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Forward
FOREWORD:

House Bill 5097, signed May 2007, states: The legislature considers it to be a matter of public safety for public schools and staff to have current safe school plans and procedures in place…..in the event of an emergency resulting from natural disasters or man-mad disasters.

School violence, floods, earthquakes, hazardous materials events; emergencies, and disasters happen! Response to any emergency or disaster needs to be coordinated and must be consistent between the school, the district, and the response community. To that end, with the assistance of Washington State Emergency Management, Kitsap County Emergency Management has updated the Comprehensive Emergency Management Planning Guide for Schools for use by public and private schools in Kitsap County.

Since 1991 Kitsap County Department of Emergency Management has been working with both public and private schools preparing for any hazard that could affect the school. In 1991, Kitsap County Department of Emergency Management, in cooperation with local fire public educators and school administrators, developed the K-PREP (Kitsap Practices Responsible Emergency Preparedness) School Training Program. The K-PREP Program was developed to provide consistent and coordinated emergency training to all five school districts in Kitsap County and any private school. The basis for the schools’ emergency management plan in Kitsap County is created around employee response teams. During the summer of 1998, Kitsap County Department of Emergency Management was working on the development of a school model plan and guide. Together Kitsap County Emergency Management and Washington State Emergency Management using Kitsap’s plan finalized the development of an all hazard Washington State Model Plan and Guide to assist each school in developing consistent planning.

Now, in 2007, the guidance has been updated to use the National Incident Management System (NIMS), an organizational framework designed to manage any event, small to large. In addition, changes to how we do business today, such as planning for Pandemic Influenza, has been developed and is included in this guidance.

The following guidance is offered to ensure an all hazard approach to the development, approval, testing, and implementation of a workable Comprehensive
Emergency Management Plan. This guide urges inclusion of all involved parties in the planning process, training, and exercise of the plan to ensure that every staff member of each school understands all elements of the plan.

The model plan provided is offered as a guide. Each school is encouraged to personalize the plan in such a way that it meets all planning criteria but, most importantly, meets the site-specific needs of the school. Every staff member must understand his/her role and responsibilities in any given situation. This grasp of who/what/when/where is fundamental to the development of a living, breathing document---the School Comprehensive Emergency Management Plan.

ACKNOWLEDGEMENTS

Our sincere thanks to both Washington State Emergency Management and Kitsap County Emergency Management for the earlier development of many parts of this plan. Credit for the Model Plan goes to:

Phyllis A. Mann, CEM, Director, Kitsap County Emergency Management
Sharon Aker, Program Specialist, Kitsap County Emergency Management
Judy Melin, Administrative Assistant, Kitsap County Emergency Management
Barbara Thurman, CEM, Public Education Coordinator, Washington State Emergency Management
Bremerton School District - Sample - Standard Procedures
North Kitsap School District - Sample - Standard Procedures
Laura Jull; Harrison Medical Center.
Susan May; Public Educator; Kitsap County Emergency Management

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Our sincere thanks goes to:

Phyllis A. Mann, CEM, Assistant Director, Kitsap County Emergency Management
Beverly Anderson, CEM, Vice President, Emergency Training & Consulting, Int'l.
Janet Dilling, CEM, President, Team Simulations
Avagene Moore, CEM

For allowing Kitsap County to re-tool the Florida Assisted Living Emergency Planning Guide into an all hazard school planning guide and model plan.

Extra special thanks for providing undated information for this plan and assisting in its development go to Dr. LuAn Johnson, Washington State Emergency Management, Barbara Thurman of Barbara Thurman, Inc.,
How to Use
HOW TO USE
THE COMPREHENSIVE EMERGENCY MANAGEMENT
PLANNING GUIDE

The Comprehensive Emergency Management Planning Guide is divided into four major sections: Before, During, After, and several Appendices including a Model Plan. The text focuses on actions the school needs to take before, during, and after a disaster or emergency. After reviewing each section, use the checklists to determine actions, set priorities, and assign responsibilities with consideration of school-specific needs. A cardinal rule for planning is to use a team approach in the planning effort—planning should never be a one-person effort. School staff and, whenever possible, parents should be included in the planning process from the start and given opportunities for input as planning activities proceed. This extra effort will help to gain knowledge through personal interaction with school peers. Experience proves that plans are not used if there is no participation and understanding of the rationale of the planning process.

This training guide format uses the four phases of emergency management: mitigation, preparedness, response, and recovery to lead you in your planning process. By following the checklists you will be able to assess where you are at, what needs to be started, form emergency response teams, and have procedures developed to respond to any type of incident you may encounter. In addition, you will have an opportunity to use the Model Plan and insert critical information and references that will serve as a start for a draft of your school’s Comprehensive Emergency Management Plan.

LIMITATIONS

This Guide and Model Plan cannot be considered your school emergency plan until you tailor the plan to meet your needs. You will need to form a planning committee and determine if you can adapt the plan for your site, support employee response teams, and most importantly train staff to implement the plan when needed. You and the policy makers of your school will need to decide if this is in fact how you will operate during an emergency or disaster. This model plan is not complete until you and your school tailors and adopts this plan.
Before the Disaster
Before the Disaster

A crisis management plan is designed to provide guidelines for a practical communications system that is adaptable for any crisis situation. It should be a working document, continually updated as the world and your school changes.

The objectives of a crisis management plan:

- Minimize loss of life or injury
- Minimize damage to property
- Meet the needs of students and employees
- Protect documents and records
- Restore the school to normal operations
- Communicate accurate facts to the public
- Ensure the schools response is timely, effective, responsible, and compassionate

This guide follows the four phases of emergency management. By understanding the process you and your planning team can break the workload into smaller bite size pieces to eventually be used to write a model plan.

**Mitigation:** Mitigation includes any activity that prevents an emergency, reduces the chance of an emergency happening, or reduces the damaging effects of unavoidable emergencies.

**Preparedness:** Preparedness includes plans or preparations made to save lives and to help response and rescue operations.

**Response:** Response includes actions taken to save lives and prevent further property damage in a disaster or emergency situation.

**Recovery:** Recovery includes actions taken to return to a normal or even safer situation following an emergency.

Now you can begin.
### Mitigation and Prevention

<table>
<thead>
<tr>
<th>Completed</th>
<th>Action Checklist:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Connect with community emergency responders to identify local hazards.</td>
</tr>
<tr>
<td></td>
<td>• Review the last safety audit to examine school buildings and grounds.</td>
</tr>
<tr>
<td></td>
<td>• Determine who is responsible for overseeing violence prevention strategies in your school.</td>
</tr>
<tr>
<td></td>
<td>• Encourage staff to provide input and feedback into the crisis planning process.</td>
</tr>
<tr>
<td></td>
<td>• Review incident data.</td>
</tr>
<tr>
<td></td>
<td>• Determine the major problems in your school with regard to student crime and violence.</td>
</tr>
<tr>
<td></td>
<td>• Assess how the school addresses these problems.</td>
</tr>
<tr>
<td></td>
<td>• Conduct an assessment to determine how these problems—as well as others—may impact your vulnerability to certain crises.</td>
</tr>
</tbody>
</table>
# Crisis Management Plan

## Mitigation and Prevention

<table>
<thead>
<tr>
<th>Mitigation and Prevention Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Completed</strong></td>
</tr>
</tbody>
</table>

### Know the school building.

Conduct regular safety audits of the physical plant. Be sure to include driveways, parking lots, playgrounds, outside structures, and fencing.

### Know the community.

Mitigation requires assessment of local threats. Work with the local emergency management director to assess surrounding hazards. This includes natural disasters, industrial and chemical accidents, and man-made disasters. Schools should be active partners in community-wide risk assessment and mitigation planning. To help agencies work together they may want to develop a memorandum of understanding (MOU) that outlines each agency’s responsibility.

### Bring together regional, local, school leaders, and others.

Given that mitigation/prevention are community activities, leadership and support of mitigation/prevention activities are necessary to ensure that the right people are at the planning table. Leadership begins at the top. Schools will have an uphill battle if state and local governments are not supportive of their mitigation efforts.

### Make regular school safety and security efforts part of mitigation/prevention.

Consult the comprehensive school safety plan and its needs assessment activities to identify what types of incidents are common in the school.

### Establish clear lines of communication.

Because mitigation and prevention planning requires agencies and organizations to work together and share information, communication among stakeholders is critical. In addition to communications within the planning team, outside communications with families and the larger community are important to convey a visible message that schools and local governments are working together to ensure public safety.
Mitigation
Hazard Assessment and Identification for Schools
When beginning your disaster preparedness planning and hazard assessment it is important to realize that past experience shows that most people will survive even the worst disaster. It is also important to remember that schools are the safest place for a child to be. We know from past experience that most of the injuries and deaths related to natural disasters are caused by falling objects, fires, release of hazardous materials, flying debris and roof collapse. Therefore, it is important to look for such hazards when doing your assessment.

Begin by establishing which natural and technological disasters are possible in your area. For help, contact your state or local emergency management office or visit the FEMA web site at fema.gov. Don't assume you know all the risks. Emergency Management personnel have conducted extensive hazard identification and vulnerability studies that will assist you in your planning. You may be surprised to learn that your area is subject to natural disasters you hadn't anticipated. Also, remember that disasters can have a cascading effect - forest fires can bring mudslides; earthquakes cause fires, tornadoes cause downed power lines. Think about how transportation routes or other external factors may also affect your schools: are you near a major highway where hazardous chemicals are transported, putting your school in danger of a chemical spill?

Once you find out what disasters are possible in your area, assess your structures. If you are in a wildfire area - do you have bushes trimmed back from the buildings and non-flammable roofs? The greatest threat to the State of Washington is earthquake, have you walked through your school to ensure that bookcases and heavy appliances are securely bolted to the walls? Libraries are particularly hazardous areas since unsecured bookshelves are extremely dangerous for both students and staff. Science classrooms and custodian closets are another intrinsically dangerous area as hazardous chemicals on open shelves can break or fall during an earthquake, causing toxic fumes and compounding a disaster.

Conduct your survey in a systematic manner, making an inventory of all items that require attention. It may be possible to enlist volunteers from among the parents of students or the emergency management community. This is no paper exercise. You and your staff must personally walk the halls and classrooms to determine what risks exist.

Before a disaster, schools should document their property, something which can be done as part of the Hazard Assessment.
This section is intended to help you identify potential earthquake hazards at your school. Regardless of your current capability to reduce hazards, simply knowing what to expect is the foundation of quality plans and procedures for conducting classroom and post-earthquake building evacuation drills and for preparing response and shelter plans.

Your hazard assessment should also consider the potential impact of a major earthquake on your community and the probable hazards it could cause. This broad view will help you to anticipate extraordinary problems. For example, additional plans will be required if your school is located below a dam or near a hazardous materials site.

Checklists in this section cover:

- How to identify potential earthquake hazards in classrooms.
- How to identify prevalent hazards throughout school buildings.
- How to identify potential earthquake hazards along building evacuation routes.
- How to identify potential earthquake hazards in the neighborhood and community.

As you identify potential hazards, put into perspective those you can eliminate, reduce, or only anticipate. You'll discover that many hazards can be reduced substantially or even eliminated with little effort and no cost (e.g., removal of heavy objects from high shelves). Other hazard reduction measures might be phased into your routine maintenance schedule. Since the more costly measures are likely to compete with other budget items, you may wish to develop a plan to reduce a few hazards each year.

### STEP ONE: Obtain or draw a map of school and school grounds.

This combination plot map and floor plan will serve many purposes. It will be used to note potential hazards and the location of utilities, emergency equipment, and supplies. Further, it will provide a basis for (1) establishing an evacuation route; (2) identifying a safe, open-space assembly area; and (3) developing procedures for conducting emergency response activities (e.g., search and rescue, damage assessment, etc.).

Mark clearly by name the location of classrooms, library, and other activity rooms, restrooms, heating plant, hallways, and all doors and closets.

In addition, locate:

- Main shut-off valves for water and gas.
- Electrical power master switch.
- Stoves, heating/air-conditioning equipment.
- Chemical storage and gas lines in laboratories.
- Hazardous materials stored by custodians and gardeners.
- Portable, battery-powered PA equipment/radios/lighting.
- Fire extinguishers.
- First-aid equipment.
- Outside water faucets/hoses.
- Overhead power lines.
- Sewer lines.
- Underground gas lines.
### STEP TWO: Identify potential earthquake hazards in classrooms.

The checklist below will help you identify common classroom earthquake hazards that can be reduced or eliminated at little or no cost. You may wish to task a subcommittee to survey each classroom. Or, you may decide to ask classroom teachers to conduct their own hazard assessment. The Classroom Hazard Inventory form can be used with either approach.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are toxic, corrosive, and flammable materials securely stored to withstand falling and breaking?</td>
<td></td>
</tr>
<tr>
<td>Are warning signs posted in areas housing hazardous materials?</td>
<td></td>
</tr>
<tr>
<td>Are appliances (e.g. water or space heaters) securely anchored?</td>
<td></td>
</tr>
<tr>
<td>Are fire extinguishers checked annually (or in accordance with fire code requirements)?</td>
<td></td>
</tr>
<tr>
<td>Are fire extinguishers secured against falling?</td>
<td></td>
</tr>
<tr>
<td>Are office file cabinets secured against falling; do file drawers have adequate latches to prevent contents from spilling?</td>
<td></td>
</tr>
<tr>
<td>Are light fixtures adequately supported?</td>
<td></td>
</tr>
<tr>
<td>Are windows near exits made of safety glass?</td>
<td></td>
</tr>
<tr>
<td>Are “portable” buildings properly tied to foundations?</td>
<td></td>
</tr>
<tr>
<td>Are automatic gas shut-off valves installed?</td>
<td></td>
</tr>
<tr>
<td>Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?</td>
<td></td>
</tr>
</tbody>
</table>

### STEP THREE: Identify common earthquake (and other) hazards throughout school buildings.

The committee could use the information from the completed inventory forms to (1) determine the scope of potential classroom hazards throughout the school, and (2) develop plans to reduce these hazards.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are free-standing cabinets, bookcases, and wall shelves secured to a structural support?</td>
<td></td>
</tr>
<tr>
<td>Are heavy objects removed from high shelves?</td>
<td></td>
</tr>
<tr>
<td>Are aquariums and other potentially hazardous displays located away from seating areas?</td>
<td></td>
</tr>
<tr>
<td>Is the TV monitor securely fastened to a securely fastened platform?</td>
<td></td>
</tr>
<tr>
<td>Is the TV monitor securely attached to a portable (rolling) cart with lockable wheels?</td>
<td></td>
</tr>
<tr>
<td>Is the classroom piano secured against rolling during an earthquake?</td>
<td></td>
</tr>
<tr>
<td>Are wall-mounted objects (clocks, maps, etc.) secured against falling?</td>
<td></td>
</tr>
</tbody>
</table>
COMMITTEE WORK PLAN
Classroom Hazard Assessment

- Tally classroom hazards from Classroom Hazard Inventory form.
- Recommend remedies/objectives.
- Develop and assign tasks.

Planning Problem: Classrooms contain:

- _____ Unsecured bookcases
- _____ Unsecured wall shelves
- _____ Unsecured freestanding cabinets
- _____ Unsecured TV monitors
- _____ Rolling pianos
- _____ Hanging plants
- _____ Heavy objects on high shelves

(Give numbers of bookcases, cabinets, etc., involved.)

Recommendation:
Determine and implement best procedures for securing bookcases, cabinets wall shelves, TVs, and rolling pianos.

Tasks:

- Meet with maintenance personnel at school or district office.
- Determine whether or not parents can be recruited to help.
- Determine cost of bolts, brackets, etc.
- Identify possible funding support.
- Establish work schedule.
- Conduct project.

