an emergency. Students and parents must understand that this sort of preparation is necessary and is conducted for their safety and wellbeing.

Scope, Assumptions & Limitations

The Emergency Operations Plan covers all buildings in the school district; a comprehensive facility inventory follows:

Facility Name	Address & Phone Number	Occupants	Additional Notes
Ex: ND Elementary School	*123 4th St N, Anytown ND 58000 (701)555-5555*	*242 K-5 20 Staff # of visitors varies*	*Only one entrance/exit from the street*

This school district will continue to be exposed to threats, hazards and disasters which have the potential to impact normal school operations and cascade into an emergency situation. These situations can occur at any time, with little or no warning.

This school district plan will become active when conditions are such, or have the potential to, disrupt normal school operations. This may range from a school-confined emergency to a wide-scale community disaster. This plan uses the four phases of emergency management as its foundational guide. These phases are:
→ Mitigation/Prevention – Ongoing activities aimed at eliminating or reducing the risk of hazards and vulnerabilities
→ Preparedness/Planning – Activity that improves the coordination and develops the capacity of response actions
→ Response – Period of time shortly before, during and after an incident when activities are conducted in order to save lives, minimize property damage and protect the environment
→ Recovery – Actions taken when the immediate threat to life and property has passed that allows the return to normal operations. These actions are both short-term and long-term in nature

Proper implementation of this EOP can prevent or reduce emergency-related losses. However, there is no guarantee that this plan provides a perfect management response to an emergency, nor is this plan expected to address every possible scenario that could occur. A spirit of volunteerism and community among district employees and stakeholders will result in a more coordinated effort toward supporting emergency response.

Concept of Operations
→ Initial Response – School personnel will be the first responders during the initial phases of an incident. Staff is expected to take charge and manage the incident until someone more qualified with legal authority can assume responsibility.
→ Coordination – This school district will coordinate with all responding agencies (local, state and federal). The development of this plan and its contents will be in coordination with the proper responding agencies.
→ Adoption of the National Incident Management System (NIMS) – NIMS is a set of principles that provides a systematic approach guiding agencies at all levels to work seamlessly to prevent, plan for, respond to and recover from the effects of incidents that will preserve life, protect property and preserve the environment. The role of NIMS is to assist those involved in incident response/recovery with

understanding their roles and responsibilities. According to Homeland Security Presidential Directive 5 and the US Department of Education, schools are among local agencies that must adopt NIMS if they are to receive federal grants. As such, personnel of this school district will take courses in NIMS and ICS (Incident Command System).

→ Implement the Incident Command System (ICS) – The incident command system is a standardized, on-scene emergency management system designed to provide an integrated organizational structure to the scene. ICS is used for all kinds of emergencies and is applicable to all size incidents.

Incident Command Organizational Structure & Employee Responsibilities

This section defines the operational organization that will be relied on to manage an incident and includes explanations of ICS position tasks and general employee responsibilities. See Appendices for the CCUSR flipcharts for Building and District Emergency Response Teams. Please see also Appendices for BERT and DERT roster templates.

Building Emergency Response Team (BERT) roles

- o Incident Command – Solely responsible for emergency/disaster operations; activates school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies district authorities and provides situation updates; requests resources
- o Operations – Manage the direct response to the disaster (lockdown, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities)
- o Liaison – Contact person for outside agencies; may represent school/district at city emergency operations center or at emergency responders' on-scene command post
- o Site Safety & Security – Responsible for safety and security of the site; responsible for seeing that the school building and grounds are visually inspected and secured; stops operations if conditions become unsafe
- o Medical – Provides for counseling, first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders; ensures that appropriate actions are taken in the event of deaths
- o Evacuation & Mobilization – Responsible for the safe, effective and efficient movement of students across- or off-campus

→ District Emergency Response Team (DERT) roles
  o In addition to the six roles described above, the DERT may also see reason for enacting the following:
    ▪ Public Information/Communications – May be designated spokesperson; cooperates with all agencies on joint news releases; coordinates media briefings as necessary; responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response
    ▪ Logistics – Estimates logistical needs; gets personnel, facilities (relocation sites), services and materials to support operations
    ▪ Planning – Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with incident commander
    ▪ Finance – Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with district for insurance; initiates business recovery efforts

School district employees have every day responsibilities in their normal school work assignment. During an emergency, an employee will have additional responsibilities. It is imperative that they be familiar with their roles and responsibilities during an emergency situation. What follows is a general description of the additional types of duties assigned to various employee categories. Employees may be assigned to a different area of response based on their personal skill set; each employee should annually complete and file with their building principal the Staff Skills Survey & Inventory found in the Appendices.
  → Superintendent/District Administration
    o The Superintendent's role during an emergency varies with each situation. Their role requires flexibility to provide leadership and timely decision making as needed in the district.
  → Building Principal or Other Building Administration
    o The building principal often serves as the Incident Commander. At times, the building principal may delegate this responsibility to an appropriate staff member. At all times the building principal retains the overall responsibility for the safety of students and staff. The building principal also coordinates between the district office and the situation.

→ Building Emergency Response Team (BERT)
  o Each building in the district shall have an emergency response team. The team shall be organized in compliance with the principles of ICS. BERT members should:
    ▪ Have the ability, training and resources to carry out their responsibilities
    ▪ Be familiar with all aspects of the school safety and security plan
    ▪ Understand the ICS structure
    ▪ Possess the ability to remain calm and work effectively in emergencies
    ▪ Have the trust and confidence of their colleagues
    ▪ Demonstrate good communication and collaboration skills
→ School Board
  o The School Board usually has executive responsibilities during a school emergency. Examples of this would be to review or enact policy, statutes and procedures to aid and support the response to the situation.
→ Teachers
  o Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.
→ Paraprofessionals
  o Para's responsibilities include assisting with teachers as directed.
→ Behavioral Mental Health Professionals
  o This category includes counselors, social workers and psychologists. They will assist with the overall direction of the incident management as directed.
→ School Nurses
  o Health professionals will administer first aid and render treatment as needed. They will also supervise others who administer first aid. They will organize and distribute medical supplies. They will assume responsibility for student medications.
→ School Administrative Assistants
  o Administrative assistants will receive and provide consistent information. They will assist with essential school records. They will perform other assignments as directed.
→ Custodial/Maintenance Personnel
  o Custodial/maintenance will survey and report the condition of the building to the Incident Commander. They will manage utilities shutoff valves. They will provide damage control as needed. They will assist in

use and distribution of supplies and equipment needed. They will perform other duties as needed.

→ Food Service Workers
- o Food service personnel will use, prepare and serve food and water as needed. They will perform other duties as needed.

→ Bus Drivers
- o Bus drivers will supervise the care of students if a disaster occurs while the students are on the bus. They will transport students as directed. They will perform other duties as needed.

→ Other Staff
- o Other staff will report to the Incident Commander as requested and needed.

→ Students
- o Students will cooperate and fully participate in all drills, exercises and during an actual incident. They will learn to be responsible for themselves and others in an incident. They will report situations of concern. They will develop an awareness of the potential threats, hazards and disasters that could impact the school.

→ Parents/Guardians
- o Parents will encourage and support safety, prevention and preparedness programs within the school. They will provide schools with requested necessary information during a school incident. They will practice preparedness and safety measures in their homes with their family. Parents will also understand and respect their own roles in responding to school emergencies.

Functional Annexes

Functional annexes describe methods and procedures used by the school district that direct critical responses during emergency operations.

Continuity of Operations Procedures (COOP)

The purpose of Continuity of Operations Procedures (COOP) is to ensure there are procedures in place to maintain or rapidly resume essential operations of the school district after the disruption of these normal operations. These essential operations are the academic, business and physical facilities of the school district. In addition to the overarching COOP plan, each department and school should have COOP plans specific to their functions/facilities.