Person Responsible: ___________________________ Report Due: _____________
Classroom Hazard Inventory

Date: ____________________________  Room No. ________________

Indicate number of:

___ Unsecured bookcases
___ Unsecured wall shelves
___ Free-standing cabinets
___ Hanging plants

List other hazards identified:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Check if applicable:

___ TV monitor unsecured on platform
___ TV monitor on wheeled cart
___ Classroom piano on wheels
___ Heavy objects on high shelves
**STEP FOUR: Identify potential hazards along building evacuation routes.**

The key to developing procedures for a quick and orderly evacuation is a thorough assessment of the hazards likely to be encountered enroute from classroom and other activity rooms to safe, open-spaced areas. Your local Fire Department can help with this assessment and subsequent planning steps.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do hallways and/or doors contain glass panels?</td>
<td></td>
</tr>
</tbody>
</table>
| Are these panels of safety (tempered) glass? | Check fire code requirements for safety glass along evacuation routes.
| Do lockers, bookshelves, and other storage units line the hallways? | Following an earthquake, hallways may be cluttered with debris from ceilings, fallen light fixtures, broken glass, and toppled storage units. Students should be advised to anticipate these hazards.
| Is lighting dependent on electricity rather than sunlight? | If the lighting system fails in enclosed hallways or stairways, resulting darkness will make it difficult to navigate safely. If emergency (battery-powered) lights are available, be sure to secure them against falling.
| Does your school building have elevators? | Elevators are extremely vulnerable to damage from earthquakes. Ground shaking may cause counterweights and other components to be torn from their connections, causing extensive damage to elevator cabs and operating mechanisms. Post signs near elevators prohibiting their use in the event of fire AND earthquakes.
| Do building exit routes pass through arcades, canopies, or porch-like structures? | Columns supporting arcades or porches may fail and roof overhangs may sag or fall.
| Are clay or slate tiles on roofs of school buildings? | 
| Is the school building faced with parapets, balconies, or cornices? | 

**Roof tiles, parapets, balconies, cornices, and other facades and decorations may fall during an earthquake. These components may fall after the ground stops shaking.**

_The greatest danger exists directly outside building exits. Students should be cautioned to move quickly past these hazardous areas._

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are gas, sewer, and power lines near outdoor assembly area(s)?</td>
<td></td>
</tr>
</tbody>
</table>

**STEP FIVE: Identify potential hazards in the neighborhood.**

Locate the following potential hazards on a street map available from your city’s Planning Office, Chamber of Commerce, or an auto club:

- Facilities containing toxic, chemically reactive, and radioactive materials (manufacturers and users; e.g., gas stations).
- High-voltage power lines.
- Transportation routes of vehicles carrying hazardous materials (freeways, railroad tracks).
- Major underground gas and oil pipelines.
- Underground utility vaults and above-ground transformers.
- Multi-story buildings vulnerable to damage or collapse.
- Water towers, water tanks. *Many of the above potential hazards are not readily apparent. Help in identifying their location may be obtained from your Fire Dept., city/council Public Works Office, and Building Inspection Department.*

**STEP SIX: Determine the vulnerability of your community to the following earthquake effects:**

- Strong to violent ground shaking.
- Flooding from collapsed dams/levees.
- Landslides.
- Tsunami (seismic sea waves)
“Although the risk of an actual shooting incident at any one school is very low, threats of violence are potentially a problem at any school. Once a threat is made, having a fair, rational, and standardized method of evaluating and responding to threats is critically important.”  O’Toole, FBI, 2001

The Threat Assessment Form may be photocopied with the permission of Sopris West. The form can be found as part of the manual on threat assessment:

Guidelines for Responding To Student Threats of Violence
Dewey G. Cornell, Ph.D.
Peter L. Sheras, Ph.D.
Sopris West Educational Services
www.sopriswest.com
Why would a student bring a weapon to school and without any explicable reason open fire on fellow students and teachers? Are school shooters angry? Are they crazy? Is their motive revenge? Hatred for the victims? A hunger for attention?

The origins of human violence are complex. Thinkers, historians, and scientists have explored the issue for centuries, but answers remain elusive. The roots of a violent act are multiple, intricate, and intertwined. The mix of factors varies according to the individual and the circumstances. Understanding violence after it has occurred is difficult enough. Trying to assess a threat and keep it from being carried out is even more of a challenge.

In the wake of a school shooting there is often an outcry for immediate response in the form of more stringent security precautions in schools or stricter laws aimed at school violence. However, these demands have been accompanied by little if any concerted and organized effort to understand the roots of school shooting incidents. How did a particular student come to the point of feeling that shooting fellow students and teachers was in some way an answer to his problems or emotional needs? Were there signs along the way -- not a catalogue of traits identifying him as a predicted killer, but clues that could have indicated a need for help? What was the influence of family, friends, and community?

The issue facing educators, law enforcement agencies, and the wider public is not how to predict school violence. Reliably predicting any type of violence is extremely difficult. Predicting that an individual who has never acted out violently in the past will do so in the future is still more difficult. Seeking to predict acts that occur as rarely as school shootings is almost impossible. This is simple statistical logic: when the incidence of any form of violence is very low and a very large number of people have identifiable risk factors, there is no reliable way to pick out from that large group the very few who will actually commit the violent act.

After a violent incident has taken place, retracing an offender’s past and identifying clues that in retrospect could have been signs of danger can yield significant, useful information. However, even clues that appear to help interpret past events should not be taken as predictors of similar events in the future. At this time, there is no research that has identified traits and characteristics that can reliably distinguish school shooters from other students. Many students appear to have traits and characteristics similar to those observed in students who were involved in school shootings.
Though school shootings are extensively covered in the news media, the information available in news reports is not necessarily complete, accurate, or balanced. News coverage is inherently hasty and often relies on sources who themselves have incomplete or inaccurate information. And journalists ordinarily do not have access to police and other investigative reports that may contain highly significant but confidential information about a school shooting incident or about the background, previous activities, and traits of the student or students who carried out the shooting.

To the extent that academics, researchers, and other specialists writing in professional publications base their articles on news accounts or other public sources, these too should be viewed with some reservations since they will also lack critical information available only in confidential school or law enforcement files.

News coverage magnifies a number of widespread but wrong or unverified impressions of school shooters. Among them are:

- School violence is an epidemic.
- All school shooters are alike.
- The school shooter is always a loner.
- School shootings are exclusively revenge motivated.
- Easy access to weapons is THE most significant risk factor.

Unusual or aberrant behaviors, interests, hobbies, etc., are hallmarks of the student destined to become violent.

School shootings and other forms of school violence are not just a school's problem or a law enforcement problem. They involve schools, families, and the communities. An adolescent comes to school with a collective life experience, both positive and negative, shaped by the environments of family, school, peers, community, and culture. Out of that collective experience come values, prejudices, biases, emotions, and the student's responses to training, stress, and authority. His or her behavior at school is affected by the entire range of experiences and influences. No one factor is decisive. By the same token, however, no one factor is completely without effect, which means that when a student has shown signs of potential violent behavior, schools and other community institutions do have the capacity -- and the responsibility -- to keep that potential from turning real.
Threat Assessment

ASSESSING THREATS

All threats are NOT created equal. However, all threats should be accessed in a timely manner and decisions regarding how they are handled must be done quickly. In today's climate, some schools tend to adopt a one-size-fits-all approach to any mention of violence. The response to every threat is the same, regardless of its credibility or the likelihood that it will be carried out. In the shock-wave of recent school shootings, this reaction may be understandable, but it is exaggerated -- and perhaps dangerous, leading to potential underestimation of serious threats, overreaction to less serious ones, and unfairly punishing or stigmatizing students who are in fact not dangerous. A school that treats all threats as equal falls into the fallacy formulated by Abraham Maslow: "If the only tool you have is a hammer, you tend to see every problem as a nail". Every problem is not a nail, of course, and schools must recognize that every threat does not represent the same danger or require the same level of response.

Some threats can herald a clear and present danger of a tragedy on the scale of Columbine High School. Others represent little or no real threat to anyone's safety. Neither should be ignored, but reacting to both in the same manner is ineffective and self-defeating. In every school, an established threat assessment procedure managed by properly trained staff can help school administrators and other school staff to distinguish between different levels of threats and choose appropriate responses.

Threat assessment seeks to make an informed judgment on two questions: how credible and serious is the threat itself? And to what extent does the threatener appear to have the resources, intent, and motivation to carry out the threat?

The NCAVC Threat Assessment-Intervention Model presented in this paper can be used by educators, law enforcement officers, mental health professionals, and others involved in school safety. It outlines a methodical procedure for evaluating a threat and the person making the threat, with the aim of reaching an informed judgment on the danger that a violent act will actually be carried out. To use the model effectively, those making the assessments should have appropriate training.

What is a Threat?

A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, or symbolic -- for example, motioning with one's hands as though shooting at another person.

Threat assessment rests on two critical principles: first that all threats and all threateners are not equal; second, that most threateners are unlikely to carry out their threat. However, all threats must be taken seriously and evaluated.

Most threats are made anonymously or under a false name. Because threat assessment relies heavily on evaluating the threatener's background, personality, lifestyle, and resources, identifying the threatener is necessary for an informed assessment to be made
Though school shootings are extensively covered in the news media, the information available in news reports is not necessarily complete, accurate, or balanced. News coverage is inherently hasty and often relies on sources who themselves have incomplete or inaccurate information. And journalists ordinarily do not have access to police and other investigative reports that may contain highly significant but confidential information about a school shooting incident or about the background, previous activities, and traits of the student or students who carried out the shooting.

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- Easy access to weapons is THE most significant risk factor.

Unusual or aberrant behaviors, interests, hobbies, etc., are hallmarks of the student destined to become violent.

School shootings and other forms of school violence are not just a school's problem or a law enforcement problem. They involve schools, families, and the communities. An adolescent comes to school with a collective life experience, both positive and negative, shaped by the environments of family, school, peers, community, and culture. Out of that collective experience come values, prejudices, biases, emotions, and the student's responses to training, stress, and authority. His or her behavior at school is affected by the entire range of experiences and influences. No one factor is decisive. By the same token, however, no one factor is completely without effect, which means that when a student has shown signs of potential violent behavior, schools and other community institutions do have the capacity -- and the responsibility -- to keep that potential from turning real.
**ASSESSING THREATS**

**All threats are NOT created equal.** However, all threats should be accessed in a timely manner and decisions regarding how they are handled must be done quickly. In today's climate, some schools tend to adopt a one-size-fits-all approach to any mention of violence. The response to every threat is the same, regardless of its credibility or the likelihood that it will be carried out. In the shock-wave of recent school shootings, this reaction may be understandable, but it is exaggerated – and perhaps dangerous, leading to potential underestimation of serious threats, overreaction to less serious ones, and unfairly punishing or stigmatizing students who are in fact not dangerous. A school that treats all threats as equal falls into the fallacy formulated by Abraham Maslow: "If the only tool you have is a hammer, you tend to see every problem as a nail". Every problem is not a nail, of course, and schools must recognize that every threat does not represent the same danger or require the same level of response.

Some threats can herald a clear and present danger of a tragedy on the scale of Columbine High School. Others represent little or no real threat to anyone's safety. Neither should be ignored, but reacting to both in the same manner is ineffective and self-defeating. In every school, an established threat assessment procedure managed by properly trained staff can help school administrators and other school staff to distinguish between different levels of threats and choose appropriate responses.

Threat assessment seeks to make an informed judgment on two questions: how credible and serious is the threat itself? And to what extent does the threatener appear to have the resources, intent, and motivation to carry out the threat?

The NCAVC Threat Assessment-Intervention Model presented in this paper can be used by educators, law enforcement officers, mental health professionals, and others involved in school safety. It outlines a methodical procedure for evaluating a threat and the person making the threat, with the aim of reaching an informed judgment on the danger that a violent act will actually be carried out. To use the model effectively, those making the assessments should have appropriate training.

**What is a Threat?**

A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, or symbolic -- for example, motioning with one's hands as though shooting at another person.

Threat assessment rests on two critical principles: first that all threats and all threateners are not equal; second, that most threateners are unlikely to carry out their threat. However, all threats must be taken seriously and evaluated. Most
threats are made anonymously or under a false name.  

Because threat assessment relies heavily on evaluating the threatener background, personality, lifestyle, and resources, identifying the threatener is necessary for an informed assessment to be made and also so criminal charges can be brought if the threat is serious enough to warrant prosecution. If the threatener's identity cannot be determined, the response will have to be based on an assessment of the threat alone. That assessment may change if the threatener is eventually identified: a threat that was considered low risk may be rated as more serious if new information suggests the threatener is dangerous, or conversely, an assessment of high risk may be scaled down if the threatener is identified and found not to have the intent, ability, means, or motive to carry out the threat.

**Motivation**

Threats are made for a variety of reasons. A threat may be a warning signal, a reaction to fear of punishment or some other anxiety, or a demand for attention. It may be intended to taunt; to intimidate; to assert power or control; to punish; to manipulate or coerce; to frighten; to terrorize; to compel someone to do something; to strike back for an injury, injustice or slight; to disrupt someone's or some institution's life; to test authority, or to protect oneself. The emotions that underlie a threat can be love; hate; fear; rage; or desire for attention, revenge, excitement, or recognition.

Motivation can never be known with complete certainty, but to the extent possible, understanding motive is a key element in evaluating a threat. A threat will reflect the threatener's mental and emotional state at the time the threat was made, but it is important to remember that a state of mind can be temporarily but strongly influenced by alcohol or drugs, or a precipitating incident such as a romantic breakup, failing grades, or conflict with a parent. After a person has absorbed an emotional setback and calmed down, or when the effects of alcohol or drugs have worn off, his motivation to act on a violent threat may also have diminished.

**Types of Threats**

Threats can be classed in four categories: **direct, indirect, veiled, or conditional.**

**A direct threat** identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner: "I am going to place a bomb in the school's gym."

**An indirect threat** tends to be vague, unclear, and ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked or equivocal: "If I wanted to, I could kill everyone at this school!" While violence is implied, the threat is phrased tentatively -- "If I wanted to" -- and suggests that a violent act COULD occur, not that it WILL occur.

**A veiled threat** is one that strongly implies but does not explicitly threaten violence. "We would be better off without you around anymore" clearly hints at a possible violent act, but leaves it to the potential victim to interpret the message and give a definite meaning to the threat.

**A conditional threat** is the type of threat often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met: "If you don't pay me one
Factors in Threat Assessment

Specific, plausible details are a critical factor in evaluating a threat. Details can include the identity of the victim or victims; the reason for making the threat; the means, weapon, and method by which it is to be carried out; the date, time, and place where the threatened act will occur; and concrete information about plans or preparations that have already been made.

Specific details can indicate that substantial thought, planning, and preparatory steps have already been taken, suggesting a higher risk that the threatener will follow through on his threat. Similarly, a lack of detail suggests the threatener may not have thought through all of the contingencies, has not actually taken steps to carry out the threat, and may not seriously intend violence but is "blowing off steam" over some frustration or seeking to frighten or intimidate a particular victim or disrupt a school's events or routine. Details that are specific but not logical or plausible may indicate a less serious threat. For example, a high school student writes that he intends to detonate hundreds of pounds of plutonium in the school's auditorium the following day at lunch time. The threat is detailed, stating a specific time, place, and weapon. But the details are unpersuasive. Plutonium is almost impossible to obtain, legally or on the black market. It is expensive, hard to transport, very dangerous to handle, and a complex high explosive detonation is required to set off a nuclear reaction. No high school student is likely to have any plutonium at all, much less hundreds of pounds, nor would he have the knowledge or complex equipment to detonate it. A threat this unrealistic is obviously unlikely to be carried out.

The emotional content of a threat can be an important clue to the threatener's mental state. Emotions are conveyed by melodramatic words and unusual punctuation -- "I hate you!!!!!!" "You have ruined my life!!!!!!" "May God have mercy on your soul!!!!!!" -- or in excited, incoherent passages that may refer to God or other religious beings or deliver an ultimatum. Though emotionally charged threats can tell the assessor something about the threatener's temperament, they are not a measure of danger. They may sound frightening, but no correlation has been established between the emotional intensity in a threat and the risk that it will be carried out.

Precipitating stressors are incidents, circumstances, reactions, or situations which can trigger a threat. The precipitating event may seem insignificant and have no direct relevance to the threat, but nonetheless becomes a catalyst. For example, a student has a fight with his mother before going to school. The argument may have been a minor one over an issue that had nothing to do with school, but it sets off an emotional chain reaction leading the student to threaten another student at school that day -- possibly something he has thought about in the past. The impact of a precipitating event will obviously depend on "pre-disposing factors":

underlying personality traits, characteristics, and temperament that predispose an adolescent to fantasize about violence or act violently. Accordingly, information about a temporary "trigger" must be considered together with broader information about these underlying factors, such as a student's vulnerability to loss and depression.

million dollars, I will place a bomb in the school".
Levels of Risk

Low Level of Threat:
A threat which poses a minimal risk to the victim and public safety.
- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail.
- Threat lacks realism.
- Content of the threat suggests person is unlikely to carry it out.

Medium Level of Threat:
A threat which could be carried out, although it may not appear entirely realistic.
- Threat is more direct and more concrete than a low level threat.
- Wording in the threat suggests that the threatener has given some thought to how the act will be carried out.
- There may be a general indication of a possible place and time (though these signs still fall well short of a detailed plan).
- There is no strong indication that the threatener has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility -- an allusion to a book or movie that shows the planning of a violent act or a vague, general statement about the availability of weapons.
- There may be a specific statement seeking to convey that the threat is not empty such as: "I'm serious!" or "I really mean this!"

High Level of Threat:
A threat that appears to pose an imminent and serious danger to the safety of others:
- Threat is direct, specific, and plausible.
- Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the threatener has acquired or practiced with a weapon or has had the victim under surveillance.

Example: "At eight o’clock tomorrow morning, I intend to shoot the principal. That’s when he is in the office by himself. I have a 9mm. Believe me, I know what I am doing. I am sick and tired of the way he runs this school." This threat is direct, specific as to the victim, motivation, weapon, place, and time, and indicates that the threatener knows his target’s schedule and has made preparations to act on the threat.

In general, the more direct and detailed a threat is, the more serious the risk of its being acted on. A threat that is assessed as high level will almost always require immediate law enforcement intervention.
In some cases, the distinction between the levels of threat may not be as obvious, and there will be overlap between the categories. What is important is that schools be able to recognize and act on the most serious threats, and then address all other threats appropriately and in a standardized and timely fashion.

The NCAVC model is designed to assess someone who has made a threat and evaluate the likelihood that the threat will actually be carried out. Educators, law enforcement, mental health professionals and others must realize they cannot handle threats in the same "old" way. Those tasked with assessing threats must be trained in the basic concepts of threat assessment, personality assessment and risk assessment, and realize the importance of assessing all threats in a timely manner.

What information about students can help us tell which threateners are likely to carry out their threats? All aspects of a threatener's life must be considered when evaluating whether a threat is likely to be carried out. The NCAVC model provides a framework for evaluating a student in order to determine if he or she has the motivation, means, and intent to carry out a proclaimed threat. The assessment is based on the "totality of the circumstances" known about the student in four major areas:

- **Prong One**: Personality of the student
- **Prong Two**: Family dynamics
- **Prong Three**: School dynamics and the student's role in those dynamics
- **Prong Four**: Social dynamics

A preliminary assessment is done on the threat itself, as outlined previously. If the threatener's identity is known, a threat assessor quickly collects as much information as is available in the four categories. The assessor may be a school psychologist, counselor, or other staff member or specialist who has been designated and trained for this task. Information can come from the assessor's personal knowledge of the student or can be sought from teachers, staff, other students (when appropriate), parents, and other appropriate sources such as law enforcement agencies or mental health specialists.

If the student appears to have serious problems in the majority of the four prongs or areas and if the threat is assessed as high or medium level, the threat should be taken more seriously and appropriate intervention by school authorities and/or law enforcement should be initiated as quickly as possible.
In order to effect a rapid assessment, it may not be possible to evaluate a student thoroughly in each of the four prongs. Nonetheless, having as much information as possible about a student and his or her life is important in order to determine if that student is capable and under enough stressors to carry out a threat.

Consideration Factors in each of the Four Prongs

1). Personality of the Student: Behavior Characteristics and Traits
According to Webster's, personality is "the pattern of collective character, behavioral, temperamental, emotional, and mental traits of an individual". This pattern is a product of both inherited temperament and environmental influences. Personality shapes how people consistently view the world and themselves and how they interact with others. Forming an accurate impression of someone's personality requires observing his or her behavior over a period of time and in a wide variety of situations.

Understanding adolescent personality development is extremely important in assessing any threat made by someone in that age group. An adolescent's personality is not yet crystallized. It is still developing. During adolescence, young people are likely to explore or engage in what others perceive as strange behavior. Adolescents struggle with vulnerability and acceptance ("Am I lovable and able to love?"), with questions of independence and dependence, and with how to deal with authority, among other difficult issues.

Clues to a student's personality can come from observing behavior when the student is:

- Coping with conflicts, disappointments, failures, insults, or other stresses encountered in everyday life.
- Expressing anger or rage, frustration, disappointment, humiliation, sadness, or similar feelings.
- Demonstrating or failing to demonstrate resiliency after a setback, a failure, real or perceived criticism, disappointment, or other negative experiences.
- Demonstrating how the student feels about himself, what kind of person the student imagines himself or herself to be, and how the student believes he or she appears to others.
- Responding to rules, instruction, or authority figures.
- Demonstrating and expressing a desire or need for control, attention, respect, admiration, confrontation, or other needs.
- Demonstrating or failing to demonstrate empathy with the feelings and experiences of others.
- Demonstrating his or her attitude toward others. (For example, does the student view others as inferior or with disrespect?)
Assessors who have not been able to observe a student first-hand should seek information from those who knew the student before he or she made a threat.

2). Family Dynamics
Family dynamics are patterns of behavior, thinking, beliefs, traditions, roles, customs and values that exist in a family. When a student has made a threat, knowledge of the dynamics within the student's family -- and how those dynamics are perceived by both the student and the parents -- is a key factor in understanding circumstances and stresses in the student's life that could play a role in any decision to carry out the threat.

3). School Dynamics
The relationship between school dynamics and threat assessment has not been empirically established and therefore its level of significance can either increase or decrease depending on additional research into these cases. While it may be difficult for educators/assessors to "critique" their own school, it is necessary to have some level of understanding of the particular dynamics in their school because their school can ultimately become the scene of the crime.

School dynamics are patterns of behavior, thinking, beliefs, customs, traditions, roles, and values that exist in a school's culture. Some of these patterns can be obvious, and others subtle. Identifying those behaviors which are formally or informally valued and rewarded in a school helps explain why some students get more approval and attention from school authorities and have more prestige among their fellow students. It can also explain the "role" a particular student is given by the school's culture, and how the student may see himself or herself fitting in, or failing to fit in, with the school's value system.

Students and staff may have very different perceptions of the culture, customs, and values in their school. Assessors need to be aware of how a school's dynamics are seen by students. A big discrepancy between students' perceptions and the administration's can itself be a significant piece of information for the assessor.

4). Social Dynamics
Social dynamics are patterns of behavior, thinking, beliefs, customs, traditions, and roles that exist in the larger community where students live. These patterns also have an impact on students' behavior, their feelings about themselves, their outlook on life, attitudes, perceived options, and lifestyle practices. An adolescent's beliefs and opinions, his choices of friends, activities, entertainment, and reading material, and his attitudes toward such things as drugs, alcohol, and weapons will all reflect in some fashion the social dynamics of the community where he lives and goes to school.

Within the larger community, an adolescent's peer group plays an especially crucial
role in influencing attitudes and behavior. Information about a student's choice of
friends and relations with his peers can provide valuable clues to his attitudes,
sense of identity, and possible decisions about acting or not acting on a threat.

The following material lists certain types of behavior, personality traits, and
circumstances in the family, school, and community environment that should be
regarded as warning signs if all or most of them -- in all four categories -- seem to fit
a student who has made a threat.

It should be strongly emphasized that this list is not intended as a
checklist to predict future violent behavior by a student who has not acted
violently or threatened violence. Rather, the list should be considered only
after a student has made some type of threat and an assessment has
been developed using the four-pronged model. If the assessment shows
evidence of these characteristics, behaviors and consistent problems in all
four areas or prongs, it can indicate that the student may be fantasizing
about acting on the threat, has the motivation to carry out the violent act,
or has actually taken steps to carry out a threat.

The following cautions should also be emphasized:

1. **No one or two traits or characteristics should be considered in isolation
or given more weight than the others.** Any of these traits, or several, can
be seen in students who are not contemplating a school shooting or other act
of violence. The key to identifying a potentially dangerous threatener under
this four-pronged assessment model is that there is evidence of problems on
a majority of the items in each of the four areas.

2. **Behavior is an expression of personality, but one bad day may not
reflect a student’s real personality or usual behavior pattern.** Accurately
evaluating someone's behavior requires establishing a baseline -- how he or
she typically behaves most of the time. Those responsible for assessing a
student should seek information from people who have known the student
over a period of time and have been able to observe him in varying situations
and with a variety of people.

3. **Many of the behaviors and traits listed below are seen in depressed
adolescents with narcissistic personality characteristics and other
possible mental health problems. The four-pronged threat assessment
model cannot be a substitute for a clinical diagnosis of mental illness.**
Signs of serious mental illness and/or substance abuse disorders can
significantly elevate the risk for violence and should be evaluated by a mental health professional.

NCAVC developed the following list of behaviors and traits, grouped in the four areas of the assessment model, from three sources:

• NCAVC's extensive experience in assessing threats for over two decades, including current cases of threats made in schools.
• Ideas presented at the 1999 Leesburg symposium.
• NCAVC's intensive review of eighteen school shooting cases.

Subject to the cautionary points mentioned above, the list identifies particular behaviors, personality traits and family, school, and social dynamics that may be associated with violence.

**Prong One: Personality Traits and Behavior**

**Leakage**
"Leakage" occurs when a student intentionally or unintentionally reveals clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act. These clues can take the form of subtle threats, boasts, innuendos, predictions, or ultimatums. They may be spoken or conveyed in stories, diary entries, essays, poems, letters, songs, drawings, doodles, tattoos, or videos. Another form of leakage involves efforts to get unwitting friends or classmates to help with preparations for a violent act, at times through deception (for example, the student asks a friend to obtain ammunition for him because he is going hunting).

Leakage can be a cry for help, a sign of inner conflict, or boasts that may look empty but actually express a serious threat. Leakage is considered to be one of the most important clues that may precede an adolescent's violent act.

An example of leakage could be a student who shows a recurring preoccupation with themes of violence, hopelessness, despair, hatred, isolation, loneliness, nihilism, or an "end-of-the-world" philosophy.

Another example of leakage could be recurrent themes of destruction or violence appearing in a student's writing or artwork. The themes may involve hatred, prejudice, death, dismemberment, mutilation of self or others, bleeding, use of excessively destructive weapons, homicide, or suicide.

**Low Tolerance for Frustration**
The student is easily bruised, insulted, angered, and hurt by real or perceived injustices done to him by others and has great difficulty tolerating frustration.
**Poor Coping Skills**
The student consistently shows little if any ability to deal with frustration, criticism, disappointment, failure, rejection, or humiliation. His or her response is typically inappropriate, exaggerated, immature, or disproportionate.

**Lack of Resiliency**
The student lacks resiliency and is unable to bounce back even when some time has elapsed since a frustrating or disappointing experience, a setback, or putdown.

**Failed Love Relationship**
The student may feel rejected or humiliated after the end of a love relationship, and cannot accept or come to terms with the rejection.

**"Injustice Collector"**
The student nurses resentment over real or perceived injustices. No matter how much time has passed, the "injustice collector" will not forget or forgive those wrongs or the people he or she believes are responsible. The student may keep a hit list with the names of people he feels have wronged him.

**Signs of Depression**
The student shows features of depression such as lethargy, physical fatigue, a morose or dark outlook on life, a sense of malaise, and loss of interest in activities that he once enjoyed. Adolescents may show different signs than those normally associated with depression. Some depressed adolescents may display unpredictable and uncontrolled outbursts of anger, a generalized and excessive hatred toward everyone else, and feelings of hopelessness about the future. Other behaviors might include psychomotor agitation, restlessness, inattention, sleep and eating disorders, and a markedly diminished interest in almost all activities that previously occupied and interested him. The student may have difficulty articulating these extreme feelings.

**Narcissism**
The student is self-centered, lacks insight into others' needs and/or feelings, and blames others for failures and disappointments. The narcissistic student may embrace the role of a victim to elicit sympathy and to feel temporarily superior to others. He or she displays signs of paranoia, and assumes an attitude of self-importance or grandiosity that masks feelings of unworthiness (Malmquist, 1996). A narcissistic student may be either very thin-skinned or very thick-skinned in responding to criticism.

**Alienation**
The student consistently behaves as though he feels different or estranged from others. This sense of separateness is more than just being a loner. It can involve feelings of isolation, sadness, loneliness, not belonging, and not fitting in.
**Dehumanizes Others**
The student consistently fails to see others as fellow humans. He characteristically views other people as "non-persons" or objects to be thwarted. This attitude may appear in the student's writings and artwork, in interactions with others, or in comments during conversation.

**Lack of Empathy**
The student shows an inability to understand the feelings of others, and appears unconcerned about anyone else's feelings. When others show emotion, the student may ridicule them as weak or stupid.

**Exaggerated Sense of Entitlement**
The student constantly expects special treatment and consideration, and reacts negatively if he doesn't get the treatment he feels entitled to.

**Attitude of Superiority**
The student has a sense of being superior and presents himself as smarter, more creative, more talented, more experienced, and worldlier than others.

**Exaggerated or Pathological Need for Attention**
The student shows an exaggerated, even pathological, need for attention, whether positive or negative, no matter what the circumstances.

**Externalizes Blame**
The student consistently refuses to take responsibility for his or her own actions and typically faults other people, events or situations for any failings or shortcomings. In placing blame, the student frequently seems impervious to rational argument and common sense.

**Masks Low Self-esteem**
Though he may display an arrogant, self-glorifying attitude, the student's conduct often appears to veil an underlying low self-esteem. He avoids high visibility or involvement in school activities, and other students may consider him a nonentity.

**Anger Management Problems**
Rather than expressing anger in appropriate ways and in appropriate circumstances, the student consistently tends to burst out in temper tantrums or melodramatic displays, or to brood in sulky, seething silence. The anger may be noticeably out of proportion to the cause, or may be redirected toward people who had nothing to do with the original incident. His anger may come in unpredictable and uncontrollable outbursts, and may be accompanied by expressions of unfounded prejudice, dislike, or even hatred toward individuals or groups.
**Intolerance**
The student often expresses racial or religious prejudice or intolerant attitudes toward minorities, or displays slogans or symbols of intolerance in such things as tattoos, jewelry, clothing, bumper stickers, or book covers.

**Inappropriate Humor**
The student's humor is consistently inappropriate. Jokes or humorous comments tend to be macabre, insulting, belittling, or mean.

**Seeks to Manipulate Others**
The student consistently attempts to con and manipulate others and win their trust so they will rationalize any signs of aberrant or threatening behavior.

**Lack of Trust**
The student is untrusting and chronically suspicious of others' motives and intentions. This lack of trust may approach a clinically paranoid state. He may express the belief that society has no trustworthy institution or mechanism for achieving justice or resolving conflict, and that if something bothers him, he has to settle it in his own way.

**Closed Social Group**
The student appears introverted, with acquaintances rather than friends, or associates only with a single small group that seems to exclude everyone else. Students who threaten or carry out violent acts are not necessarily loners in the classic sense, and the composition and qualities of peer groups can be important pieces of information in assessing the danger that a threat will be acted on.

**Change of Behavior**
The student's behavior changes dramatically. His academic performance may decline, or he may show a reckless disregard for school rules, schedules, dress codes, and other regulations.

**Rigid and Opinionated**
The student appears rigid, judgmental and cynical, and voices strong opinions on subjects about which he or she has little knowledge. He disregards facts, logic, and reasoning that might challenge these opinions.

**Unusual Interest in Sensational Violence**
The student demonstrates an unusual interest in school shootings and other heavily publicized acts of violence. He may declare his admiration for those who committed the acts, or may criticize them for "incompetence" or failing to kill enough people. He may explicitly express a desire to carry out a similar act in his own school, possibly as an act of "justice".
**Fascination with Violence-Filled Entertainment**
The student demonstrates an unusual fascination with movies, TV shows, computer games, music videos or printed material that focus intensively on themes of violence, hatred, control, power, death, and destruction. He may incessantly watch one movie or read and reread one book with violent content, perhaps involving school violence. Themes of hatred, violence, weapons, and mass destruction recur in virtually all his activities, hobbies, and pastimes.

The student spends inordinate amounts of time playing video games with violent themes, and seems more interested in the violent images than in the game itself. On the Internet, the student regularly searches for web sites involving violence, weapons, and other disturbing subjects. There is evidence the student has downloaded and kept material from these sites.

**Negative Role Models**
The student may be drawn to negative, inappropriate role models such as Hitler, Satan, or others associated with violence and destruction.

**Behavior Appears Relevant to Carrying Out a Threat**
The student appears to be increasingly occupied in activities that could be related to carrying out a threat -- for example, spending unusual amounts of time practicing with firearms or on various violent websites. The time spent in these activities has noticeably begun to exclude normal everyday pursuits such as homework, attending classes, going to work, and spending time with friends.

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**Prong Two: Family Dynamics**

**Turbulent Parent-Child Relationship**
The student's relationship with his parents is particularly difficult or turbulent. This difficulty or turbulence can be uniquely evident following a variety of factors, including recent or multiple moves, loss of a parent, addition of a step parent, etc. He expresses contempt for his parents and dismisses or rejects their role in his life. There is evidence of violence occurring within the student’s home.

**Acceptance of Pathological Behavior**
Parents do not react to behavior that most parents would find very disturbing or abnormal. They appear unable to recognize or acknowledge problems in their children and respond quite defensively to any real or perceived criticism of their child. If contacted by school officials or staff about the child's troubling behavior, the parents appear unconcerned, minimize the problem, or reject the reports altogether even if the child's misconduct is obvious and significant.
Access to Weapons
The family keeps guns or other weapons or explosive materials in the home, accessible to the student. More important, weapons are treated carelessly, without normal safety precautions; for example, guns are not locked away and are left loaded. Parents or a significant role model may handle weapons casually or recklessly and in doing so may convey to children that a weapon can be a useful and normal means of intimidating someone else or settling a dispute.

Lack of Intimacy
The family appears to lack intimacy and closeness. The family has moved frequently and/or recently.

Student "Rules the Roost"
The parents set few or no limits on the child's conduct, and regularly give in to his demands. The student insists on an inordinate degree of privacy, and parents have little information about his activities, school life, friends, or other relationships. The parents seem intimidated by their child. They may fear he will attack them physically if they confront or frustrate him, or they may be unwilling to face an emotional outburst, or they may be afraid that upsetting the child will spark an emotional crisis. Traditional family roles are reversed: for example, the child acts as if he were the authority figure, while parents act as if they were the children.