Designated school staff will perform the essential functions as listed below:
→ District Administration
  o Determine when to close schools, and/or send students and staff to alternate locations
  o Disseminate information internally to students and staff
  o Communicate with parents, media, and the larger school community
  o Identify a line of succession, including who is responsible for restoring which business functions for schools/the district
  o Ensure systems are in place for rapid contract execution after an incident.
  o Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records
  o Identify relocation areas for classrooms and administrative operations.
  o Create a system for registering students
  o Brief and train staff regarding their additional responsibilities
  o Secure and provide needed personnel, equipment, resources, and services required for continued operations
  o Identify strategies to continue teaching
  o Reevaluate the curriculum
  o Other duties as needed
→ Custodians/Maintenance Personnel
  o Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds
  o Manage the restoration of school buildings and grounds (debris removal, repairing, repainting, and/or re-landscaping)
  o Other duties as needed

- → Teachers and Paraprofessionals
    - o Work with others to obtain class teaching materials
    - o Work with others to obtain student curricular materials
    - o Prepare for alternative curricular delivery methods as needed
    - o Other duties as needed
- → School Administrative Assistants
    - o Maintain inventory
    - o Maintain essential records
    - o Ensure duplicate of records is kept at a different physical location
    - o Secure classroom equipment, books, and materials in advance
    - o Retrieve, collect and maintain all building personnel data (emergency contact information, etc.)
    - o Provide accounts payable and cash management services
    - o Other duties as needed
- → Behavioral Mental Health Professionals & School Nurses
    - o Establish academic and support services for students and staff/faculty
    - o Implement additional response and recovery activities according to established protocols
- → Additional Staff
    - o Determine how transportation, food services, maintenance and custodial services will resume.

All core COOP plan members and senior staff should undergo annual training on the COOP plan. Training should be designed to inform each member of their responsibilities during a COOP plan implementation. Identified COOP plan members could participate in exercises to test academic, physical and business systems. Training could include testing the information technology (IT) systems and backup data including testing of off-site backup system data and IT operating systems in cooperation with the district office.

Communications

During an emergency it is vital to have the ability to share essential information. As the situation progresses, it becomes vital to share timely and intentional information with critical internal audiences (staff and students) and with important external audiences (parents, media and the larger community) as new developments occur. In most school emergencies, a communications plan becomes one of the most essential operational components of the situation.

School districts should identify the various communication tools available that target the district's key audiences. Examples include:

- → Internal Audiences
    - o P. A. system
    - o Megaphones
    - o Building radios
    - o Cell phones
    - o Hard wired phones
    - o Email
    - o Faxes
    - o Direct communication (face to face)
- → External Audiences
    - o Automated calling system
    - o Personal phone calls
    - o Public announcements
    - o Mass media news outlets
    - o Email
    - o District web sites
    - o Social media accounts
    - o Public meetings
    - o News conferences / Interviews

Districts should share their communications plan with their stakeholders, so individuals know where to go for accurate, up-to-date information.

Members of Building Emergency Response Teams (BERTs) should register for their county emergency mass notification system (CODE RED in both Cass and Clay Counties).

Documenting / Reporting
The school district shall keep all records necessary to document the response to, and recovery from, a disaster. The rationale for establishing these records is to create a historical record, recover costs, address insurance or other needs and develop mitigation strategies. Specific categories of reports should include:
- → Initial report of the incident
- → Situation report at regular time intervals
- → Activity logs of responders
- → Incident costs (equipment, supplies, personnel and other resources)

→ After-action report upon conclusion of the incident
→ All negotiated agreements and contracts used for the identification, acquisition and usage of resources needed during an emergency operation

Psychological/Emotional Recovery

Procedures have been developed to provide guidelines to staff and students who have been impacted by emotional trauma at school or in the community. Following a traumatic incident, these procedures will be helpful in assisting students, staff and their families in the healing/recovery process:

→ Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students and families.
→ Provide a basic training for staff on how to recognize the signs of trauma and grief.
→ Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
→ Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
→ Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
→ Designate a place for staff, students and community members to leave well-wishes, messages, and items.
→ Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available.
→ Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.
→ Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
→ Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
→ Donate all remaining memorial items to charity.
→ Discuss and approve memorials with the School Board's consent.

Special Populations

   The cumulative effects of trauma and other environmental stimuli have compelled school administrators to identify and implement methods for assisting students who are unable to function and learn in traditional ways and/or settings.

   The information included in this annex provides appropriate accommodations for these students. In most cases, additional safeguards have been established regarding roles, responsibilities and procedures for students with physical, sensory, cognitive, emotional and health disabilities.

   This annex provides for the safety of students with:
   → Limited English proficiency
   → Blindness or visual disabilities
   → Cognitive or emotional disabilities
   → Deafness or hearing loss
   → Mobility/physical disabilities (permanent and temporary)
   → Medically fragile health (including asthma and severe allergies)

   Designated school staff/faculty, in conjunction with the principal, will take the following actions:
   → Identify the staff and students with special needs and the type of assistance they will require in an incident.
   → Review all paths of travel and potential obstacles.
   → Create a usable circulation path to allow students with visual and/or mobility needs to travel unassisted to an exit.
   → Determine the primary and secondary paths of exit to be used during incidents.
   → Assign appropriate staff members to students that require assistance and provide training.
   → Install appropriate signage and visual alarms
   → Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias.

Activities

School districts should identify safe locations for large numbers of people who may be attending an event at a school district facility.

Facility Name	HazMat Location	Tornado Location

It is the responsibility of the Principal, Activities Director or designee to ensure that persons in charge of an event (school or non-school sponsored) are aware of the appropriate emergency response for various scenarios.

Donations Management

This annex section discusses the process used to coordinate the collection and distribution of goods and monies donated following an emergency. This district will use this non-profit agency for the collection and distribution of donations made to the district (Example: FirstLink organizes volunteers; United Way handles funds; Lutheran Disaster Services handles goods). In addition, the district shall:

→ Utilize the appropriate form to log equipment and labor donated from other agencies
→ Establish methods and procedures to receive and manage cash contributions.
→ Assist, as requested, other voluntary organizations in donations management.
→ Establish procedures to handle the spontaneous influx of volunteers.
→ Pre-identify facilities likely to be used in the management and storage of contributions.
→ Implement additional donation management procedures as necessary.
→ Ensure that donations are in concert with district policy.

During an emergency, or in the immediate hours after, donations of personnel, equipment and resources may come in from other school districts and community partners like the Salvation Army, United Way or Red Cross.

Districts should establish methods and procedures to receive, manage, return and/or compensate these community partners for their donations.

Hazard/Threat Specific Annexes

These annexes describe strategies or procedures for managing a specific hazard. The general guidance for these annexes is the use of the all-hazards approach in a school setting. It is not the intent of this section to cover all possible hazards that could be experienced in a school; the hazards listed are the most common. The organization of these annexes follows the order of likelihood established by the most-recent Community Threat Assessment.

→ **Physical Plant / Technological Hazards**
  o Biological
  o Cyber Threats
  o Gas Leak
  o Hazardous Materials
  o Mercury Spill
  o Prolonged Utility Outage
  o Train Derailment

→ **Natural Disasters**
  o Fire
  o Flood
  o Lightning
  o Tornado
  o Winter Weather

→ **Human-Caused Hazards**
  o Assault
  o Death / Medical Emergency
  o Disruptions / Intruder / Hostage / Missing Child / Abduction
  o Infectious Disease (Epidemic and Pandemic)
  o Poisoning
  o Suicide Attempt or Active Threat
  o Weapons

In addition to the Hazard/Threat Specific Annexes, CCUSR follows a set of standard, clear directives that can be implemented across a variety of emergency situations. There are six such standard directives under the CCUSR model:
  → Lockdown (Human Threat or Administrative)
  → Countering a Human Threat

→ Shelter-in-Place

→ Bomb Threat

→ Evacuation

→ Reunification

Additional information about these standard directives can be found in the CCUSR classroom flipchart, in the Appendices.

Further, every school district should be aware of the threat assessment done in their community to determine any areas of concern specific to their district.

Contact Information for Specific Threats near Your Facility:

Nature of Threat	Business	Contact Person	Phone Number
Ex: Train Derailment	*BNSF*	*National Hotline*	*1-800-832-5452 ext1*

Physical Plant / Technological Hazards

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:

→ Notify the Incident Commander (Superintendent/Principal/Designee); he/she will assemble the BERT if necessary.
→ 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)
→ When appropriate during your response, utilize the Communications Annex.
→ When appropriate during your response, utilize the Documenting / Reporting Annex.

Additional Steps / Policy for School District:

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Cyber Threats

→ Notify the Incident Commander (Superintendent/Principal/Designee); he/she will assemble the BERT if necessary.