No Limits or Monitoring of TV and Internet
Parents do not supervise, limit or monitor the student's television watching or his use of the Internet. The student may have a TV in his own room or is otherwise free without any limits to spend as much time as he likes watching violent or otherwise inappropriate shows. The student spends a great deal of time watching television rather than in activities with family or friends. Similarly, parents do not monitor computer use or Internet access. The student may know much more about computers than the parents do, and the computer may be considered off limits to the parents while the student is secretive about his computer use, which may involve violent games or Internet research on violence, weapons, or other disturbing subjects.

Prong Three: School Dynamics
*If an act of violence occurs at a school, the school becomes the scene of the crime. As in any violent crime, it is necessary to understand what it is about the school which might have influenced the student's decision to offend there rather than someplace else. While it may be difficult for educators/assessors to "critique" or evaluate their own school, one must have some degree of awareness of these unique dynamics - prior to a threat - in order to assess a student's role in the school culture and to develop a better understanding - from the student's perspective - of why


he would target his own school.

**Student's Attachment to School**

Student appears to be "detached" from school, including other students, teachers, and school activities.

**Tolerance for Disrespectful Behavior**

The school does little to prevent or punish disrespectful behavior between individual students or groups of students. Bullying is part of the school culture and school authorities seem oblivious to it, seldom or never intervening or doing so only selectively. Students frequently act in the roles of bully, victim, or bystander (sometimes, the same student plays different roles in different circumstances). The school atmosphere promotes racial or class divisions or allows them to remain unchallenged.

**Inequitable Discipline**

The use of discipline is inequitably applied - or has the perception of being inequitably applied by students and/or staff.

**Inflexible Culture**

The school's culture -- official and unofficial patterns of behavior, values, and relationships among students, teachers, staff, and administrators -- is static, unyielding, and insensitive to changes in society and the changing needs of newer students and staff.

**Pecking Order Among Students**

Certain groups of students are officially or unofficially given more prestige and respect than others. Both school officials and the student body treat those in the high-prestige groups as though they are more important or more valuable to the school than other students.

**Code of Silence**

A "code of silence" prevails among students. Few feel they can safely tell teachers or administrators if they are concerned about another student's behavior or attitudes. Little trust exists between students and staff.

**Unsupervised Computer Access**

Access to computers and the Internet is unsupervised and unmonitored. Students are able to use the school's computers to play violent computer games or to explore inappropriate web sites such as those that promote violent hate groups or give instructions for bomb-making.

_Schools should maintain documentation of all prior incidents or problems involving students so it can be considered in future threat assessments._
Prong Four: Social Dynamics

The student has easy and unmonitored access to movies, television shows, computer games, and Internet sites with themes and images of extreme violence.

**Peer Groups**
The student is intensely and exclusively involved with a group who share a fascination with violence or extremist beliefs. The group excludes others who do not share its interests or ideas. As a result, the student spends little or no time with anyone who thinks differently and is shielded from the "reality check" that might come from hearing other views or perceptions.

**Drugs and Alcohol**
Knowledge of a student's use of drugs and alcohol and his attitude toward these substances can be important. Any changes in his behavior involving these substances can also be important.

**Outside Interests**
A student's interests outside of school are important to note, as they can mitigate the school's concern when evaluating a threat or increase the level of concern.

**The Copycat Effect**
School shootings and other violent incidents that receive intense media attention can generate threats or copycat violence elsewhere. Copycat behavior is very common, in fact. Anecdotal evidence strongly indicates that threats increase in schools nationwide after a shooting has occurred anywhere in the United States. Students, teachers, school administrators and law enforcement officials should be more vigilant in noting disturbing student behavior in the days and weeks or even several months following a heavily publicized incident elsewhere in the country.

---

**THE INTERVENTION PROCESS**

A school cannot ignore any threat of violence. Plausible or not, every threat must be taken seriously, investigated, and responded to. A clear, vigorous response is essential for three reasons: first and most important, to make sure that students, teachers, and staff are safe (that is, that a threat will not be carried out); second, to assure that they will feel safe; and third, to assure that the person making the threat will be supervised and given the treatment that is appropriate and necessary to avoid future danger to others or himself.

It is not the purpose of this paper to recommend any specific forms of intervention for a particular student or type of threat. School disciplinary policies and appropriate
treatment approaches should be determined by school administrators and counseling staff, mental health professionals, and other specialists. Rather, the following discussion focuses on two specific issues: (1) the need for schools to adopt a well thought-out system for responding to threats, and (2) guidelines for the role of law enforcement agencies in the threat-response process.

### Threat Management in Schools

A clear, consistent, rational, and well-structured system for dealing with threats is vitally important in a school. If students or staff feel that threats are not addressed quickly and sensibly or if school administrators appear overwhelmed and uncertain at every threat, confidence in the school's ability to maintain a safe environment will be seriously undermined. This in turn can seriously disrupt the school's educational program.

An effective threat management system will include a standardized method for evaluating threats, and consistent policies for responding to them. A standardized approach will help schools construct a data base, with information on the types and frequency of threats, which may help evaluate the effectiveness of school policies. Consistency in threat response can deter future threats if students perceive that any threat will be reported, investigated, and dealt with firmly.

### Guidelines for Establishing and Implementing a Threat Management System

**Inform students and parents of school policies:** A school should publicize its threat response and intervention program at the beginning of every school year (or to new students when they transfer into the school). The school should clearly explain what is expected of students -- for example, students who know about a threat are expected to inform school authorities. The school should also make clear to parents that if their child makes a threat of any kind, they will be contacted and will be expected to provide information to help evaluate the threat.

**Designate a Threat Assessment Coordinator:** One person in a school -- or perhaps several in a large school -- should be assigned to oversee and coordinate the school's response to all threats. The designated Coordinator may be the principal, another administrator, a school psychologist, resource officer, or any other staff member. The school should find appropriate threat assessment training programs for whoever is designated.

When any threat is made, whoever receives it or first becomes aware of it should refer it immediately to the designated Coordinator, and school policy should explicitly give the coordinator the necessary authority to make or assist in making quick decisions on how to respond -- including implementing the school's emergency response plan, if the threat warrants.
The Coordinator's specific responsibilities will be determined in each school, in accord with the professional judgment of the principal and administrative staff. They could include: arranging for an initial assessment when a threat is received to determine the level of threat; conducting or overseeing an evaluation after the threatener is identified, using the Four-Pronged Assessment Model; developing and refining the threat management system; monitoring intervention in previous cases; establishing liaison with other school staff and outside experts; and maintaining consistency and continuity in the school's threat response procedures.

**Consider forming a Multidisciplinary Team:** As well as appointing a Threat Assessment Coordinator, schools may decide to establish a Multidisciplinary Team as another component of the threat assessment system. Schools could draw team members from school staff and other professionals, including trained mental health professionals. The team would constitute an experienced, knowledgeable group that could review threats, consult with outside experts, and provide recommendations and advice to the Coordinator and to the school administration.

**It is strongly recommended that a law enforcement representative should either be included as a member of the team or regularly consulted as a resource person.**

Making threats can be a criminal offense, depending on the threat and the laws of each state. Although most school threats may not lead to prosecution, school officials need informed, professional advice on when a criminal violation has occurred and what actions may be required by state or local laws.

**It is especially important that a school not deal with threats by simply kicking the problem out the door.** Expelling or suspending a student for making a threat must not be a substitute for careful threat assessment and a considered, consistent policy of intervention. Disciplinary action alone, unaccompanied by any effort to evaluate the threat or the student's intent, may actually exacerbate the danger -- for example, a student feels unfairly or arbitrarily treated and becomes even angrier and more bent on carrying out a violent act.

**THE ROLE OF LAW ENFORCEMENT**

In the vast majority of cases, the decision on whether to involve law enforcement will hinge on the seriousness of the threat: low, medium, or high, under the criteria outlined earlier in this material.

**Low Level:** A threat that has been evaluated as low level poses little threat to public
safety and in most cases would not necessitate law enforcement investigation for a possible criminal offense. (However, law enforcement agencies may be asked for information in connection with a threat of any level.)

Appropriate intervention in a low level case would involve, at a minimum, interviews with the student and his or her parents. If the threat was aimed at a specific person, that person should also be asked about his or her relationship with the threatener and the circumstances that led up to the threat. The response -- disciplinary action and any decision to refer a student for counseling or other form of intervention -- should be determined according to school policies and the judgment of the responsible school administrators.

Medium Level: When a threat is rated as medium level, the response should in most cases include contacting law enforcement agencies, as well as other sources, to obtain additional information (and possibly reclassify the threat into the high or low category). A medium-level threat will sometimes, though not necessarily, warrant investigation as a possible criminal offense.

High Level: Almost always, if a threat is evaluated as high level, the school should immediately inform the appropriate law enforcement agency. A response plan, which should have been designed ahead of time and rehearsed by both school and law enforcement personnel, should be implemented, and law enforcement should be informed and involved in whatever subsequent actions are taken in response to threat. A high-level threat is highly likely to result in criminal prosecution.

Examples of Threats

Example #1: Low-Level Threat:

Student John Jones sends another student an e-mail message saying: "You are a dead man."

Step One -- Referral
The parents and student who received the message bring the message to the attention of the school's Threat Assessment Coordinator the following morning.

Step Two -- Threat Assessment
Based on the following reasons the e-mail threat is assessed as a low level of threat.

1. Threat is vague and indirect: "You are a dead man".
2. Threat lacks detail. There is no specific information on how the threat is to be carried out, on the motive or intent, or on the time and place where the threat is to be acted on.
3. The means to carry out the threat is unknown.
Step Three -- Four-Pronged Assessment
(1) Since the threatener's identity is known, background information can be obtained from faculty members who knew the student and his family before the threat was made. They picture him as somewhat immature and prone to losing his temper, but report no seriously troubling traits or changes in behavior.
(2) Interviews with the student and his parents establish that he has no access to weapons. No other information emerges to indicate that the student has made any actual preparations or seriously intends to carry out the threat.
(3) The target of the threat is interviewed. His responses also suggest the threat is unlikely to be acted on: "We've had arguments before; he gets mad and says stupid things but he gets over it".

Step Four -- Evaluation and Response
Based on the evaluation of the threat and the Four-Pronged Assessment of the student, the OVERALL assessment is that this is a low level threat. A law enforcement contact or resource person is advised of the incident, but administrative action will be determined by school authorities in accordance with school policy.

Example #2: Medium-Level Threat:

Tom Murphy, a ninth-grader, makes a videotape for one of his classes. The tape shows student actors shooting at other students on the school grounds, using long-barreled guns that appear real. On the videotape, the actor-students are heard yelling at other students, laughing, and making off-color remarks, while aiming their weapons at others. Murphy's teacher receives the tape and becomes concerned.
- Step One -- Referral
The teacher brings the tape to the Threat Assessment Coordinator, who in turn calls a meeting of the available members of the school's Multidisciplinary Team.

- Step Two -- Threat Assessment
Based on the following, the videotape is determined to be a medium level of threat until more information can be obtained.
(1) The threat is specific. Murphy and fellow students, who are posing as shooters, are pointing weapons at other students pretending to be victims. However, it is unknown if Murphy and his friends actually intended to carry out the threat, and if the weapons displayed in the videotape are real. Some of the comments heard on the tape are explicitly threatening but all of the students are laughing and it is therefore unclear whether they are speaking seriously or joking.
(2) The guns used in the videotape may or may not be real.
(3) The "script" used in the videotape suggests that the threateners have given some thought to how the threat will be carried out regarding place and time.
(4) It is unclear if the videotape, with all of its detail, is a serious prelude to real threat, or a joke.

- **Step Three -- Four-Pronged Assessment**
  (1) The Threat Assessment Coordinator and members of the Multidisciplinary Team gather additional background on each of the students who appear in the videotape. Information is sought from faculty members who knew the students and their families prior to the incident.
  (2) Students and parents are interviewed and it is determined that the guns used in the videotape were toys, and the students have no access to real weapons. No other information is provided that would elevate the level of the threat.

- **Step Four -- Evaluation and Response**
Based on evaluation of the videotape and the assessment of the ninth-grader who organized the filming, this is reclassified as a low level threat. Law enforcement officers conducted the investigation, but administrative action is left to the discretion of the school.

**Example #3: High-Level Threat:**

* A high school principal receives an anonymous phone call at 7:30 a.m. The caller says: "There is a pipe bomb scheduled to go off in the gym at noon today. I placed the bomb in the locker of one of the seniors. Don't worry, it's not my locker. I just placed it there because I can see it from where I will be sitting -- and will know if someone goes to check on it."

- **Step One -- Immediate Law Enforcement Involvement and Emergency Response**
The principal calls a designated contact in the local police department as provided in the school's emergency response plan. The emergency plan is put into effect.

- **Step Two -- Threat Assessment**
Based on the following, this anonymous threat was determined to be a high level of threat.
  (1) The threat is direct and specific. The caller identifies a specific weapon he will use as well as a location for the assault, and the time the threat will be carried out.
  (2) The content of the threat suggests the caller has taken concrete steps to carry out the threat, i.e., he has placed the locker under surveillance in order
to determine if someone checks on it.

(3) The identity of the threatener is unknown. His means, knowledge, and resources to construct a pipe bomb are unknown.

- **Step Three -- Because the threatener is unidentified, the Four-Pronged Assessment cannot be conducted.**

- **Step Four -- Evaluation and Response**
Because of its specific detail and plausible nature, this is determined to be a high level threat posing a serious danger to students and staff and requiring immediate intervention by law enforcement. If the threatener is subsequently identified, he is likely to be charged with a criminal offense and prosecuted.

### RECOMMENDATIONS

The following recommendations were made:

**Investigating school violence:** To further develop a basis for assessment, after a school shooting or other act of school violence, investigations should be designed to obtain more information in the four areas of the student's life: (1) personality, (2) family dynamics, (3) school dynamics, and (4) social dynamics.

**Training:** To make effective use of the assessment and intervention procedures outlined in this material, school administrators and staff members should receive additional training in the fundamentals of the threat assessment, adolescent development and violence, and other mental health issues relevant to the area of adolescent development. Specialized training is needed for those assigned to conduct or supervise the assessment process.

Training is also needed to educate and sensitize students about "leakage" and its significance in dealing with the threat of violence. Students are often in the best position to see and hear signs or cues of potential violence, and training should stress that ignoring those cues or remaining silent can be dangerous for themselves as well as others. Training should also confront the common teenage "code of silence" and students' reluctance to be branded as a "snitch" or to violate a friend's confidence.

Other suggestions relating to training include:

- Establish "Internal Teams" in schools to find ways to encourage students to come forward in a confidential manner with information about threatening behavior.
- Encourage "Student Assistance Programs" in which concerned teachers
would come together and discuss students who are having academic problems, behavioral problems, or problems at home.

- Establish "Peer Assistance Groups" that will encourage students to come forward with information about possible threatening behavior in other students, and provide support to overcome self-doubts or guilty feelings about breaking the "code of silence".
- Develop programs to help parents recognize when their child may be in emotional trouble or socially isolated or rejected, and help parents become more knowledgeable about where to get help and more willing to seek it.

<table>
<thead>
<tr>
<th>Threat Assessment</th>
</tr>
</thead>
</table>

**CONCLUSIONS**

**Violence** -- whether in a school, home, workplace, or on the street -- is a complex issue with complex causes and consequences. Imagining that there are easy answers and instant solutions is counterproductive: there is no easy way to attack the causes and no simple formula that can predict who will commit a violent act. It is also true, however, that violent behavior develops progressively, that making a threat represents a stage in an evolutionary process, and that there are observable signs along the way that most of us can see if we know what to look for.

**Overall, the level of violence in American schools is falling, not rising.** But the shock and fear generated by the recent succession of school shootings and other violent acts in schools -- and by violence in society at large -- have led to intense public concern about the danger of school violence.

**It is not enough to react only to the threatening message,** whether spoken, written, or symbolic. It is also vital to assess whether the person who made the threat has the intent, means, and motivation to carry it out.

**We know that students will continue to make threats in schools, and that most will never carry them out.** The use of this assessment/intervention model will help school authorities identify and deal with the high-risk threats that are the major concern, and respond to less serious threats in a measured way.
THREAT ASSESSMENT FORM

This form should be used to document the threat assessment team’s response to a student threat of violence. School administrators are advised to consult their division policy on recordkeeping for these forms.

General Information:

Your name: _____________________   Position:  ___________________ School:  _________________

Name of student: ________________________________________________________________

Date learned of threat: ______/______/______ Date threat occurred:  ______/______/______

Type of threat:  Transient  Serious Substantive  Very Serious Substantive

Who reported threat?  _________________________ Location of Threat:  ______________________

What student said or did to express a threat (quote student if possible):

<table>
<thead>
<tr>
<th>Student Who Made Threat</th>
<th>Victim or Recipient of Threat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: ___________</td>
<td>Number of Victims:</td>
</tr>
<tr>
<td>Gender: □ M □ F</td>
<td>□ 1 □ 2 □ 3 □ 4 □ 5 or more</td>
</tr>
<tr>
<td>Race: □ Caucasian □ African Am. □ Hispanic □ Asian Am. □ Other: ______________</td>
<td></td>
</tr>
<tr>
<td>Special Education (if applicable): □ LD □ OHI □ MR □ ED □ Other: ______________</td>
<td></td>
</tr>
</tbody>
</table>

Yes  No – Had or sought accomplices
Yes  No – Reported the threat as a specific plan
Yes  No – Wrote plans or list
Yes  No – Repeated the threat over time
Yes  No – Mentioned weapon in the threat
Yes  No – Used weapon in the threat
Yes  No – Had prior conflict with recipient (within 24 hours of threat)
Yes  No – Student previously bullied the recipient

Race: □ Caucasian □ African Am. □ Hispanic □ Asian Am. □ Other: ______________

Special Education (if applicable): □ LD □ OHI □ MR □ ED □ Other: ______________
Witness Interview

☐ Recipient (target) of threat  or  ☐ Witness to threat, but not recipient

Witness name and grade or title: _________________________________________________________

1. What exactly happened today when you were (place of incident)? _________________________________________________________

2. What exactly did (student who made the threat) say or do? (Write the witness’s exact words.) _________________________________________________________

3. What do you think he or she meant when saying or doing that? _________________________________________________________

4. How do you feel about what he or she said or did? (Gauge whether the person who observed or received the threat feels frightened or intimidates.) Are you concerned that he or she might actually do it? _________________________________________________________

5. Why did he or she say or do that? (Find out whether witness knows of any prior conflict or history behind threat.) _________________________________________________________
### Threat Responses - Disciplinary Action

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>—</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>Reprimanded student</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Parent Conference</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>In-school time-out</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Detention (number of days): _______________</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Suspension (number of days): _______________</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Expulsion recommended</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Other disciplinary actions: ___________________________________________________</td>
</tr>
</tbody>
</table>

### Interventions and Safety Precautions

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>—</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>Interviewed and advised student who made threat</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Interviewed and advised student’s parents</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Consulted with one or more school staff members</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Interviewed and advised other students</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Law enforcement consulted</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Law enforcement contact with the student who made the threat, consequence of legal action (probations, detention, release into parent’s custody, etc.): ____________________________________________________________________________________________</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Student might be eligible for special education services; referred for evaluation</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Student already receiving special education services; referred to the IEP team for review</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Student referred for a 504 plan</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Mental health assessment conducted by school-base staff</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Mental health assessment conducted by an outside agency (court, DSS, psychologist, etc.)</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Parents of the threat recipient notified of the threat</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Conflict mediation</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>School-based counseling</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Alter schedule of the student to increase supervision or minimize contact with the recipient</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Alternative educational placement (alternative school, day treatment program, homebound, etc.)</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Change in transportation (bus suspension, special transportation, etc.)</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Inpatient mental health services</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Outpatient mental health services (counseling or therapy with outside mental health provider)</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Other safety precautions (please list): ___________________________________________________</td>
</tr>
</tbody>
</table>
OTHER RESOURCES

It should be noted that there are many outstanding resources available to assist schools in addressing Threat Assessment. Among those recommended are:

**Threat Assessment in Schools**
A Guide to Managing Threatening Situations and to Creating Safe School Climates
U.S. Secret Service and the U.S. Department of Education

Guidelines For Responding to Student Threats of Violence
Dewey G. Cornell, Ph.D.
Peter L. Sheras, Ph.D.
Sopris West Educational Services
[www.sopriswest.com](http://www.sopriswest.com)

SUGGESTED READING ON THREAT ASSESSMENT

safe schools. Washington, DC: U.S. Department of Education (DOE) and Department of Justice (DOJ).

U.S. Department of Education (DOE) and Department of Justice (DOJ).


Nichols, K.S. (in press) Differential emotional expression of children while viewing violent
Special thanks to all of the following who contributed material, ideas and insight into the NCAVC Threat Assessment report and subsequent materials.

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Preparedness
<table>
<thead>
<tr>
<th>Action Checklist:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Determine what crisis plans exist in the district, school, and community.</td>
</tr>
<tr>
<td>• Identify all stakeholders involved in crisis planning.</td>
</tr>
<tr>
<td>• Develop procedures for communicating with staff, students, families, and the media.</td>
</tr>
<tr>
<td>• Establish procedures to account for students during a crisis.</td>
</tr>
<tr>
<td>• Gather information that exists about the school facility, such as maps and the location of utility shutoffs.</td>
</tr>
<tr>
<td>• Identify the necessary equipment that should be assembled to assist staff in a crisis.</td>
</tr>
</tbody>
</table>
## Crisis Management

### Preparedness

<table>
<thead>
<tr>
<th>Action Completed</th>
<th>Preparedness Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify and involve stakeholders.</td>
</tr>
<tr>
<td></td>
<td>Identify the stakeholders to be involved in developing the crisis management plan (the people who are concerned about the safety of the school and the people who will be called upon to assist when a crisis occurs). Ask stakeholders to provide feedback on sections of the plan that pertain to them. For example, ask families to comment on procedures for communicating with them during a crisis.</td>
</tr>
<tr>
<td></td>
<td>During the process create working relationships with emergency responders. It is important to learn how these organizations function and how you will work with each other during a crisis.</td>
</tr>
<tr>
<td></td>
<td>It is essential to work with city and county emergency planners. You need to know the kinds of support municipalities can provide during a crisis, as well as any plans the city has for schools during a crisis.</td>
</tr>
<tr>
<td></td>
<td>Consider existing efforts.</td>
</tr>
<tr>
<td></td>
<td>Before developing the school plan investigate existing plans. How do other agencies’ plans integrate with the school’s plan? Are there conflicts?</td>
</tr>
<tr>
<td></td>
<td>If the school recently completed a crisis plan, efforts may be limited to revising the plan in response to environmental, staff, and student changes.</td>
</tr>
<tr>
<td></td>
<td>Determine what crisis the plan will address.</td>
</tr>
<tr>
<td></td>
<td>Before assigning roles and responsibilities or collecting the supplies that the school will need during a crisis, define what a crisis is for your school based on vulnerabilities, needs, and assets.</td>
</tr>
</tbody>
</table>
### Define roles and responsibilities.

How will the school operate during a crisis? Washington State Schools will organize based on the Incident Command System (ICS) to manage incidents. ICS provides a structured way for delegating responsibilities among school officials and all emergency responders during crisis response. The ICS plans needs to be established with all emergency responders and school officials before a crisis occurs.

### Develop methods for communicating with staff, students, families, and the media.

Address how the school will communicate with all of the individuals who are directly or indirectly involved in the crisis. One of the first steps in planning for communication is to develop a mechanism to notify students and staff that an incident is occurring and to instruct them on what to do. It is critical that schools and emergency responders use the same definitions for the same terms. The ICS system will ensure this occurs.

When notifying students an event is occurring FEMA recommends simply using plain language rather than codes. Discuss with law enforcement the safest methods for disseminating information (cell phones, intercom, runners, etc.) *Remember, some electronic devices can trigger bombs.*

Plan to communicate with families, the community, and the media. Prepare template letters and press releases in advance so staff will not have to compose them during the confusion and chaos of the event. It’s easier to tweak smaller changes than to begin from scratch.

The media can be very helpful in providing information to families and others in the community. Be sure to work with local media before a crisis occurs.
## Crisis Management

### Preparedness - Action Steps (Continued)

<table>
<thead>
<tr>
<th>Obtain necessary equipment and supplies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide staff with the necessary equipment to respond to a crisis. Consider whether there are enough master keys for emergency responders so that they have complete access to the school. Get phones and radios necessary for communication.</td>
</tr>
<tr>
<td>Maintain a cache of first aid supplies, food, water, etc. for staff and students during the incident. Prepare response kits for secretaries, school nurses, and teachers. For nurse’s kit consider students emergency medications as well as first aid supplies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prepare for immediate response.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When a crisis occurs, quickly determine whether students and staff need to be evacuated from the building, returned to the building, or locked down in the building.</td>
</tr>
</tbody>
</table>

**Evacuation:**
Evacuation requires that all students and staff leave the building. The evacuation plan should include a back up site as well as the primary evacuation site. The evacuation plan should include backup buildings to serve as emergency shelters such as nearby community center, religious institutions, businesses, or other schools. Agreements for using these spaces should be negotiated or reconfirmed prior to the beginning of each school year.

Evacuation plans should include contingencies for weather conditions such as rain, snow, and extreme cold and heat. While most students will be able to walk to a nearby community center, students with disabilities may have more restricted mobility. Your plan should include transportation options for these students.

**Reverse Evacuation:**
If an incident occurs while students are outside, you will need to return them to the building quickly. Once you are safely inside you may find the situation calls for a lockdown.
## Crisis Management

### Preparedness - Action Steps (Continued)

<table>
<thead>
<tr>
<th><strong>Lockdown.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lockdown is called for when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy. All exterior doors are locked and students/staff stay in their classrooms. Windows will be covered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Shelter-in-Place.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelter-in-Place is used when there is not time to evacuate or when it may be harmful to leave the building. Shelter-in-Place is commonly used during hazardous material spills. Students and staff are held in the building and windows and doors are sealed. There can be limited movement within the building.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Create maps and facilities information.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Washington State Mapping Program.</strong> In a crisis, emergency responders will need to know the location of everything in the school. Washington State schools are mapped by Prepared Response and/or Pierce Responder. The digital maps generated by these two programs includes information about classrooms, hallways, stairwells, location of utilities and shut offs, outside perimeters and other information needed for quick and effective response. Paper copies of maps can be helpful and should be also considered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Develop accountability and student release procedures.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>As soon as the crisis is recognized, account for all students, staff, and visitors. Emergency responders treat a situation very differently when people are missing. Be sure to inform families of release procedures before a crisis occurs. Accurate and practiced procedures for tracking student release and ensuring that students are only released to authorized individuals must be developed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Preparedness includes Drills and Exercises.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness includes emergency drills and exercises for staff, students, and emergency responders. Tabletop exercises are very useful in practicing and testing the procedures specified in the school plan. Tabletop exercises involve school staff and others sitting around a table discussing the steps they would take to respond. Exercises and drills can identify issues that need to be addressed in the crisis plan as well as problems with communication and response plans. Drills and exercises will improve your plan and better prepare the school to respond to an actual crisis.</td>
</tr>
</tbody>
</table>
The Preparedness Tool Checklist

The following templates, procedures, and inserts will assist you addressing the preparedness action steps and in designing your plan.

**Personal Emergency Planning Checklist** (Emergency Resource Guide)

**Defining your Vulnerabilities, Needs, and Assets**
- Hazard Identification; page 16
- Threat Assessments; page 23
- **School Mapping** (CD Insert, Critical Incident Planning and Mapping System)

**Special Needs Planning** (Annex 1, page)
- Planning for Students and Staff with Disabilities

**Basic Model Plan** (Annex 3: Model Plans; page)
- Basic School Plan
- Pandemic Flu Planning

**Defining School Response Roles/Responsibilities** (Annex 2, Page)
- Employee Response Teams

**Forms, Supplies, and Equipment List** (See Annex 2, page)

**Immediate Response Procedures**
- Evacuation Template (See Annex 4, page)
- Lockdown Template (Annex 4, page)
- Shelter-In-Place Template (Annex 4, page)

**Other Emergency Response Procedure Templates** (Annex 4, page)

**Communicating with the Media** (See Annex 4, page)

**Parent/Student Reunification** (Annex 5, page)

**Drills and Exercises** (Annex 6, page)
During the Disaster
During the Disaster

Direction and Control defines the management function for emergency response. Your plans identify by name and title, who is in charge during an event, and at least one alternate, should that person be unable to service in that capacity. The National Incident Management System (NIMS) provides a basis for decision making and identifies the authority for making those decisions for the school.

The purpose of planning direction and control is to provide for the legal and effective direction, control, and coordination of school emergency operations, emergency assistance, resources, and recovery following an emergency or disaster.

Identifying the chain of command ensures continuous leadership and authority in key positions. The school principal has the responsibility for directing and controlling emergency response or may delegate these responsibilities to the appropriate staff.

The NIMS is flexible and allows for the use of people present at the time of an incident. For planning and training purposes, it is preferable to assign people to perform each function so that they develop an understanding of what will be required in responding to an emergency.

The Incident Management System provides a process for managing the response and recovery efforts following a disaster. It consists of a chain of command which incorporates four sections -- Plans, Operations, Logistics, and Finance -- under the overall leadership of an Incident Manager. Each of the four sections operates under its own Section Chief and has its own tasks or job descriptions. The tasks identify priorities that arise during a disaster event and provide for a uniformly structured response and recovery effort.

In schools, each employee is assigned as either a Section Chief or support person within the NIMS sections. They should be an individual who is resourceful, remains calm during emergencies, is well organized, a “team” player, and free of disabilities which might interfere with his/her functioning. Designate “back up” people for each assigned person in case injuries or absence prevent them from assuming their responsibilities.

Assigning staff to NIMS functions should take into consideration the personal characteristics listed above as well as each individual’s job related skills and responsibilities. Medical care should be performed by those with the best, most current skills, regardless of rank.
## Crisis Management

### Response

<table>
<thead>
<tr>
<th>Completed</th>
<th>Action Checklist:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Determine if a crisis is occurring.</td>
</tr>
<tr>
<td></td>
<td>• Identify the type of crisis that is occurring and determine the appropriate response.</td>
</tr>
<tr>
<td></td>
<td>• Activate the Incident Command System (ICS).</td>
</tr>
<tr>
<td></td>
<td>• Ascertain whether an evacuation; reverse evacuation; lockdown; or shelter-in-place must to be implemented.</td>
</tr>
<tr>
<td></td>
<td>• Maintain communication among all relevant staff at officially designated locations.</td>
</tr>
<tr>
<td></td>
<td>• Establish what information needs to be communicated to staff, students, families, and the community.</td>
</tr>
<tr>
<td></td>
<td>• Monitor how emergency first aid is being administered to the injured.</td>
</tr>
<tr>
<td></td>
<td>• Decide if more equipment and supplies are needed.</td>
</tr>
</tbody>
</table>
## Crisis Management

### Response

<table>
<thead>
<tr>
<th>Action Completed</th>
<th>Response Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expect to be surprised.</td>
</tr>
<tr>
<td></td>
<td>Regardless of how much time and effort was spent on crisis planning, the staff should know that there will always be an element of surprise and confusion when a school is confronted with a crisis.</td>
</tr>
<tr>
<td></td>
<td>Assess the situation and chose the appropriate response.</td>
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<tr>
<td></td>
<td>Your plan requires a very quick but careful assessment of the situation at hand. Determine whether a crisis exists and if so, the type of crisis, the location, and the magnitude.</td>
</tr>
<tr>
<td></td>
<td>Respond within seconds.</td>
</tr>
<tr>
<td></td>
<td>When a crisis actually happens, make the basic decisions about what type of action is needed and respond within seconds. An immediate, appropriate response depends on a plan with clearly articulated roles and responsibilities, as well as training and practice.</td>
</tr>
<tr>
<td></td>
<td>Notify appropriate emergency responders and the school crisis response team.</td>
</tr>
<tr>
<td></td>
<td>Do not delay calling 911. It is better to have emergency responders on the scene as soon as possible, even if the incident has even resolved by the time they arrive, than to delay calling and risk further injury and damage.</td>
</tr>
<tr>
<td></td>
<td>Evacuate or lockdown the school as appropriate.</td>
</tr>
<tr>
<td></td>
<td>This should be one of the first decisions made.</td>
</tr>
<tr>
<td></td>
<td>Triage injuries and provide emergency first aid to those who need it.</td>
</tr>
<tr>
<td></td>
<td>Designate a location for EMS to treat the seriously injured. The school plan should identify qualified staff to determine who needs emergency first aid.</td>
</tr>
</tbody>
</table>
### Crisis Management

**Response – Action Steps (Continued)**

<table>
<thead>
<tr>
<th>Keep supplies nearby and organized at all times.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you have to move to another location, remember to take your supplies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trust leadership.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust will help calm the situation and minimize the chaos that may occur during a crisis. Leaders need to project a calm, confident, and serious attitude to assure people of the seriousness of the situation and the wisdom of the directions being given.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicate accurate and appropriate information.</th>
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</thead>
<tbody>
<tr>
<td>All information released to the media and public should be funneled through a single public information officer. This will maximize the likelihood of presenting consistent and accurate information to the public.</td>
</tr>
<tr>
<td>Families should, at a minimum, know that a crisis has occurred and that all possible steps are being taken to see to the safety of their children. At some point, families will also need to know when and where their children will be released.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activate the student release system.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The earliest possible safe release of students is a desired goal. Often student release will be accomplished before complete resolution of a crisis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Documentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write down every action taken during the response. This will provide a record of appropriate implementation of the crisis plan. Also necessary is recording damage for insurance purposes and tracking financial expenditures related to the incident. <em>Keep all original notes and records, these are legal documents.</em></td>
</tr>
</tbody>
</table>
After the Disaster
After the Disaster

How well and how quickly businesses are able to recover can make or break them. Statistics show that over 40 percent of businesses seriously impacted by disasters do not reopen while another 30 percent that do reopen close within three years. Planning for recovery is vital to the health of your school.