→ Work with your IT Department to ensure your Internet Service Provider (ISP) is contacted

→ Shut down network connections to the outside world

→ Assess the threat

→ Work with your IT Department to determine further actions

→ When appropriate during your response, utilize the Communications Annex.

→ When appropriate during your response, utilize the Documenting / Reporting Annex.

ISP	Contact Name	Phone Number

Additional Steps / Policy for School District:

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Gas Leak

→ Turn off gas coming into your building.
→ Leave all electrical systems/electronics as-is (do not turn anything on or off).
→ Call 911 if necessary and SRO(D)s if applicable.
→ Notify the appropriate gas or utility supply company.
→ Notify the Incident Commander (Superintendent/Principal/Designee); he/she will assemble the BERT if necessary.
→ If deemed necessary, implement evacuation procedures.
→ No one may reenter the building until the facility is declared safe by fire or police personnel.
→ When appropriate during your response, utilize the Communications Annex.
→ When appropriate during your response, utilize the Documenting / Reporting Annex.

Additional Steps / Policy for School District:

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Hazardous Materials

If spill occurs outside:
- → Call 911 if necessary and SRO(D)s if applicable.
- → Notify the Incident Commander (Superintendent/Principal/Designee); he/she will assemble the BERT if necessary.
- → 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)
- → Be prepared to treat students and staff who experience a reaction to the chemical agent.
- → When possible, the decision to evacuate should be made after consulting with public safety, emergency management, the fire department or law enforcement.
- → When appropriate during your response, utilize the Communications Annex.
- → When appropriate during your response, utilize the Documenting / Reporting Annex.

If spill occurs inside:
- → Call 911 if necessary and SRO(D)s if applicable.
- → Notify the Incident Commander (Superintendent/Principal/Designee); he/she will assemble the BERT if necessary.
- → Isolate the area where the spill occurred.
- → Shelter in place. (Do not use basements or low lying areas)
- → Close all doors and windows.
- → Shut down the HVAC system.
- → Be prepared to treat students and staff who experience a reaction to the chemical agent.
- → When possible, the decision to evacuate should be made after consulting with public safety, emergency management, the fire department or law enforcement.
- → When appropriate during your response, utilize the Communications Annex.
- → When appropriate during your response, utilize the Documenting / Reporting Annex.

Additional Steps / Policy for School District:

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Mercury Spill

→ Identify all sources of mercury in your school facilities and know your state's legislation regarding mercury in schools (i.e. banned in MN).

→ Initiate a lockdown of the affected classroom to isolate the spill and restrict further contamination.

→ Turn off HVAC systems.

→ Call 911 if necessary and SRO(D)s if applicable.

→ Notify the Incident Commander (Superintendent/Principal/Designee); he/she will assemble the BERT if necessary.

→ When possible, the decision to evacuate the immediate area should be made after consulting with public safety, emergency management, the fire department or law enforcement.

→ When appropriate during your response, utilize the Communications Annex.

→ When appropriate during your response, utilize the Documenting / Reporting Annex.

Additional Steps / Policy for School District:

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Prolonged Utility Outage

→ Assess the situation.

→ Notify the appropriate utility supply company.

→ Notify the Incident Commander (Superintendent/Principal/Designee); he/she will assemble the BERT, if necessary.

→ If deemed necessary, initiate early dismissal.

→ When appropriate during your response, utilize the Communications Annex.

→ When appropriate during your response, utilize the Documenting / Reporting Annex.

Utility Company	Contact Person	Phone Number

Additional Steps / Policy for School District:

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<u>Train Derailment</u>
- → Notify the Incident Commander (Superintendent/Principal/Designee); he/she will assemble the BERT if necessary.
- → 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)
- → Isolate individuals that have sustained injury; administer first aid and call 911.
- → Take direction from local authorities.
- → When possible the decision to evacuate may be made after consulting with public safety, emergency management, or law enforcement and fire.
- → When appropriate during your response, utilize the Communications Annex.
- → When appropriate during your response, utilize the Documenting / Reporting Annex.

Additional Steps / Policy for School District:

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Natural Disasters

Fire

→ Activate the alarm.

→ Call 911 if necessary and SRO(D)s if applicable.

→ Notify the Incident Commander (Superintendent/Principal/Designee); he/she will assemble the BERT, if necessary.

→ Implement evacuation procedures. In the event of inclement weather, consider relocating to a predetermined alternate site until provided direction from fire or police personnel.

→ No one may reenter the building until the facility is declared safe by fire or police personnel.

→ If damage is too extensive for reentry into the building, enact COOP when appropriate.

→ When appropriate during your response, utilize the Communications Annex.

→ When appropriate during your response, utilize the Documenting / Reporting Annex.

Additional Steps / Policy for School District:

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Flood

→ Identify flood threats near your school (GIS, National Weather Service, Emergency Managers).

→ Assess the risk to your physical site and facility based on the identified threats.
  o Remember that flooding is not just a river event. Flash flooding and street flooding events can be very sudden during periods of heavy rain.

→ Follow guidelines set by city/county officials.

→ Cooperate with local, state and federal agencies in their response efforts.

→ Transportation routes may need to be adjusted based on current conditions.

→ Enact COOP when appropriate.

→ When appropriate during your response, utilize the Communications Annex.

→ When appropriate during your response, utilize the Documenting / Reporting Annex.

Additional Steps / Policy for School District:

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<u>Lightning</u>
- → Plan in advance the appropriate reverse-evacuation and safety measures. When lightning is first seen or thunder is first heard, activate the emergency plan.
- → Find shelter in a substantial building or in a fully enclosed metal vehicle with the windows completely shut. Standing underneath canopies, small picnic or rain shelters, or near trees is unsafe.
- → If shelter is not immediately available, the best practice is to:
  - o Crouch down
  - o Put feet together
  - o Place hands over ears to minimize hearing damage from thunder
  - o Avoid proximity to other people (stay at least 15 feet away)
- → If indoors, stay away from doors and windows, do not use the phone, take off headsets, turn off and stay away from anything with an electrical charge.
- → Suspend all activities for 30 minutes after the last observed lightning or thunder.
- → Injured persons do NOT carry an electrical charge and can be handled safely by others. Administer first aid and call 911, if necessary.
- → When appropriate during your response, utilize the Communications Annex.
- → When appropriate during your response, utilize the Documenting / Reporting Annex.

Additional Steps / Policy for School District:

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Tornado

→ When a watch or warning has been issued in an area encompassing or near a school:
- o Monitor weather websites.
- o Reverse-evacuate.
- o Close windows and blinds.

→ When a tornado or other severe spring/summer/fall weather has been spotted in an area encompassing or near a school:
- o Enact severe weather procedures to keep all students and staff safe.
- o Shut off gas and other utilities, if safe to do so.
- o Remain in safe area until warning expires or until emergency personnel have issued the all-clear.

→ When appropriate during your response, utilize the Communications Annex.

→ When appropriate during your response, utilize the Documenting / Reporting Annex.

Additional Steps / Policy for School District:

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Winter Weather

→ Districts should monitor current and predicted conditions, such as:
  - o Visibility and current/expected wind conditions
  - o Road conditions (current, anticipated, and the status of city and county road crews) for buses, families and district staff that need to be on the roads
  - o The time precipitation starts and the current/expected amount
  - o Expected duration of the storm
  - o Alert level from National Weather Service
  - o Temperature and wind-chill

→ When possible, the decision should be made the night before. Most often, decisions are made in the early morning when more information is known.

→ When determining the feasibility of releasing students early due to deteriorating conditions, districts should keep the following factors in mind:
  - o The desirability of sending students, especially those at the elementary level, home to an empty house
  - o The amount of time it takes to gather transportation staff for an early release
  - o The proposed time of the early release in relation to the standard release time

→ Consideration should be given to the cancellation of all after-school and evening activities whenever school is cancelled or dismissed early.

→ When appropriate during your response, utilize the Communications Annex.

→ When appropriate during your response, utilize the Documenting / Reporting Annex.