Recovery and mitigation are tied together in that recovery should do more than reinstate the pre-disaster condition while mitigation ensures that communities are rebuilt better than they were before disaster struck. Linked together, a new recovery philosophy is actively encouraged by FEMA and the insurance industry to proactively cut back on the enormous costs of recent disasters in this country.

Although recovery occurs after a disaster and may take weeks and months due to the amount of devastation in an area, recovery should be given serious consideration prior to a disaster. Planning for recovery can make it possible to resume business and day-to-day living activities much sooner.

Most communities and schools can recover from a crisis that taxes them for a couple of days and then everything returns to normal. Long-term recovery may take weeks, months, or years and poses many critical problems for the community as well as individual entities and businesses.

**Short-term recovery has problems such as:**

- Obtaining temporary food, water, and housing
- Maintenance of medical attention and services
- Restoration of power, water, communications, etc.
- Temporary road closures and rerouted traffic
- Clearing downed trees
- Repair of public/private buildings and homes

**Long-term recovery may involve the following:**

- Demolition of damaged buildings and homes
- Removal of debris by entire blocks
- Restoration of entire lifelines systems
- Major reconstruction programs
- Revision of building and land use codes
- Cash flow and economic problems
- Business failures and closures; high unemployment
- Political issues
Recovery
### Crisis Management

#### Recovery

<table>
<thead>
<tr>
<th>Completed</th>
<th>Action Checklist:</th>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Strive to return to learning as quickly as possible.</td>
</tr>
<tr>
<td></td>
<td>• Restore the physical plant, as well as the school community.</td>
</tr>
<tr>
<td></td>
<td>• Monitor how staff is assessing students for the emotional impact of the crisis.</td>
</tr>
<tr>
<td></td>
<td>• Identify what follow up interventions are available to students, staff, and first responders.</td>
</tr>
<tr>
<td></td>
<td>• Conduct debriefing with staff and first responders.</td>
</tr>
<tr>
<td></td>
<td>• Assess curricular activities that address the crisis.</td>
</tr>
<tr>
<td></td>
<td>• Allocate appropriate time for recovery.</td>
</tr>
<tr>
<td></td>
<td>• Plan how anniversaries of events will be commemorated.</td>
</tr>
<tr>
<td></td>
<td>• Capture “lessons learned” and incorporate them into revisions of the crisis plan and trainings.</td>
</tr>
</tbody>
</table>
## Recovery Action Steps

### Plan for recovery in the Preparedness Phase.

District level counselors may want to train school staff to assess the emotional needs of students and colleagues to determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During the planning phase you may want to review the credentials of service providers and certify those that will be used during recovery.

### Return to the “business of learning” as quickly as possible.

Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible.

### Schools and districts need to keep students, families, and the media informed.

Let the families and other community members know what support services are being provided or what other community services are available. Messages to the students should be age appropriate. If letters are appropriate, be sure to consider cultural differences when preparing these materials to send home to parents.

### Focus on the building, as well as people, during recovery.

Following a crisis, buildings and surrounding grounds may need repairing. Conduct safety audits to determine what parts of the buildings can be used and plan for repairing those that are damaged.

### Provide assessment of emotional needs of staff, students, families and responders.

Assess the emotional needs of all students and staff. Have a school counselor, social worker, school psychologist, or other mental health professional determine those who need intervention. Arrange for appropriate intervention by school or community based service providers.
### Recovery – Action Steps (Continued)

<table>
<thead>
<tr>
<th>Provide stress management during class time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trauma experts emphasize the need to create a caring, warm, and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conduct daily debriefings for staff, responders, and others assisting in recovery.</th>
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<tbody>
<tr>
<td>Debriefings help staff cope with their own feelings of vulnerability.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Take as much time as needed for recovery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>An individual recovers from a crisis at his or her own pace. Recovery is not linear. Depending on the traumatic event and the individual, recovery may take months or even years.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Remember anniversaries of a crisis.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School crisis planning guides suggest holding appropriate memorial services or other activities, such as planting a tree in memory of victims of the crises. Remembering the anniversary of the crisis will stimulate memories and feelings about the incident.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluate.</th>
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<tbody>
<tr>
<td>Evaluating recovery efforts will help prepare for the next crisis. The following are examples of questions to ask:</td>
</tr>
<tr>
<td>1. Which classroom-based interventions proved most successful and why?</td>
</tr>
<tr>
<td>2. Which assessment and referral strategies were the most successful and why?</td>
</tr>
<tr>
<td>3. What were the most positive aspects of staff debriefings and why?</td>
</tr>
<tr>
<td>4. Which recovery strategies would you change and why?</td>
</tr>
<tr>
<td>5. Do other professionals need to be tapped to help with future crisis?</td>
</tr>
<tr>
<td>6. What additional training is necessary to enable the school community and the community at large to prepare for future crisis?</td>
</tr>
<tr>
<td>7. What additional equipment is needed to support recovery efforts?</td>
</tr>
<tr>
<td>8. What other planning actions will facilitate future recovery efforts?</td>
</tr>
</tbody>
</table>
Counseling Support

Introduction to Trauma and Crisis Response

Responding to Crisis and Returning to Learning

The impact of a crisis has the potential to reverberate through a school, a community, a state, and even a nation or the world community. The ripple effects of a critical event or trauma depends on the connections we each have to students, friends, loved ones, schools and our communities. In general, a crisis will have its greatest impact on those who have the closest physical, psychological, and emotional proximity to the critical event.

For students a traumatic experience may cause ongoing feelings of concern for their own safety and the safety of others. Students may:

- Become preoccupied with thoughts about their actions during the event;
- Experience guilt or shame over what they did or did not do at the time;
- May engage in constant retelling of the event, or may describe being overwhelmed by feelings of fear or sadness.

A traumatic event at school can seriously interrupt the school routine and the processes of teaching and learning. A team of trained school counselors and other trained responders from neighboring schools will be called upon to provide support and follow-up.

This guidance does not delve into this subject. Further development of a Counseling Support Program and additional training will be needed. This topic and others can be addressed in the follow up KPREP training for individual team responses.
Annex 1

Special Needs Planning
Special Needs Comprehensive Planning

Disaster Tips for Students and Staff with Disabilities
Mobility Impaired
Visually Impaired
Hearing Impaired and/or Deaf Students
Emergency Communications
Evacuation Planning Checklist

Building an Evacuation Plan for Special Needs Students

Students with Hearing Impairment
Medical Verification of Students Health Status and Needs Form
Students with Mobility Impairment
Emergency Information Form
Students with a Visual Impairment

Transporting Students with Disabilities

Mobility, Hearing and Sight Disabilities
Individual Student Evacuation Plan
Special Needs Comprehensive Planning for Schools
## Special Needs Comprehensive Planning

### Disaster Tips for Students and Staff

**With Disabilities**

### Planning

The majority of Washington State Schools offer safe, secure environments in which children can learn and develop, yet we are all too aware that threats to security, both natural and man-made remain a constant presence. Comprehensive emergency planning ensures that knowing what to do when a crisis occurs can minimize chaos, rumors and the psychological impact of an event on students, staff, and the community. There is no substitute for good crisis planning when a major problem unfolds.

A strong, well implemented Comprehensive Emergency Management Plan will contribute to reducing potential problems, and is essential if educators are to provide a safe, secure and peaceful environment. A team approach must be used, with partnerships established with the school district, police/security/law enforcement, fire, EMS, Dept. of Health, emergency management and other community organizations and agencies.

The comprehensive plan must address the needs of students with disabilities. In schools, approximately 2% of children have a serious enough disability that they require special education services or supportive care. Schools, families, and communities have the responsibility to be well prepared for prompt, safe, and individualized care in the event of an emergency or disaster.

Best practice dictates that individuals who will be involved prior to or during an emergency situation with a student with special needs should be invited to participate in the development, implementation and evaluation of the comprehensive emergency plan as it applies to students in their care. At a minimum the emergency plan must be coordinated with school nurses, and local first responders to ensure a plan of action is in place to maintain the student's health and safety during an emergency or disaster.

Remember that during an emergency or disaster school personnel become emergency responders until local first responders can be dispatched to the school. It is essential that each school have and operate under one comprehensive emergency management plan.

Care and safety for students with disabilities should be addressed within the schools comprehensive emergency management plan. The following are questions that should be addressed in the plan as it pertains to students with disabilities. Other questions should be added as they pertain to your particular student population (see list below).
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th></th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>• Do you have a current list of the student’s medications?</td>
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<tr>
<td>• Do you have a CURRENT emergency information form filled out for each child?</td>
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<tr>
<td>• Do you have supplies necessary to accommodate the student’s disability? Example: batteries, emergency/medical supplies, etc.</td>
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<tr>
<td>• Have you identified a back up system for equipment that requires electricity? (Electric Wheel Chairs)</td>
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<tr>
<td>• Are local first responders aware that you have students with disabilities that will require extra care during an emergency or disaster?</td>
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<tr>
<td>• Have local first responders visited your school and made notes where students with disabilities are located in the school?</td>
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<td></td>
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<tr>
<td>• Do you have a plan for evacuation of students?</td>
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<td></td>
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<tr>
<td>• Alternate routes may be needed to accommodate students with disabilities, and it is important to ensure that all students are evacuated and none are left behind because they are stuck inside the building alone. Have you checked your evacuation route? Does it lend itself well to the evacuation of your students with disabilities?</td>
<td></td>
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</tr>
<tr>
<td>• Have you informed blind students about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas in a disaster?</td>
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</tr>
<tr>
<td>• Have you drilled your evacuation plan? Remember, during a crisis people react exactly as they have been trained and are more comfortable in doing so the more they have practiced it, this is especially true for evacuations, lockdowns and shelter-in-place situations.</td>
<td></td>
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</tr>
<tr>
<td>• Have you identified students in adjacent rooms that may be able to assist during evacuation? Have pre-signed agreements with parents of students you will ask to assist in the evacuation of students with disabilities.</td>
<td></td>
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</tr>
<tr>
<td>• Have you discussed alert mechanisms that will be used for deaf students or blind students in an emergency or disaster?</td>
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<td></td>
</tr>
<tr>
<td>• Have you discussed disasters and preparedness with the students, explaining what will be done to make them safe if an emergency or disaster occurs?</td>
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</table>
More on Planning

It is important that the Comprehensive Emergency Management Plan be based on the "All Hazard" model. All conceivable emergencies must be addressed both natural and man-made. Specific crisis response strategies should be developed for each of these circumstances. These response strategies should include lockdown, lockout, shelter-in-place, specific drills such as earthquake and fire, and other strategies as identified. Training and regular drills must be conducted on these strategies for all staff and students and reinforced on a continuing basis.

The Comprehensive Emergency Management Plan must be built on the Incident Command System (ICS). Crisis teams with specific job descriptions that define and assign functional responsibilities must be in place. Staff must be trained and drilled on their respective responsibility. Additionally, supplies needed to carry out these responsibilities must be assembled and ready should they be needed. These teams should include: site facility/security, search and rescue, medical student care, student release, documentation, situation analysis, supplies/facilities, staffing, communications, timekeeping and purchasing.

A command section must be developed and implemented to include: an incident commander, safety officer, public information officer, and liaison officer.

It is imperative that schools have emergency supplies, to include water, in place to be self-sufficient for at least three days. The purchase and deployment of these supplies must be completed prior to the disaster. This is a major component in the Comprehensive Emergency Management Plan.

A strong student/parent reunion policy and procedure must be in place. Teachers must have release forms, signed by parents/guardians, for each student with the names of persons to be notified if a parent or guardian cannot be reached. As part of the Comprehensive Emergency Management Plan procedures must be in place that specifies how staff will handle a release of students in a timely manner yet maintaining accountability for all students.
More on Planning

Additional areas such as a school phone tree, resource inventory, summary of agreements and contracts, buddy teacher list, forms, sample letters home to parents, staff skills survey inventories, supply list and inventories of special needs students and how their needs will be met, must be part of the Comprehensive Emergency Management Plan.

Within the plan there must be current procedures for an evacuation of the school building. Identification of an off-campus evacuation site along with coordination plans for moving to the site must be in place, coordinated with staff and made known to parents. To facilitate this phase of the plan drills must be conducted in a timely manner to familiarize staff and students with the procedure.

In the aftermath of a disaster the comprehensive emergency management plan must include a crisis intervention team. In the aftermath of a violent event at or near a school, students and staff can be traumatized as eyewitnesses to injury or death. The chaos and fear disrupt the emotional equilibrium of hundreds of students and staff and prevent the resumption of teaching and learning. Crisis Intervention Teams, as identified in the Comprehensive Emergency Management Plan can assist in restoring the learning environment in a variety of ways, including providing psychological first aid, comfort and emotional support to school victims of violence.
<table>
<thead>
<tr>
<th>Action Completed</th>
<th>Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Store emergency supplies in a pack or backpack attached to the student's wheelchair, walker or scooter.</td>
</tr>
<tr>
<td></td>
<td>• Store needed mobility aids such as canes, crutches, walkers, etc. close to the student in a consistent, convenient and secured location. If possible store extra aids in several other locations in the classroom, if possible.</td>
</tr>
<tr>
<td></td>
<td>• Keep a pair of heavy gloves in the teacher's supply kit and a pair in the student's pack to use while wheeling or making your way over glass or other debris.</td>
</tr>
<tr>
<td></td>
<td>• If the student has a motorized wheelchair or scooter consider having an extra battery available if possible. Power may be out and an alternative method of charging the wheelchair should be explored.</td>
</tr>
<tr>
<td></td>
<td>• A car battery can be substituted for a wheelchair battery, but this type of battery will not last as long as a wheelchair's deep-cycle battery. Check with a vendor to see if you will be able to charge batteries by either connecting jumper cables to a vehicle battery or by connecting batteries to a specific type of converter that plugs into a vehicle's cigarette lighter in the event of loss of electricity.</td>
</tr>
<tr>
<td></td>
<td>• If the wheelchair does not have puncture-proof tires, keep a patch kit or can of &quot;seal-in-air product&quot; to repair flat tires. You might also consider keeping an extra inner tube for the wheelchair tires.</td>
</tr>
<tr>
<td></td>
<td>• Store at least one extra MANUAL wheelchair in the classroom.</td>
</tr>
<tr>
<td></td>
<td>• Arrange furniture to allow for easy egress from the classroom.</td>
</tr>
<tr>
<td></td>
<td>• Make sure paths of travel out of the building are unobstructed for easy movement.</td>
</tr>
<tr>
<td></td>
<td>• If you spend time above the first floor of an elevator building, plan and practice using alternative methods of evacuation. Portable wheelchairs stored at the top of the stairs are an option.</td>
</tr>
<tr>
<td></td>
<td>• If you cannot use stairs, discuss lifting and carrying techniques that will work for you. There will be instances where wheelchair users will have to leave their chairs behind in order to safely evacuate a structure. Discuss these issues with your local fire department. Fire fighters can come to your school and give you needed assistance and instruction before an emergency or disaster occurs.</td>
</tr>
<tr>
<td></td>
<td>• All students and staff should know the location of fire extinguishers.</td>
</tr>
<tr>
<td></td>
<td>• If it is necessary to install extended handles on fire extinguishers to make them accessible for mobility impaired students do so before the emergency or disaster occurs.</td>
</tr>
<tr>
<td>Action</td>
<td>Action:</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>Students should practice walking down the stairs with assistance if this is an option. Students or staff who will assist mobility impaired students should be identified before the disaster and parental consent forms should be signed before the emergency occurs.</td>
</tr>
<tr>
<td></td>
<td>It is important for the student or staff member to be able to give brief instructions regarding how they can be moved in an emergency.</td>
</tr>
<tr>
<td></td>
<td>If necessary to transfer in and out of a wheelchair practice this before an emergency occurs.</td>
</tr>
<tr>
<td></td>
<td>If absolutely necessary the student might be able to bump down the stairs on their butt, crawl, etc? Would they need something to strap on their butt if this becomes an option? Gloves to protect their hands might also be needed.</td>
</tr>
</tbody>
</table>
### Special Needs Comprehensive Planning

#### ~ Action Steps ~
**Visually Impaired**

<table>
<thead>
<tr>
<th>Action Completed</th>
<th>Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Can the student read the emergency signage? If no you might consider developing signage with larger print or possibly even Braille.</td>
</tr>
<tr>
<td></td>
<td>Are there raised and Braille characters on signs that designate exits, direction to exits, information on exit routes, and floors designated by numbers or letters, including floor level designations provided in stairwells.</td>
</tr>
<tr>
<td></td>
<td>Will the student be able to evacuate independently without relying on the usual auditory clues found in their environment, such as the hum of a copy machine or something of the sort? If there is a power outage these everyday relied upon clues may be absent.</td>
</tr>
<tr>
<td></td>
<td>Schools should consider having emergency lighting along the escape routes that will be used during an emergency or disaster. If the power is out visually impaired students might rely on emergency lighting for a safe egress from the building.</td>
</tr>
<tr>
<td></td>
<td>If the student requires glasses an extra pair should be stored in their emergency kit.</td>
</tr>
<tr>
<td></td>
<td>If contact lenses are worn by the student consider what to do if and when smoke, dust or fumes become painful or even dangerous. Discuss this ahead of time with the student's parents.</td>
</tr>
<tr>
<td></td>
<td>Before the disaster personnel should be instructed in how to be a “sighted guide.” This information is available from community service agencies.</td>
</tr>
<tr>
<td></td>
<td>If the student uses a cane to move about you should store extra canes in the classroom. Consider storing an extra cane with the school first aid emergency supplies.</td>
</tr>
<tr>
<td></td>
<td>Store high-powered flashlights with wide beams and extra batteries in the classroom.</td>
</tr>
<tr>
<td></td>
<td>If the student has a service animal it may become confused, panicked, frightened or disoriented during and after a disaster. Keep them confined or securely leashed or harnessed. A leash or harness is an important item for managing a nervous or upset animal.</td>
</tr>
<tr>
<td></td>
<td>Mark emergency supplies with large print, fluorescent tape or identify in Braille.</td>
</tr>
<tr>
<td></td>
<td>Make every effort to give directions calmly and clearly recognizing the student may not be able to read signage or visually observe the damage that may have taken place.</td>
</tr>
</tbody>
</table>
Vocabulary

- **Deafness** is defined as hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance. IDEA Reg. 300.7(b)(3)
- **Hearing Impairment** is identified as impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of “deafness” in this section. IDEA Reg. 300.7(b)(4).

<table>
<thead>
<tr>
<th>Action Completed</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does the school have an emergency alert mechanism for hearing impaired or deaf students? These students may not be able to hear the audible alert.</td>
</tr>
<tr>
<td></td>
<td>Consider flashing lights, strobes, flashing blue lights, etc. to alert hearing impaired or deaf students.</td>
</tr>
<tr>
<td></td>
<td>The alert mechanism you select should be placed strategically throughout the building. Don’t forget the cafeteria, restrooms, gymnasium, halls, etc. Ask yourself where your hearing impaired students may be and ensure an alert mechanism is available.</td>
</tr>
<tr>
<td></td>
<td>Students should be instructed in the alert mechanism and be trained to watch for it to trigger.</td>
</tr>
<tr>
<td></td>
<td>Hearing impaired students will have a hard time hearing over the sound of a very loud audible alarm. Consider how you will communicate emergency information to your students. Remember, hearing aids will amplify background noise, so the sound of the audible alarms may interfere or drown out voice announcements. Remember to speak directly to your students and repeat critical announcements.</td>
</tr>
<tr>
<td></td>
<td>If the student wears hearing aids will they work if they get wet from the sprinklers being activated? Consider storing a spare pair, if available, in the classroom emergency supply kit. It will be difficult to replace or fix hearing aids immediately after a major disaster.</td>
</tr>
</tbody>
</table>
### Special Needs Comprehensive Planning

#### ~ Action Steps ~ (continued)

<table>
<thead>
<tr>
<th>Hearing Impaired and/or Deaf Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Store extra batteries for hearing aids and implants in the emergency supply kit. Be careful to watch for upcoming expiration dates on the stored batteries.</td>
</tr>
<tr>
<td>• Students should consider carrying a pre-printed copy of important messages with them. These messages might include “I speak American Sign Language and need an interpreter”, or “If you make announcements, I will need to have...”</td>
</tr>
<tr>
<td>• Another consideration might be hearing impaired students who do not read or write English well. These students should carry a pre-printed message saying “I do not write or read English well”. Special accommodations must be made before the disaster to communicate with these students to ensure their safety.</td>
</tr>
<tr>
<td>• Have a battery operated lantern in the classroom supply kit to assist the student’s ability to read and write notes or read lips.</td>
</tr>
</tbody>
</table>
Information

During an emergency the ability to communicate with students not only will save time but may also save lives. There are a number of successful ways to communicate with a deaf student.

<table>
<thead>
<tr>
<th>Action Completed</th>
<th>Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Pantomime</strong> is used in everyday life. You may use your hands to describe the size, roundness, or placement of an object. Facial expressions are often all that are needed to project a feeling or thought to a deaf student.</td>
</tr>
<tr>
<td></td>
<td><strong>Speech reading</strong> is the ability to read lips. This ability will vary among students. Eye contact and lighting are essential for students to read lips successfully. It is important not to over-exaggerate your lip movements. Talk slowly (normally) and clearly without over-exaggerating your words.</td>
</tr>
<tr>
<td></td>
<td><strong>Written Communications</strong> can be used for short conversations. A drawback with this form communication is the time necessary to craft the message. Another drawback can be the level of the deaf student’s knowledge of the English language.</td>
</tr>
<tr>
<td></td>
<td><strong>Interpreting</strong> is an excellent choice for communication. Learning to work with an interpreter is easy and a very effective mode of communication. Establish a procedure for contacting an interpreter. Meet in advance of the emergency with the interpreting services community agency to coordinate logistics and set up a procedure to access their assistance in an emergency or disaster. Some tips to consider when working with an interpreter include: Sit/stand next to the interpreter and face the deaf person. Speak to the deaf student, NOT the interpreter. Be aware that interpreters interpret ALL that they hear.</td>
</tr>
<tr>
<td></td>
<td><strong>Sign Language</strong> is often taught through the school or community service organizations. Learning sign language before the emergency or disaster will show your support for the deaf student and enable you to be more prepared in emergency situations.</td>
</tr>
<tr>
<td></td>
<td><strong>TDD/TTY</strong> (Telecommunication Device for the Deaf) is an essential device needed to allow the deaf student to communicate via telephone.</td>
</tr>
</tbody>
</table>
**Special Needs - Personal Emergency Evacuation Planning Checklist**

Name: ____________________________

Primary Location: ____________________________

Building (home, office, etc.): ____________________________

Primary Phone: ____________________________

Address: ____________________________

Cell Phone: ____________________________

Floor: ____________________________

E-mail: ____________________________

Service Animal: □ Yes □ No

**OCCUPANT NOTIFICATION**

<table>
<thead>
<tr>
<th>Type of Emergency</th>
<th>Method or Device for Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire</td>
<td></td>
</tr>
<tr>
<td>Earthquake</td>
<td></td>
</tr>
<tr>
<td>Flood</td>
<td></td>
</tr>
<tr>
<td>Storm</td>
<td></td>
</tr>
<tr>
<td>Attack</td>
<td></td>
</tr>
<tr>
<td>Other (specify):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

Are there emergency notification devices (alarms, etc.) appropriate for this person?

Does this person know the location of each emergency notification device/system and understand its meaning/function?

Does this person know how to sound the alert for emergencies (manual pull box alarms, public address systems, radio, telephones)?

If telephones are used to report emergencies, are emergency numbers posted near telephones, on employee notice boards, or in other conspicuous locations?

Is there a way for a person with a hearing or speech impairment to report an emergency?
If the communication system also serves as an alarm system, do all emergency messages have priority over all non-emergency messages? | YES | NO | N/A | Comments |
--- | --- | --- | --- |

Is there a unique signal (sound, light, header) to indicate an emergency message? | YES | NO | N/A | Comments |

**WAY FINDING**

Is there a usable way out? | YES | NO | N/A | Comments |
--- | --- | --- | --- |

Where is it? (List all and indicate nearest.)

Where is the established outside meeting place?

Is the usable circulation path clearly marked to show the route to leave the building or to relocate to some other space within the building in an emergency? | YES | NO | N/A | Comments |
--- | --- | --- | --- |

If a person exiting a doorway or turning a corner could inadvertently be directed into the path of a moving vehicle, is a safeguarding device with a warning sign in place? | YES | NO | N/A | Comments |

If the stairs in the circulation path lead anywhere but out of the building, are doors, partitions, or other effective means used to show the correct route out of the building? | YES | NO | N/A | Comments |

Do doors used to connect any room to a circulation path have proper maneuvering clearances? | YES | NO | N/A | Comments |

Can the doors be easily unlatched? | YES | NO | N/A | Comments |

Do exterior circulation paths (balcony, porch, gallery, roof) meet the preceding four requirements? | YES | NO | N/A | Comments |

Does the exterior circulation path have guardrails to protect open sides of walking surfaces? | YES | NO | N/A | Comments |

Is the exterior circulation path smooth, solid, and a substantially level travel surface? | YES | NO | N/A | Comments |

Does the exterior circulation path not branch off and head away from the public way? | YES | NO | N/A | Comments |

Is each exit marked with a clearly visible sign reading “EXIT” in all forms (visual, tactile, Braille)? | YES | NO | N/A | Comments |

Is every doorway or passage that might be mistaken for an exit marked “NOT AN EXIT” or with an indication of its actual use in all forms (visual, tactile, Braille)? | YES | NO | N/A | Comments |
<table>
<thead>
<tr>
<th><strong>YES</strong></th>
<th><strong>NO</strong></th>
<th><strong>N/A</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are signs posted and arranged along circulation paths to adequately show how to get to the nearest exit?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the signs clearly indicate the direction of travel in all forms (visual, tactile, Braille)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do brightly lit signs, displays, or objects in or near the line of vision not obstruct or distract attention from exit signs, particularly for people with low vision?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**USE OF THE WAY**

<table>
<thead>
<tr>
<th><strong>YES</strong></th>
<th><strong>NO</strong></th>
<th><strong>N/A</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are circulation paths always free of obstructions, including furniture and equipment, so everyone can safely exit the building during an emergency?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are people not required to travel through a room that can be locked, such as a restroom?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Do all interior doors, other than fire doors, readily open from the inside without keys, tools, or special knowledge and require less than 5 pounds of force to unlatch and set the door in motion?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are exit signs not obstructed or concealed in any way, particularly for people with vision impairments who need to find and feel the sign?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are exit doors kept free of items that obscure the visibility of exit signs or that may hide visual, tactile, or Braille signage?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the emergency escape path clear of obstacles caused by construction or repair?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the circulation path maintain a clear height of 6 feet 8 inches at all points?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do objects that stick out into the circulation path, such as ceiling fans and wall cabinets, not reduce the minimum height and width of the circulation path?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are usable circulation paths at least 32 inches wide for any segment less than 24 inches in length and 36 inches for all segments 24 inches or longer?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is each usable circulation path a permanent part of the facility?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the circulation path is not substantially level, are occupants provided with appropriate stairs or a ramp?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do building circulation paths lead to a public way, that is: Directly outside or to a street or walkway?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>N/A</td>
<td>Comments</td>
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<tr>
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<td>-----</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To an area of refuge and from there to a public way?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To an open space with access to the outside?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To streets, walkways, or open spaces large enough to accommodate all building occupants likely to use the exit?</td>
</tr>
</tbody>
</table>

### TYPE OF ASSISTANCE NEEDED

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Can the person evacuate himself or herself with a device or aid?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What is the specific device or aid?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Where is the device or aid located?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Does the person need assistance to evacuate?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What does the assistant(s) need to do?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Does the assistant(s) need any training?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Has the training been completed?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Where will the assistant(s) meet the person requiring assistance?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>When will the person requiring assistance contact the assistant(s)?</td>
</tr>
</tbody>
</table>

### Number of Assistants Needed

How many assistants are needed?

How will the assistant(s) be contacted in an emergency?

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Cell Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Phone</td>
<td>Cell Phone</td>
<td>E-mail</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>Assistant 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant 6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SERVICE ANIMAL**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the person discussed with emergency management personnel his or her preferences with regard to evacuation and handling of the service animal?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the person thought about under what circumstances a decision may have to be made about leaving the service animal behind?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the best way to assist the service animal if it becomes hesitant or disoriented?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do first responders have a copy of the detailed information for the service animal?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where are extra food and supplies kept for the service animal?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Occupant Notification Systems

Visual Devices for the Fire Alarm System:
People with hearing impairments cannot hear alarms and voice announcements that warn of danger and the need to evacuate. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don’t have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

Devices or Methods for Notification of Other Emergencies
The following is a partial list of emergencies that should be considered in the development of alternative warning systems:

- Natural events
  - Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.).
  - Earthquakes (Although a system would provide only a few seconds’ notice, it may lessen anxiety and prevent panic).
- Human-caused events (robbery, hostile acts, random violence, etc.).
Occupant Notification Systems (Continued)

Special Note:

Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. Some major entertainment venues use this technology to provide those with hearing impairments with “closed captioning” at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don’t block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building’s alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on. The U.S. Department of Agriculture offices in Washington D.C. use this technology.
### Way Finding

<table>
<thead>
<tr>
<th>Is Prior Knowledge of the Circulation Path Location(s) Necessary?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No Special Requirements.</strong> Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress from the building.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is Identification of Which Means of Egress Are Available/Closest Necessary?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No Special Requirements.</strong> Once notified, people with hearing impairments can use any standard means of egress from the building.</td>
</tr>
</tbody>
</table>

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. These plans should be given to visitors when they enter the building so they can find the exits in an emergency. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

<table>
<thead>
<tr>
<th>Is Identification of the Path(s) to the Means of Egress Necessary?</th>
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<tbody>
<tr>
<td><strong>No Special Requirements.</strong> Once notified, people with hearing impairments can read and follow standard exit and directional signs.</td>
</tr>
</tbody>
</table>
Use of the Way

**No Special Requirements.** Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

**IS ASSISTANCE REQUIRED?**

**No Special Requirements.** Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without light.
| **Request for Medical Verification of**  
| **Student’s Health Status and Needs**  

<table>
<thead>
<tr>
<th><strong>School District:</strong></th>
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<tbody>
<tr>
<td><strong>Address:</strong></td>
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<table>
<thead>
<tr>
<th><strong>Student’s Last Name:</strong></th>
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<tbody>
<tr>
<td><strong>First Name:</strong></td>
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<td><strong>Address:</strong></td>
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<tr>
<td><strong>Student’s Phone:</strong></td>
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<tr>
<td><strong>Birth Date:</strong></td>
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<th><strong>Parent/Guardian:</strong></th>
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<td><strong>Phone:</strong></td>
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<table>
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<tr>
<th><strong>Physician:</strong></th>
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<tbody>
<tr>
<td><strong>Address:</strong></td>
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<tr>
<td><strong>Phone:</strong></td>
</tr>
</tbody>
</table>
I. Verification of Medical, Health and Behavior Status

<table>
<thead>
<tr>
<th></th>
<th>Briefly describe student’s current medical, health, and behavioral status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>Identify any medical conditions not addressed in A above.</td>
</tr>
<tr>
<td>C.</td>
<td>Identify any health concerns that are not addressed in A above.</td>
</tr>
<tr>
<td>D.</td>
<td>Identify any behavioral concerns that are not addressed above.</td>
</tr>
<tr>
<td>E.</td>
<td>Identify any communicable diseases that student has or is identified as a carrier.</td>
</tr>
</tbody>
</table>
II. Transportation Services

A. Briefly describe the staff supervision and interventions necessary for the student to be safely transported to and from school given the student’s health and medical status.

B. Identify the training required for staff to provide the supervision and interventions addressed in A above.

C. Identify any additional restrictions or medications that would be necessary for this student to be safely transported to and from school.

D. Identify any additional special equipment, aids, restraints, or mobility assistance for this student to be safely transported to and from school.
III. Participation in the School Day Program

A. Briefly describe the staff supervision and interventions necessary for this student to safely participate in the normal school day program given the student’s health and medical status.

B. Identify the training required for staff to provide the supervision and interventions addressed A above.

C. Identify any additional restrictions or modifications in school activities or medical care that would be necessary for this student to safely participate in the school day program.

D. Identify any additional special equipment, aids, restraints, or mobility assistance needed for student to safely participate in the school day program.
Recommendation for Transportation and School Attendance

- Based upon the above information and identified procedures (Student’s name) is able to be safely transported to and from and attend school and, therefore, transportation and school attendance is recommended.

- Based upon the above information and procedures, (Student’s name) is NOAT able to be safely transported to and from school and therefore, transportation is not recommended.

- Based upon the above information and identified procedures, it is recommended that, (Student’s name) receive school services in the following manner:

Signed (Physician)_________________________ Date____________

Please Return To:
School District
Address
City, State, Zip Code
### Occupant Notification Systems

**No Special Requirements.** People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required.

### Way Finding

**Is There a Usable Circulation Path?**

A circulation path is considered a *usable circulation path* if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through it to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge.

An *area of refuge* serves as a temporary haven from the effects of a fire or other emergency. A person with a severe mobility impairment must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or others might move the person by using a wheelchair carry-on on the stairs.

#### Special Note 1

People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.
Way Finding (Continued)

**Which Circulation Paths Are Usable Circulation Paths?**

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility:

![International Symbol of Accessibility](image)

Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs should be located so they are readily visible and should contrast against their surroundings.

**Special Note 2**

People with mobility impairments should be provided with some form of written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available and given to visitors with mobility impairments when they enter the building. A large sign could be posted at each building entrance stating the availability of written directions or other materials and where to pick them up. Building security personnel, including those staffing entrance locations, should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.
**Way Finding (Continued)**

**Which Paths Lead to Usable Circulation Paths?**

Any circulation paths that are not usable should include signs directing people to other, usable paths. People with mobility impairments should be provided with written directions, a brochure, or a map showing what those signs look like and where they are.