Additional Steps / Policy for School District:

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Human-Caused Hazards

Assault

→ Ensure the safety of students and staff first.
→ Call 911 if necessary and SRO(D)s if applicable.
  o Provide a good description of the assailant (clothing, hair color, height, etc.).
  o Provide the location of the assault. If the assailant has left the building, provide direction of travel. If the assailant leaves in a vehicle, provide a vehicle description.
→ Notify medically-trained personnel in the building of any medical emergencies.
→ Administer first aid, if needed.
→ Notify the Incident Commander (Superintendent/Principal/Designee); he/she will assemble the BERT, if necessary.
→ If threat still exists, determine whether to initiate lockdown in order to seal off areas where assault took place.
→ Defuse the situation, if possible.
→ Incident Commander will notify police if:
  o Weapon was used
  o Victim has physical injury causing substantial pain or impairment of physical condition
  o Assault involved sexual contact
→ Incident Commander notifies his/her appropriate chain of command.
→ Incident Commander notifies the parents/guardians of students involved in assault.
→ Document all activities and establish a timeline; utilize the Documenting / Reporting Annex. If law enforcement is not involved, ask victims and witnesses for their account of the incident.
→ Assess counseling needs of victims and witnesses.
→ When appropriate during your response, utilize the Communications Annex.

Additional Steps / Policy for School District:

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Death / Medical Emergency

If incident occurs during school or on school grounds:
- → Call 911 if necessary and SRO(D)s if applicable.
- → Notify medically-trained personnel in the building of any medical emergencies.
- → Administer first aid, if needed.
- → Do not move victim unless they are in immediate danger of further injury.
- → Notify the Incident Commander (Superintendent/Principal/Designee); he/she will assemble the BERT and activate the School Crisis Team.
- → Determine whether to initiate lockdown in order to isolate the affected student or staff member.
- → Incident Commander notifies his/her appropriate chain of command.
- → Incident Commander notifies the parents/guardians of students involved in assault.
- → Incident Commander designates a staff member to accompany the affected person to the appropriate offsite care facility.
- → Document all activities and establish a timeline; utilize the Documenting / Reporting Annex. If law enforcement is not involved, ask victims and witnesses for their account of the incident.
- → Assess counseling needs of victims and witnesses.
- → Establish a communications plan for staff, students and parents; utilize the Communications Annex.
- → If on-duty death of a staff member, or serious injury requiring medical attention to three or more staff, OSHA must be contacted within eight hours.

If incident occurs after school or off school grounds:
- → Notify the Incident Commander (Superintendent/Principal/Designee); he/she will assemble the BERT and activate the School Crisis Team.
- → Incident Commander notifies his/her appropriate chain of command.
- → Protect the privacy of the family; the school should neither give nor confirm information to the media or others without consent.
- → If parental consent is given:
  - o Notify building staff prior to normal operating hours.
  - o Determine method of notifying students and parents.
- → Contact the family to offer help, condolence and support.
- → Provide counseling services; encourage students to report other students who may need assistance.
- → When appropriate during your response, utilize the Communications Annex.

Additional Steps / Policy for School District:

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Disruptions / Intruder / Hostage / Missing Child / Abduction

   These events are grouped together as emergencies where school personnel or an individual is placed in a potentially dangerous situation. These emergencies usually require immediate defensive action.

- → Call 911 if necessary and SRO(D)s if applicable.
- → Notify the Incident Commander (Superintendent/Principal/Designee); he/she will assemble the BERT, if necessary.
- → Determine the appropriate course of action (typically, lockdown or evacuation) and initiate that response.
- → Incident Commander notifies his/her appropriate chain of command.
- → When appropriate during your response, utilize the Communications Annex.
- → When appropriate during your response, utilize the Documenting / Reporting Annex.

Additional, Specific Steps for Intruders:
- → Ask another staff member to accompany you before approaching the intruder.
- → Politely greet the intruder and identify yourself.
- → Ask the intruder about the purpose of his/her visit.
- → Inform the intruder about the visitor policy of your school.
- → If intruder refuses to abide by the visitor policy, ask him/her to leave.
- → If intruder refuses to leave, inform the Incident Commander.
- → Enlist assistance to keep the intruder in sight at all times.

Additional Steps / Policy for School District:

Infectious Disease (Epidemic, Pandemic)

→ When 5% of a building's population is absent with similar symptoms, contact Public Health.

→ As directed by Public Health, take appropriate actions to ensure the health of employees, students and families.

→ Consideration should be given to:

- o Dissemination of information from Public Health to inform district employees, students and their families about how to deal with health concerns. When appropriate during your response, utilize the Communications Annex.
- o Ensuring the district's ability to provide essential services when faced with a severely reduced workforce and the disruption of services and supplies essential to operations (COOP).

→ Take steps to reduce the spread of disease:

- o Cover your mouth and nose with a tissue or handkerchief when coughing or sneezing.
- o Wash your hands frequently with warm water. Use alcohol-based hand sanitizers when soap and warm water are unavailable
- o Stay home when you are sick.
- o Increase your social distance (avoid crowds and mass gatherings).

→ When appropriate during your response, utilize the Documenting / Reporting Annex.

Additional Steps / Policy for School District:

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Poisoning

Poisoning is contact or ingestion of a substance that causes harm to a living organism. In the event of a poisoning or suspected poisoning of a student or an employee:

→ Notify medically-trained personnel in the building.
→ Call 911 if necessary and SRO(D)s if applicable.
→ Call the Poison Center Hotline (800-222-1222)
→ Notify the Incident Commander (Superintendent/Principal/Designee); he/she will assemble the BERT, if necessary.
→ Administer first aid, as prescribed by the Poison Center Hotline.
→ Incident Commander notifies his/her appropriate chain of command.
→ Incident Commander notifies the parents/guardians of students or next-of-kin for staff.
→ Incident Commander designates a staff member to accompany the affected person to the appropriate offsite care facility.
→ Document all activities and establish a timeline; utilize the Documenting / Reporting Annex. If law enforcement is not involved, ask victims and witnesses for their account of the incident.
→ When appropriate during your response, utilize the Communications Annex.

Additional Steps / Policy for School District:

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_____

Suicide Attempt or Active Threat

→ Call 911 if necessary and SRO(D)s if applicable.

→ Initiate a lockdown.

→ Notify medically-trained personnel in the building.

→ Administer first aid, if needed.

→ Do not move victim unless they are in immediate danger of further injury.

→ Notify the Incident Commander (Superintendent/Principal/Designee); he/she will assemble the BERT and activate the School Crisis Team.

→ Incident Commander notifies his/her appropriate chain of command.

→ Incident Commander notifies the parents/guardians of student involved in attempt.

→ Incident Commander may designate a staff member to accompany the affected person to the appropriate offsite care facility.

→ Document all activities and establish a timeline; utilize the Documenting / Reporting Annex. If law enforcement is not involved, ask victims and witnesses for their account of the incident. Conduct a search of the victim's locker, vehicle and other personal belongings.

→ Assess counseling needs of victims and witnesses.

→ Establish a communications plan for staff, students and parents; utilize the Communications Annex.

Additional Steps / Policy for School District:

_____

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_____

Weapons

→ Call 911 if necessary and SRO(D)s if applicable.

→ Notify the Incident Commander (Superintendent/Principal/Designee); he/she will assemble the BERT, if necessary.

→ Determine whether to initiate lockdown in order to isolate the affected student or staff member.

→ Incident Commander notifies his/her appropriate chain of command.

→ Incident Commander notifies the parents/guardians of student involved.

→ Use professional judgment in determining whether or not to question and/or search the student.

→ Document all activities and establish a timeline; utilize the Documenting / Reporting Annex.

→ When appropriate during your response, utilize the Communications Annex.

Additional Steps / Policy for School District:

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_____

_____

_____

APPENDICES

Forms
→ Staff Skills Survey & Inventory
→ Emergency Response Drill Log
→ ICS Form 214 (Activity Log)
→ Site Assignment/Staging Area Template
→ ICS Organizational Charts – BERT and DERT
→ BERT Roster Template
→ DERT Roster Template
→ Room Search Form
→ Student Release Form
→ Phone Threat Checklist
→ Message Map

District Information
→ Emergency Contact Information
→ District Description
→ District Map
→ School Building Site & Floor Plans
→ Utility Shut-Off Instructions and Information
→ Master Schedules
→ Bus Company / Transportation Department Information

Additional Resources
→ Federal, State & Local Legislation
→ CCUSR Classroom Flipchart
→ CCUSR BERT Flipchart
→ CCUSR DERT Flipchart
→ CCUSR Bus Driver Flipchart
→ Sample Reunification Plan
→ Emergency Bucket Supply List
→ Command Center Kit Supply List
→ Sample Public Information Release
→ List of acronyms
→ Safety Data Sheets

Forms

Staff Skills Survey & Inventory

Name / School / Room _____/_____ /_____

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

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

☐ First Aid (current card – Y or N) CPR (current – Y or N)
☐ Triage
☐ Firefighting
☐ Construction (electrical, plumbing, carpentry, etc.)
☐ Running/Jogging
☐ Emergency Planning
☐ Emergency Management
☐ Search & Rescue
☐ Law Enforcement
☐ Bi-/Multi-lingual (languages – _____)

☐ Mechanical Ability
☐ Structural Engineering
☐ Bus/Truck Driver (licensed – Y or N)
☐ 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 (Y or N) / Room (Y or N)?

What materials in your room would be useful during an emergency?

_____

_____

_____

_____

Emergency Response Drill Log

Date	Drill Type	Comments

ICS Form 214: Activity Log

1. Incident Name	2. Operational Period (Date/Time)		INDIVIDUAL LOG
	From:	To:	ICS 214a-OS
3. Individual Name	**4. ICS Section**	**5. Assignment/Location**	

6. Activity Log		Page	of
Time	Major Events		

7. Prepared by: **Date/Time**

INDIVIDUAL LOG OS	June 2000	ICS 214a-OS

Site Assignment / Staging Area Template

On-Site Locations & Staging Areas			
	Primary	Alternate	Alternate
Command Post			
Student Care			
Student Release			
Media Staging			
Law Enforcement Staging			
Fire Staging			
Public Works Staging			
Utilities Staging			

Off-Site Locations & Staging Areas			
	Primary	Alternate	Alternate
Command Post			
Student Care			
Student Release			
Media Staging			
Law Enforcement Staging			
Fire Staging			
Public Works Staging			
Utilities Staging			

ICS Organizational Chart – BERT

```
                    ┌──────────────┐
                    │   Incident   │
                    │   Command    │
                    │  �_____    │
                    └──────┬───────┘
        ┌──────────────┐   │          ┌──────────────┐
        │   Liaison    │   │          │  Operations  │
        │  �_____    │───┘──────────│  �_____    │
        └──────────────┘              └──────┬───────┘
                         ┌──────────────┬────┴────┬──────────────┐
                  ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
                  │ Site Safety &│ │   Medical    │ │ Evacuation/  │
                  │   Security   │ │  �_____    │ │ Mobilization │
                  │  �_____    │ └──────────────┘ │  �_____    │
                  └──────────────┘                  └──────────────┘
```

ICS Organizational Chart – DERT

```
                    ┌──────────────┐
                    │   Incident   │
                    │   Command    │
                    │  �_____    │
                    └──────┬───────┘
        ┌──────────────┐   │          ┌──────────────┐
        │     PIO      │   │          │    Safety    │
        │  �_____    │───┴──────────│  �_____    │
        └──────────────┘   │          └──────────────┘
        ┌──────────────┐   │
        │   Liaison    │   │
        │  �_____    │───┤
        └──────────────┘   │
      ┌────────────┬───────┴───────┬────────────┐
┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐
│Operations│ │ Finance  │ │ Planning │ │ Logistics│
│ �_____   │ │ �_____   │ │ �_____   │ │ �_____   │
└──────────┘ └──────────┘ └──────────┘ └──────────┘
```

BERT ROSTERS
(to be completed and filed annually in both school and district offices)

Incident Command

Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	

Liaison

Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	

Operations

Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	

Site Safety & Security

Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	

Medical & Behavioral Health

Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	

Evacuation & Mobilization

Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	

<u>Official BERT and BERT Teacher Team Roster for Specific Incident</u>
<u>*(to be completed and filed in both school and district offices after any incident that engages the BERT and/or BERT Teacher Teams)*</u>

Incident Description:

_____

_____

Incident Date: _____

Incident Command:

→

Liaison:

→

Operations:

→

Site Security & Safety:

→

Medical & Behavioral Health:

→

Evacuation & Mobilization:

→

BERT Teacher Team Members:

→

→

→

→

→

→

→

→

DERT ROSTERS
(to be completed and filed annually in both school and district offices)

Incident Command

Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	

Operations

Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	

Planning

Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	

Logistics

Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	

Finance

Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	

Safety

Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	

Liaison

Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	

Public Information Officer

Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	
Name:	
Position:	
Room #/Location:	
Phone Extension:	
Cell Phone #:	

Official DERT Roster for Specific Incident
(to be completed and filed in both school and district offices after any incident that engages the DERT)

Incident Description (including location):

Incident Date: _____

Incident Command:

→

Operations:

→

Planning:

→

Logistics:

→

Finance:

→

Safety:

→

Liaison:

→

Public Information Officer:

→

Additional Team Members (if applicable):

→

→

→

→

→

Room Search Form

Search Location: _____   Searcher Name:_____

Area	Clear	Unsafe/ Suspicious	IF you see something unsafe/suspicious, please indicate:
Ceiling			
Wall – Top Half			→ Size: _____
Wall – Bottom Half			
Floor			→ Shape: _____
Unattended Back-Packs			
Unattended Boxes/Packages			→ Color: _____
Windows			
Doors			→ Location: _____
Desks			
File Cabinets			→ Odors: _____
Cupboards			
Book Shelves			→ Sounds: _____
Wastebaskets			
Unusual Sounds			
Unusual Odors			

PLEASE TAPE TO ROOM DOOR SO VISIBLE

<<<<<<<<<<<<<<<<<<<<<<<<<<<<<CUT HERE>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>

Room Search Form

Search Location: _____   Searcher Name:_____

Area	Clear	Unsafe/ Suspicious	IF you see something unsafe/suspicious, please indicate:
Ceiling			
Wall – Top Half			→ Size: _____
Wall – Bottom Half			
Floor			→ Shape: _____
Unattended Back-Packs			
Unattended Boxes/Packages			→ Color: _____
Windows			
Doors			→ Location: _____
Desks			
File Cabinets			→ Odors: _____
Cupboards			
Book Shelves			→ Sounds: _____
Wastebaskets			
Unusual Sounds			
Unusual Odors			

PLEASE TAPE TO ROOM DOOR SO VISIBLE

Student Release Form

Name of Student Requested: _____

Name of Adult Requesting: _____

Current Address: _____

Current Phone #: _____

By signing below, the requesting adult is confirming that he/she has a legal right as a parent/guardian, or has obtained permissions from the legal parent/guardian, to request the above-named student be released. This signature further acknowledges that the requesting adult takes full custody of the above-listed student.

Adult Signature: _____

OFFICE USE:

_____ *ID Verified*   _____ *Time Released*   _____ *Initials of Releasing Staff Member*

<<<<<<<<<<<<<<<<<<<<<<<<<CUT HERE>>>>>>>>>>>>>>>>>>>>>>>>>>

Student Release Form

Name of Student Requested: _____

Name of Adult Requesting: _____

Current Address: _____

Current Phone #: _____

By signing below, the requesting adult is confirming that he/she has a legal right as a parent/guardian, or has obtained permissions from the legal parent/guardian, to request the above-named student be released. This signature further acknowledges that the requesting adult takes full custody of the above-listed student.

Adult Signature: _____

OFFICE USE:

_____ *ID Verified*   _____ *Time Released*   _____ *Initials of Releasing Staff Member*

Phone Threat Checklist

REMAIN CALM AND STAY ON THE PHONE – DO NOT HANG UP.
KEEP THE CALLER TALKING – ASK LOTS OF QUESTIONS TO GAIN AS MUCH INFORMATION AS POSSIBLE.
COMPLETE THE FOLLOWING QUESTIONS.

Date call received: _____   Time call received: _____

at which call was received: _____   Length of call: _____

Person who took the call: _____

Exact wording of the threat:
_____
_____
_____

Sex of caller: _____   Approximate age of caller: _____

Language:
_____ Well spoken   _____ Irrational   _____ Taped message
_____ Foul   _____ Incoherent   _____ Recited message

Caller's Voice:
_____ Calm   _____ Crying   _____ Deep
_____ Angry   _____ Normal   _____ Ragged
_____ Excited   _____ Distinct   _____ Clearing throat
_____ Slow   _____ Slurred   _____ Deep breathing
_____ Rapid   _____ Nasal   _____ Cracking voice
_____ Soft   _____ Stutter   _____ Disguised
_____ Loud   _____ Lisp   _____ Foreign/accent
_____ Laughing   _____ Raspy   _____ Whisper
_____ Familiar (if yes, who did it sound like?) _____

Background Sounds:
_____ Street Noise   _____ House (dishes, TV)   _____ Clear
_____ Airplanes   _____ Motor (fax, air)   _____ Static
_____ Voices   _____ Office machinery   _____ Local call
_____ PA system   _____ Factory machinery   _____ Long distance call
_____ Music   _____ Animal noises   _____ Phone booth
  _____ Other (specify) _____

Additional remarks:

Message Map

When planning statements to the media, parents or other stakeholder groups, districts should utilize the message map format to organize and share pertinent details of the incident.

→ Key Message #1:

      o Supporting Point #1:

      o Supporting Point #2:

      o Supporting Point #3:

→ Key Message #2:

      o Supporting Point #1:

      o Supporting Point #2:

      o Supporting Point #3:

→ Key Message #3:

      o Supporting Point #1:

      o Supporting Point #2:

      o Supporting Point #3:

District Information

Emergency Contact Information

- → Fire, Police, Ambulance > 911
- → Cass County Sheriff's Office > 701-241-5800
- → Clay County Sheriff's Office > 218-299-5151

- → Police Department > _____
- → Fire Department > _____

- → Cass County Social Services > 701-241-5765
- → Clay County Social Services > 218-299-5200

- → Fargo Cass Public Health > 701-241-1360
- → Clay County Public Health > 218-299-5002

- → Essentia ER > 701-364-8400
- → Sanford ER > 701-234-5121

- → Salvation Army > 701-232-5565
- → Red Cross > 701-364-1800

Other:
- ○ _____
- ○ _____
- ○ _____
- ○ _____

District Office
- → _____
- → _____
- → _____
- → _____

School Building
- → _____
- → _____
- → _____
- → _____

District Description

_____

_____

_____

_____

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_____

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_____

District Map

<< INSERT DISTRICT MAP HERE >>

School Building Site & Floor Plans

<< INSERT SCHOOL BUILDING SITE & FLOOR PLANS HERE >>

Utility Shut-Off Instructions & Information

<< INSERT UTILITY SHUT-OFF INSTRUCTIONS & INFORMATION HERE >>

Master Schedules

<< INSERT MASTER SCHEDULES HERE >>

<u>Bus Company / Transportation Department Information</u>

<< INSERT BUS COMPANY / TRANSPORTATION DEPARTMENT INFO HERE >>

Additional Resources

→ Federal:
- o Robert T. Stafford Disaster and Emergency Assistance Act of 1988
- o Homeland Security Act of 2002
- o The Code of Federal Regulations, Title 44, Chapter 1 (October 1, 2002)
- o Homeland Security Presidential Directive 5 (February 2003)
- o Homeland Security Presidential Directive 7 (December 2003)
- o Homeland Security Presidential Directive 8 (December 2003)

→ State:
- o North Dakota
  - NDCC 15.1-06-11. Exit doors – Free of obstructions
  - NDCC 15.1-06-12. Emergency and disaster drills
  - NDCC 15.1-06-13. Schools – Compliance with health, safety, and sanitation requirements
  - NDCC 15.1-06-16. Disturbance of a public school
  - NDCC 15.1-19-10. Possession of a weapon – Policy – Expulsion from school
  - NDCC 15.1-19-13. Alcohol or Controlled Substance – Use or Possession by Student
  - NDCC 15.1-19-14. School Law Enforcement Unit
  - NDCC 15.1-19-17. Bullying – Definition
  - NDCC 15.1-19-18. Bullying – Prohibition
  - NDCC 15.1-24-01. Chemical Abuse Prevention Programs
  - NDCC 18-12. Fire Prevention Code for School Buildings
  - NDCC 62.1-02-05. Possession of a firearm or dangerous weapon at a public gathering
- o Minnesota
  - M.S. 121A.03 MODEL POLICY
  - M.S. 121A.035 CRISIS MANAGEMENT POLICY
  - M.S. 121A.05 POLICY TO REFER FIREARMS POSSESSOR
  - M.S. 121A.64 NOTIFICATION; TEACHERS' LEGITIMATE EDUCATIONAL INTEREST
  - M.S. 121A.65 REVIEW OF POLICY
  - M.S. 121A.69 HAZING POLICY
  - M.S. 121A.0695 SCHOOL BOARD POLICY; PROHIBITING INTIMIDATION AND BULLYING

- M.S. 121A.72 SCHOOL LOCKER POLICY
- M.S. 123B.90 SCHOOL BUS SAFETY TRAINING
- M.S. 123B.93 ADVERTISING ON SCHOOL BUSES
- M.S. 121A.06 REPORTS OF DANGEROUS WEAPON INCIDENTS IN SCHOOL ZONES
- M.S. 121A.44 EXPULSION FOR POSSESSION OF FIREARM
- M.S. 121A.582 STUDENT DISCIPLINE; REASONABLE FORCE
- M.S. 121A.61 DISCIPLINE AND REMOVAL OF STUDENTS FROM CLASS
- M.S. 121A.29 REPORTING; CHEMICAL ABUSE
- M.S. 144.4165 TOBACCO PRODUCTS PROHIBITED IN PUBLIC SCHOOLS
- M.S. 121A.037 SCHOOL SAFETY DRILLS
- M.S 299F.30 FIRE DRILL IN SCHOOL; DOORS AND EXITS
- M.S. 126C.44 SAFE SCHOOLS LEVY
- M.S. 123B.57 CAPITAL EXPENDITURE; HEALTH AND SAFETY

→ Local:
  - Cass-Clay Unified School Response
  - School Board Policies
  - Local Community Ordinances

<< INSERT CCUSR FLIPCHARTS HERE >>
CLASSROOM
BERT
DERT
BUS DRIVER

Sample Reunification Plan

<p align="center">School District
Reunification Plan</p>

As reflected in this document, the _____ is the preferred reunification site for all school district facilities. District facilities NOT affected by the incident causing the need for evacuation/reunification will serve as alternate sites when necessary.

Should the reunification take place at an alternate location, the concepts included in this plan will be applied to that location, with any necessary modifications.

This plan rolls out under the direction of several staff-based teams. Those teams and a list of their duties and responsibilities are delineated in the following pages. It is crucial for every staff member to check-in prior to beginning their piece of the emergency response protocol.

Incident Command

Team Members (3-5) >
- **Superintendent of Schools**
- BERT representative from impacted building (principal, counselor, admin assistant)
- Law Enforcement Liaison
- Business Manager

Location @ Reunification Site >
-

Primary Objective >
- Coordinate teams and resources to effectively reunite students with parents/guardians

Duties >
- Receive notification that a school facility needs to be evacuated; confirm notice with BERT
- Verify that off-site location is useable as the reunification site
  - If not available, determine secondary reunification site (another school facility if possible)
- Notify and assemble all Teams to activate plan
- Work with all Teams to proceed with the reunification process as smoothly as possible
  - Ensure site is properly and efficiently set-up by Advance Team
  - Brief Security Team and responding law enforcement
  - Check-in with Medical and Emotional Support Services Teams
  - Ensure work done by Check-In, Logistics and Operations Teams is progressing
  - Check-in with Transportation Team – provide new assignments when necessary
  - Assist Communications Team with periodic briefings
- Monitor all operations on a regular basis, make any necessary adjustments and continue monitoring
- Within one week of the incident, schedule debriefings at the building-level, district-level and community-level.

Advance Team

Team Members (10-20) >
- Technology Department Reps
- Maintenance Department Reps

Location @ Reunification Site >
- Student Check-In >
- Parent Check-In >
- Reunification Point >
- Staff/Agency Check-In >
- Media Area >
- Medical, Behavioral Health & Parent Notification Areas >
- Incident Command, Communications & Operations Area >

Primary Objective >
- Prepare the reunification site by gathering, transporting and setting-up the necessary equipment
- Provide immediate site security

Duties >
- Technology
    - Technology is responsible for locating and transporting laptops to the reunification site
    - Initial set up of laptop computers in four major areas at reunification site (start with 10 @ student check-in, 10 @ parent check-in, 5 @ student-parent reunification point and 5 @ staff/agency check-in). Ensure that each laptop has a power cord and is plugged in right away.
        - Once the work load shifts, computers may be relocated within the reunification site to accommodate that shift.
    - Auxiliary set up of laptop computers in remaining areas (Medical, Behavioral Health & Parent Notification Area; Incident Command, Communications & Operations Area)
    - Boot up each laptop and load the appropriate student reunification program based on the laptop location. Ensure that each laptop is connected to the internet.
    - Convert to "Tech Support Team" and cover all areas where technology is being utilized.

- Maintenance (split into two groups)
  - Primary Objective #1 > Set up areas with appropriate equipment:
    - Parent Check-In > signage, tables, chairs, extension cords, power strips
    - Media > signage
    - Medical, Behavioral Health & Parent Notification Areas > signage, tables, chairs, extension cords, power strips, pipe and drape for privacy
    - Incident Command, Communications & Operations area > signage, tables, chairs, extension cords, power strips
    - Student Check-In > signage, tables, chairs, extension cords, power strips
    - Student-Parent Reunification Point > signage, tables, chairs, extension cords, power strips
  - Primary Objective #2 > Site Security
    - Work with site staff to secure and man all doors.
      - All perimeter doors should be locked, with the exception of the parent entrance. At all other entrances, only those individuals that show their staff ID are allowed access.
    - Convert to Security Team

Security Team

Team Members (all available) >
- **Local Law Enforcement**
- School Resource Officers
- Maintenance Department Reps

- Entire reunification site

Primary Objective >
- Provide security services

Duties >
- Provide a perimeter along the grounds of the site to direct traffic flow of district staff, buses of students and parent/guardian vehicles
  - Check staff IDs before allowing access to staff-designated parking lots and secured doors.
- Monitor all entrances and exits to maintain a secure perimeter
- Assign one law enforcement liaison to the Incident Command area
- Maintain a secure barrier between parents and students so the reunification can proceed in a thorough and orderly manner
- Monitor the Parent Check-In area, including both pre- and post-check in holding areas and the check-in line itself; address any concerning behavior
- Monitor the Media area; ensure all media stay out of the way of reunification proceedings
- Monitor the Medical, Behavioral Health & Parent Notification Area and corresponding doors; address any concerning behavior
- Monitor the side of the building where students are disembarking from the bus and proceeding into the facility
- Monitor the student-parent reunification exit; direct all incoming traffic to main entrance

Medical Team

Team Members (all available) >
- FM Ambulance
- Fargo Cass Public Health
- Clay County Public Health
- School nurses – **1 serve as team lead**

Location @ Reunification Site >
-

Primary Objective >
- Provide medical assistance as needed

Duties >
- Receive student medications and instructions from BERT
  - Administer student medications as needed
- Handle post-event injuries
- Provide EMS transport as needed
- Keep accurate medical logs

Behavioral Health & Parent Notification Team

Team Members (all available) >
- American Red Cross Joint Family Support
- School counselors
- School psychologists
- Special Education Department
- School counselors and/or psychologists from other area districts

Location @ Reunification Site >
-

Primary Objective >
- Provide emotional support

Duties >
- Staff the behavioral health services area for students or staff that are suffering emotionally
- Monitor Parent Check-In and Waiting areas; identify potential problems; seek to deescalate, resolve and/or secure assistance from law enforcement
- Monitoring of medical services area
- Staff and monitor parent notification area

Check-In Teams

Team Members (20-30 depending on evacuated school size) >
- District Office Personnel
- Non-essential personnel from other school facilities
    - Office Paraprofessionals
- Technology Department Reps (serve as support resources)

Location @ Reunification Site >
- Student Check-In >
- Parent Check-In >
- Reunification Point >
- Staff/Agency Check-In >

Primary Objective >
- Verify IDs of, and check-in, parents/guardians; account for all students entering and leaving the reunification site; authorize the release of students to parents/guardians and log their departure from the reunification site; account for all staff entering and leaving the reunification site

Secondary Objective >
- Confirm location of all students and staff NOT at site

Duties >
- Parent Check-In
    - Connect with the Security Team member in your area
    - Ensure you have the appropriate reunification program loaded on your designated laptop
    - As parents/guardians/emergency contacts arrive and get into line, request their driver's license or government-issued ID and the name of the student(s) he/she is there to reunite with.
        - If the adult does not have his/her driver's license or government-issued ID, he/she must proceed to the Alternate ID table.
        - No individual under the age of 18, regardless of familial affiliation, may pick up a student from the reunification point.
    - If the adult is approved based on a crosscheck of their driver's license or government-issued ID with the student record information, check them in and

admit them to the post check-in waiting area. If they are not approved, send them to the Alternate ID table.

- o If the adult does NOT have their driver's license or government-issued ID available, or he/she fails to pass the crosscheck at Parent Check-In, he/she must proceed to the Alternate ID table, where they will be asked to provide BOTH their child's birthdate and another piece of information from the student record (classroom/homeroom teacher, known allergies, home address, phone numbers, emergency contacts, etc.). As a last resort, verbal confirmation via phone from another parent/guardian/emergency contact listed in the student record will suffice as alternate ID verification.
  - Once the adult is approved through the Alternate ID Verification process, provide them with an Alternate ID Verification form (this will serve as their "ID" for the duration of their time at the site), check them in and send them to the post check-in waiting area.
- o Parent Check-In staff members are NOT able to provide information about the student(s) they are there to see.
- o From the waiting area, the parent/guardian/emergency contact must wait to be taken by a member of the Logistics Team to the reunification point if the child is on-site or to the parent notification area if the child is missing, hospitalized or deceased.
- o Continue processing parents. Once all parents are processed, report to Operations for a new assignment.

- Student Check-In
  - o Ensure you have the appropriate reunification program loaded on your designated laptop.
  - o As completed class lists are brought to you by runners from the teachers in the student seating sections, check-in all students.
  - o As runners are dispatched to bring students to medical or emotional support services, check-out the student. Indicate both the time the student left the main arena and where they went.
    - When the runner returns with the student, check the student back in.
  - o Wait for requests from the Reunification Point area for a student. Once a request comes in, send a runner into the seating area to locate the student.
    - If the student is currently checked out to medical or emotional support services, send the runner to that area to retrieve the student.
  - o The runner will check-out the student one final time with you before proceeding to the reunification point.

- Once all students have been checked into the site from the evacuated building, a portion of the Student Check-In Team should transition, with their laptops, into the Reunification Point area to assist there.

- Reunification Point
  - Connect with the Security Team member in your area
  - Test radio reception between your area and Parent Check-In / your area and Student Check-In
  - Ensure you have the appropriate reunification program loaded on your designated laptop
  - Monitor the check-ins of both parents and students. As matches begin to come across, request runners from each area to retrieve parents and students and escort them to the reunification point (or request a runner to retrieve the parent and escort them to the parent notification area for further information about their child). These matches will be handled based on the combination of waiting times for both the student and the parent/guardian.
  - For students that are being reunified with a parent/guardian – conduct one final confirmation of student and parent/guardian and check both out of the system

- Staff & Agency Check-In
  - Staff
    - Account for all staff entering the facility
    - Document which operational area the staff member is assigned to
    - Document when each staff member is released from duty
    - Help facilitate rides back to vehicles if necessary
  - Agency
    - Account for all agencies entering the facility
    - Document when each agency vacates the facility

Logistics Team

Team Members (30+) >
- District Office Personnel
- Non-essential personnel from other school facilities
  - Assistant Principals / Deans / Activities Directors

Location @ Reunification Site >
- Student Check-In >
- Parent Check-In >
- Reunification Point >
- Staff/Agency Check-In >

Primary Objective >
- Escort students and parents to various destinations

Duties >
- Students
  - If they haven't already begun to arrive in their own vehicles, expect half of the impacted school's BERT onboard the first bus. The BERT should hand off the updated class lists to a member of your team. If they were unable to print updated class lists at their site, have Student Check-In run the lists ASAP.
  - Greet buses outside and help escort students and staff into site; give each teacher the updated class lists (the teacher will complete this and flag down a runner, using their green cards, as soon as they're seated)
  - Regardless of age, all students should remain with the teacher they evacuated with. Classes should be organized as follows:
    - Elementary – by grade level
    - Middle School – by team
    - High School – by department
  - As teachers signal that attendance has been taken (with the green card from their emergency bucket), go into seating area and retrieve attendance sheet. Bring to student check-in tables for data entry.
  - As teachers signal, using the red card from their emergency bucket, that a student has a need (bathroom, food, medical or emotional support services), go into seating area and retrieve the student. If the student is going to the medical or emotional support services area, check the student out at the

tables; escort and stay with student. Check the student back in upon your return.

- o As parent/student matches are made and communicated by the Reunification Point, retrieve student from the seating area, check out one final time and escort student to the reunification point.

- Parents
  - o Greet parent/guardians at the door and assist them in getting into a check-in line; encourage every adult to have their ID out and ready for their turn.
  - o Assist with the line flow by directing parents to the alternate ID check-in, when applicable.
  - o As parent/student matches are made and communicated by the Reunification Point, retrieve parent from the waiting area and escort parent to the reunification point. If the match comes up with the student missing, hospitalized or deceased, escort the parent to the parent notification area, where they will receive information about their child.

- Reunification Point
  - o As matches begin to come across and are communicated to you via the Check-In Team, retrieve parents and students and escort them to the reunification point or to the parent notification area for further information about their child.
  - o Escort the student and parent/guardian off the premises

Transportation Team

Team Members (all available) >
- **Transportation Director**
- Bus Drivers

Location @ Reunification site >
- School being evacuated
- Bus zone at reunification site
  - Student drop –
  - Disabled student drop –
- Other locations as requested

Primary Objective >
- Provide transportation services

Duties >
- Initiate evacuation protocol to get buses to the impacted school ASAP
  - Drivers will need to be informed of which route to take and where to pull up at the school based on the incident affecting the school. All drivers should be aware of these alternate routes and pick-up spots.
- Stay in constant contact with the impacted school; the impacted school will be in constant contact with the district office if their assistance is needed
- Move all students and staff from evacuated school to reunification point in a safe and orderly fashion
  - Make multiple trips to and from the impacted school and the reunification site, if necessary.
  - If not necessary, some may be asked to remain at the reunification site to perform shuttle services for parents/guardians to medical facilities; run bus routes to return children not picked up at the reunification site to their homes, and to return staff to the school for their vehicles after the reunification is complete
- Work with the Special Education Department to determine transportation for high needs students (when possible, transport those students directly home, or to another school with a similar program).
- Alert all other facilities of any delays or cancellations in their busing program
- Enlist the help of Metro Area Transit if necessary

Operations Team

Team Members >
- **Assistant Superintendent of Secondary Education**
- Director of Human Resources
- ELL Coordinator
- BERT representative from impacted building (principal, counselor, admin assistant)

Location @ Reunification Site>
-

Primary Objective >
- Allocate resources

Duties >
- Authorize the mobilization of non-essential staff from across the district
  - This is to be done immediately, prior to leaving for the reunification site
  - Provide them with a list of expectations (report immediately, wear ID badge, parking instructions, door to use, staff/agency check-in, etc.)
- Engage with local support agencies (American Red Cross, Salvation Army, Fargo Cass Public Health, FM Ambulance, etc.)
  - This is to be done immediately, prior to leaving for the reunification site
  - Provide them with a list of expectations (report immediately, wear ID badge, parking instructions, door to use, staff/agency check-in, etc.)
- Authorize the District ELL Coordinator to call in translators for major languages spoken at the impacted school
- Establish a check-in area for staff members and agency personnel, to account for everyone on the premises and to direct them to appropriate areas.
- Engage the mutual aid agreement with other area school districts if additional manpower is required
- Provide supplies, resources and equipment as requested by other Teams to carry out the reunification process
- Document and log times, decisions and resource authorization
- Establish contact with area hospitals regarding contact information for parents/guardians of any students admitted to their facility

Communications Team

Team Members >
- **Community Relations Coordinator**
- Executive Assistant to Superintendent
- Webmaster

Location @ Reunification Site >
-

Primary Objective >
- Maintain communication with community

Duties >
- Provide notification through Blackboard of the reunification process to affected parents
- Share situation updates via the website
- Conduct regular and periodic media briefings
- Provide regular and periodic status updates to the parent/guardians in the waiting area
- Provide regular status updates to the students in the holding area, encouraging them to share that information via their social networks
- Program and distribute radio banks to every Team Area
  - If necessary, assign different channels for the "high-traffic" teams (Reunification, Security, Medical)

Emergency Bucket Contents (Recommended)

- ☐ Emergency Response Flipchart
- ☐ Emergency folder or clipboard (for class lists, medical information, contact info, etc.)
- ☐ Floor plans with primary and secondary evacuation routes, all exits, Haz-Mat shelters and tornado shelters
- ☐ Room Status Cards > 1 red / 1 green
- ☐ Orange emergency vest > 1 for teacher
- ☐ Vinyl gloves > 10 pairs
- ☐ Band Aids > 20 assorted (regular, knuckle, large and finger)
- ☐ Transparent medical tape > 1 roll
- ☐ 2x2 gauze pads > 10
- ☐ Red biohazard bags > 2
- ☐ Hand sanitizer (no expiration/4oz) > 1
- ☐ Germicidal disposable wipes (sani-cloth) > 1
- ☐ Black sharpie markers > 2
- ☐ Legal pad > 1
- ☐ Self-adhesive name badges > 25
- ☐ Black plastic garbage bags (for trash) > 1
- ☐ Duct tape > 1 roll
- ☐ Age-appropriate activities to pass the time (flash cards, books, worksheets, etc.)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Command Post Kit Contents (Recommended)

- ☐ BERT Emergency Response Flipchart (including specific job folders)
- ☐ Classroom Emergency Response Flipchart
- ☐ CCUSR Additional Information Packet
- ☐ Emergency folder or clipboard (for student and staff lists, medical information, contact info, etc.)
- ☐ Floor plans with primary and secondary evacuation routes, all exits, Haz-Mat shelters, tornado shelters and all shut-off locations
- ☐ Complete set of master room and padlock keys
- ☐ Room Status Cards > 1 red / 1 green
- ☐ Disaster response forms
- ☐ List of all staff trained in CPR or first aid
- ☐ Local phone book
- ☐ Orange emergency vests > 5-10
- ☐ First aid supplies
- ☐ Markers (dry erase and permanent) > 4
- ☐ Bullhorn
- ☐ Flashlights and batteries > 2
- ☐ Leather work gloves > 2 pairs
- ☐ Whistle
- ☐ Goggles or protective eye gear
- ☐ Legal pad > 5
- ☐ Self-adhesive name badges > 100
- ☐ Black plastic garbage bags (for trash) > 10
- ☐ Duct tape > 2 rolls
- ☐ Construction sheet plastic > 1 roll
- ☐ Caution tape > 1 roll
- ☐ Pry bar
- ☐ _____
- ☐ _____

Sample Public Information Release

Check off, fill in and cross off as appropriate.
If this is used as a script, read <u>only</u> those items checked.

District School: _____
Date: _____ Time: _____
 _____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.
    - o Parents of injured students should go to the emergency room at _____.
- → (#) Confirmed deaths have been reported at _____
    - o 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:

List of Acronyms

- → AAR   After Action Report
- → BERT   Building Emergency Response Team
- → CCUSR   Cass-Clay Unified School Response
- → COOP   Continuity of Operations Procedures
- → DERT   District Emergency Response Team
- → EOP   Emergency Operations Plan
- → HVAC   Heating, Ventilating, Air Conditioning
- → ICS   Incident Command System
- → IT   Information Technology
- → NIMS   National Incident Management System
- → PA   Public Address System
- → SRO (D)   Student Resource Officer (Deputy)

Safety Data Sheets

<< INSERT APPLICABLE SAFETY DATA SHEETS HERE >>

US Department of Transportation Hazardous Materials Guidebook:

http://phmsa.dot.gov/pv_obj_cache/pv_obj_id_7410989F4294AE44A2EBF6A80ADB64
0BCA8E4200/filename/ERG2012.pdf