![Special Note 3](Image)

Where such directional signs are not in place, people with mobility impairments should be provided with written directions, a brochure, or a map showing the locations of all usable circulation paths.

---

**Use of the Way**

**Is There a Direct Exit to Grade (or a Ramp)?**

A circulation path is considered a *usable circulation path* if it meets one of the following criteria:

- A person using a wheelchair is able to travel unassisted through it to a public way (if elevation differences are involved, there are usable ramps rather than stairs).
- A person using a wheelchair is able to travel unassisted through that portion of the usable circulation path necessary to reach an area of refuge.

An *area of refuge* serves as a temporary haven from the effects of a fire or other emergency. People with mobility impairments must be able to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by another person or persons using a cradle carry, a swing (seat) carry, or an in-chair carry. Training, practice, and an understanding of the benefits and risks of each technique for a given person are important aspects of the planning process.
Use of Way (Continued)

Special Note 4

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one’s arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

Are There Devices to Help People with Mobility Impairments Evacuate?

Can the Elevators Be Used?

Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a “firefighters” keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. In the last several years, however, building experts have increasingly joined forces to carefully consider building elevators that are safer for use in the event of an emergency.

In October 2003, the National Institute of Standards and Technology (NIST) began working with the elevator industry to develop and test more reliable emergency power systems and waterproof components. Under consideration are software and sensing systems that adapt to changing smoke and heat conditions, helping to maintain safe and reliable elevator operation during fire emergencies. Such changes could allow remote operation of elevators during fires, thus freeing fire fighters to assist in other ways during an emergency.
The topic was further examined in March 2004 during the Workshop on the Use of Elevators in Fires and Other Emergencies co-sponsored by the American Society of Mechanical Engineers (ASME International), NIST, the International Code Council (ICC), the National Fire Protection Association (NFPA), the U.S. Access Board, and the International Association of Fire Fighters (IAFF). The workshop provided a forum for brainstorming and formulating recommendations in an effort to improve codes and standards.

The majority of recommendations led to the formation of two new ASME task groups: the Use of Elevators by Firefighters task group and the Use of Elevators for Occupant Egress task group. The project is a collaborative effort of ASME, NIST, ICC, NFPA, IAFF, the U.S. Department of Homeland Security (DHS), and the U.S. Access Board. For more information, visit [www.asme.org](http://www.asme.org).

Here again, good planning and practice are key elements of a successful evacuation.

**Are Lifts Available?**

Lifts generally have a short vertical travel distance, usually less than 10 feet and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building’s emergency power comes on automatically or a switch or control needs to be activated.

**What Other Devices Are Available?**

Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others.
Is Assistance Required?

Who Will Provide the Assistance?

Anyone in the Office or Building

People with mobility impairments that are able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and that they may have to use an unfamiliar one in the event of an emergency.

Specific Person(s) in the Office or Building

Friend or co-worker:
- Relative.
- Supervisor.
- Building staff.
- Floor safety warden.

First responders:
- Floor safety warden.
- Fire fighter.
- Police officer.
- Emergency medical services: emergency medical technicians (EMT’s), ambulance personnel.
How Many People Are Necessary to Provide Assistance?

One Person
When only one person is necessary to assist a person with a mobility impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan.

Multiple People
When more than one person is necessary to assist a person with a mobility impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.

What Assistance Will the Person(s) Provide?

Guidance
- Explaining how and where the person needs to go to get to the usable circulation path.
- Escorting the person to and/or through the usable circulation path.

Minor Physical Effort
- Offering an arm to assist the person to/through usable circulation path.
- Opening the door(s) in the usable circulation path.

Major Physical Effort
- Operating a stair-descent device.
- Participating in carrying a wheelchair down the stairs.
- Carrying a person down the stairs.
Waiting for First Responders

Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

Where Will the Person(s) Start Providing Assistance?

From the Location of the Person Requiring Assistance

Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds? If so, how will he or she know where the person needing assistance is?

- Face to face
- Phone
- PDA
- E-mail
- Visual
- Other

From a Specific, Predetermined Location

- Entry to stairs
- Other
### Building an Evacuation Plan for Special Needs Students

#### Students with a Mobility Impairment (Continued)

<table>
<thead>
<tr>
<th>When Will the Person(s) Provide Assistance?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Always</td>
</tr>
<tr>
<td>• Only when asked</td>
</tr>
<tr>
<td>• Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How Will the Person(s) Providing Assistance be Contacted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Face to face</td>
</tr>
<tr>
<td>• Phone</td>
</tr>
<tr>
<td>• PDA</td>
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<tr>
<td>• E-mail</td>
</tr>
<tr>
<td>• Visual</td>
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<tr>
<td>• Other</td>
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</tbody>
</table>
# Emergency Information Form for Children With Special Needs

<table>
<thead>
<tr>
<th>Name:</th>
<th>Birth date:</th>
<th>Nickname:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Address:</td>
<td>Home/Work Phone:</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian:</td>
<td>Emergency Contact Names &amp; Relationship:</td>
<td></td>
</tr>
<tr>
<td>Signature/Consent*:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Language:</td>
<td>Phone Number(s):</td>
<td></td>
</tr>
</tbody>
</table>

**Physicians:**

<table>
<thead>
<tr>
<th>Primary care physician:</th>
<th>Emergency Phone:</th>
<th>Fax:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Specialty physician:</td>
<td>Emergency Phone:</td>
<td>Fax:</td>
</tr>
<tr>
<td>Specialty:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Specialty physician:</td>
<td>Emergency Phone:</td>
<td>Fax:</td>
</tr>
<tr>
<td>Specialty:</td>
<td></td>
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</tbody>
</table>

**Anticipated Primary ED:**

**Anticipated Tertiary Care Center:**

**Diagnoses/Past Procedures/Physical Exam:**

1. Baseline physical findings:

2. 

3. Baseline vital signs:

4. 

**Synopsis:**

Baseline neurological status:

*Consent for release of this form to health care providers
### Medications:

1. 
2. 
3. 

### Significant baseline ancillary findings (lab, x-ray, ECG):

1. 
2. 
3. 

### Prostheses/Appliances/Advanced Technology Devices:

1. 

### Management Data:

#### Allergies: Medications/Foods to be avoided and why:

1. 
2. 
3. 

#### Procedures to be avoided and why:

1. 
2. 
3. 

### Immunizations (mm/yy)

<table>
<thead>
<tr>
<th>Dates</th>
<th>DPT</th>
<th>OPV</th>
<th>MMR</th>
<th>Hib</th>
<th>Dates</th>
<th>Hep B</th>
<th>Varicella</th>
<th>TB status</th>
<th>Other</th>
</tr>
</thead>
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</tbody>
</table>

Antibiotic prophylaxis: Indication: Medication and dose:

### Common Presenting Problems/Findings With Specific Suggested Managements

<table>
<thead>
<tr>
<th>Problem</th>
<th>Suggested Diagnostic Studies</th>
<th>Treatment Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Comments on child, family, or other specific medical issues:

Physician/Provider Signature: Print Name:
**Occupant Notification Systems**

_No Special Requirements_. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions. Therefore, no additional planning or special accommodations for this function are required.

**Way Finding**

_Is There a Usable Circulation Path?_

A circulation path is considered a _usable circulation path_ if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through it to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge.

An _area of refuge_ is a space that serves as a temporary haven from the effects of a fire or other emergency. A person with a visual impairment must be able to travel from the area of refuge to the public way, although such travel might depend on the assistance of others.

**Special Note 5**

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.
### Way Finding (Continued)

**For People with Disabilities, Which Circulation Paths Are Usable, Available, and Closest?**

Exits should be marked by tactile signs that are properly located so they can be readily found by a person with a visual impairment from any direction of approach to the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation paths should be identified by the tactile international symbol of accessibility:

![Accessibility Symbol](image)

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes. The requirements include but are not limited to the type, size, spacing, and color of letters for visual characters and the type, size, location, character height, stroke width, and line spacing of tactile letters or Braille characters.

**Special Note 6**

It may be practical to physically take new employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. In addition, simple floor plans of the building indicating the location of and routes to usable circulation path should be available in alternative formats such as single-line, high-contrast plans. These plans should be given to visitors with visual impairments when they enter the building so they can find the exits in an emergency. Tactile and Braille signs should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

**Special Note 7**

The personal evacuation plan for a person with a visual impairment needs to be prepared and kept in the alternative format preferred by that person, including but not limited to Braille, large type, or tactile characters.
The transportation of Special Needs students does not come without certain challenges. Children are all different sizes and their disabilities will range from very mild to severe and profound. We are limiting our information to the pick up and delivery of students during and after an emergency or disaster, during normal school hours. Further, while we recognize disabilities are many and varied this information is limited to mobility, sight and hearing disabilities.

Emergency Evacuation for Special Needs Students

The transportation department will develop a written plan for emergency evacuation of special needs students. As is the case with all students exercises and drills will need to be conducted on a regular basis. The number of drills will be based on direction from the district transportation office. During drills administrators, teachers and other specialists may be present to assist with the drill. All drills should be conducted on school property. A debrief of the drill is absolutely necessary to make changes as indicated in the evacuation procedures.

Reasons for Evacuation

The bus driver will ultimately make the decision if it is safer to be inside or outside of the bus.

- A fire on or near the bus.
- Danger of flooded. (flash flooding)
- Close proximity to or on a railroad track.
- Bus is near a steep cliff.
- Danger of being hit by another vehicle.
- Bus is broken down on the highway in a poor visibility area.
- A natural emergency such as an earthquake, storm, etc.
- Gasoline leaking from the bus.
- After an earthquake and if downed power lines are present it may prove safer to keep students inside the bus.
### Issues of Concern

- Are there some students that can help? These students should be identified before the emergency or disaster, and they should have practiced assisting the bus driver with evacuation if possible.
- Can the students be evacuated in their wheelchairs or must they be removed from their chairs?

### Important Points

- Remain calm.
- Keep directions very simple and clear.
- Keep the written transportation plan on the bus for ready reference.
- Make sure all bus monitors are totally familiar with your emergency procedures.

### Methods of Evacuation

- Front Door (service door).
- Rear Door (emergency door).
- Front and read door simultaneously.
- There may be other methods of evacuating students that have been identified by the district transportation office.

All students should be removed from the bus by the most convenient and safe method. Remember, there is only a short period of time for evacuation, time is of the essence. EMS personnel and your local fire department can assist with information about the movement of non-ambulatory students.

*The school nurse is a valuable resource that should be consulted in the planning and drill phase of the school emergency management plan.*
Training of Transportation Personnel

- First Aid and CPR are highly recommended for all transporters of all students’ especially special needs students. Check with state requirements.
- Evacuation procedures and all written plans should be familiar to all those involved in transportation.
- Drivers and attendants should be trained on: legal mandates, state and local laws, district procedures, training on equipment, behavior management, care in emergency situations, and general operating procedures.
- Emergency information about the students should be kept on the bus at all times; however, transportation providers should understand this is confidential data under the Federal Educational Rights and Privacy Act of 1984 and handled as such.
- In-service education should be made available to all transportation providers in the above references areas as well as others identified as necessary to the health and safety of the students.
Mobility

There are over 2,500 different wheelchairs in use today. It is recognized that there are several essential items that must be on each wheelchair. The required items for both manual and electrically operated wheelchairs include:

- Safety lap belt in good working condition. Automobile style no Velcro.
- Working hand brakes for manually operated wheelchairs.
- Electric wheelchairs must have working hand brakes or automatic brake activation when wheelchair power is disengaged.
- Properly inflated tires.
- Properly positioned headrests.
- Footrests.
- Anti-tilting devices.
- It should be recognized that on an individual basis certain disabled students may require additional equipment necessary in the transportation of the student. This additional equipment must be used each and every trip on the school bus.
- Emergency supply kit attached to the back of the chair. Safety items in the kit should include: gloves, a flash light, whistle, perishable food items, water, and other items as are necessary to the safety of the student.
- Hard hat attached to the back of the chair to protect the student during an emergency such as falling debris following an earthquake.

When the bus driver is tasked with transporting a disabled child certain things should occur before the emergency or disaster occurs:

- Visit with the parent and establish the special needs of the students as well as the size and type of the wheelchair.
- Secure a copy of each student’s information sheet and medical card keep these on the bus at all times. The form should be updated as necessary.
Visual and Hearing Impairments

Students who are deaf, hearing impaired, and sight impaired or blind will require special considerations during transport. Consistency is key to the well being of these students. They respond well to consistency in seating, communication, and daily management. Students who are deaf or blind are easily distracted and often upset if there is a drastic change in their daily activity. Care in this area will make transportation easier when an emergency or disaster strikes.

Deaf or Hearing Impaired Students
- Students may communicate through sign language.
- Students may lip-read.
- The school bus transporter should be familiar with the way each of the students on their buses communicates.
- The transporter should know basic sign language, if this is the method of communication used by the student. It will be absolutely essential for the transporter to have the ability to sign emergency instructions and directions.
- If a student is hard of hearing it is important that the transporter be patient and willing to repeat directions and information in clear manner.
- Make sure students who lip-read can see your lips when you are speaking. Speak slowly and in the normal way, avoid over exaggerated mouth movements.

Visual Impairment or Blind Students
- The degree of assistance needed by this student population will depend on the independent functional level of each individual student.
- Careful assessment must be made as to the level of assistance needed.
- Maintain a consistent daily routine for these students, which include the same seat assignment.
- Verbal communication should be used to provide compensation for what cannot be seen. The transporter becomes the eyes of the blind student in an emergency or disaster.
- Communication should be clear, friendly and direct.
Evacuation Information
Special Needs Students

Individual Student Evacuation Plan

Student Name:

The following evacuation plan is designed specifically for (Student) _________________. In the event of an emergency that triggers an evacuation of the facility, _________________ will be assisted by either the primary person identified below or, in that person’s absence or inability to assist, the back-up person. _________________ will be assisted to _________________ area if safe to do so, or _________________ if the first area is unsafe. There _________________ will either be evacuated through use of _________________ or will wait for First Responders to arrive. The person assisting will stay with the student until that student has exited the building safely or they are requested to return to their normal activities.

This plan will be adjusted as necessary throughout the year.
### Individual Evacuation Plan (Continued)

**Student:**

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>School:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Date Procedure Completed:</th>
<th>Procedure Revision Dates:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Site Special Needs Safety Coordinator</th>
<th>Site Principal</th>
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<tr>
<th>Type of Evacuation Equipment:</th>
<th>Location of Evacuation Equipment:</th>
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<thead>
<tr>
<th>TIME</th>
<th>ROOM</th>
<th>PRIMARY PERSON</th>
<th>BACKUP PERSON</th>
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**Primary Evacuation Route:**

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**Secondary Evacuation Route:**

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**Primary Evacuation Route:**

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**Secondary Evacuation Route:**

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**Primary Evacuation Route:**

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**Secondary Evacuation Route:**

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### Individual Evacuation Plan (Continued)

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<tr>
<th>Student:</th>
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<tr>
<td>Secondary Evacuation Route:</td>
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<td>Primary Evacuation Route:</td>
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<td>Secondary Evacuation Route:</td>
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<td>Primary Evacuation Route:</td>
<td></td>
<td></td>
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<tr>
<td>Secondary Evacuation Route:</td>
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</table>

The Parents/Guardians have received a copy of this plan: **YES** [✓]  **NO** [✗]
ANNEX 2

Employee Response Teams
Incident Command System
Organization Chart

For more information see:
http://www.emd.wa.gov/preparedness/prep_schools_emergencyplan.shtml

Incident Manager

Public Information Officer
Liaison Officer
Safety Officer

Operations
- Damage Assessment
- Fire and Utilities
- Search and Rescue
- Disaster First Aid

Planning/Intelligence
- Student/Staff Supervision
- Counseling Support
- Parent/Student Reunion
- Situation Analysis

Logistics
- Support & Security
- Staffing
- Communications

Finance/Administration
- Timekeeping
- Purchasing

Incident Management Team performs all functions in blue boxes
Emergency Organization Plan

Incident Command Team

**Personnel** (Fill in the names of staff you assign to your team)

1. Principal or designee (Incident Commander)
2.
3.
4.

**Responsibilities**

Location of campus Command Post is to be determined by the Incident Commander (IC) in charge of disaster operation based on nature and impact of disaster. Before the disaster - select indoor/outdoor site to be used to manage the incident.

**IC Team shall:**

**Before the Disaster:**

1. Develop school’s Emergency Plan (recommend you use state model).
2. Identify either yourself, staff member or parent volunteer who will assist you in all school emergency preparedness activities.
3. Identify who on your school team will assist you in managing the disaster.
4. Assign staff to all school teams (including buddy teachers)
5. Select up to two staff members in each team to be team leaders.

**During the Disaster:**

1. Declare an emergency.
2. Implement plan, coordinate operations, and activate response teams (as needed).
3. Keep log of communications, decisions, and actions.
4. Establish communications with District Emergency Operations Center. Let them know: how, what, who, why, when, where.
5. Account for all students and staff.
6. Assess situation and request needed resources.
7. Control all internal communications.
8. Approve & release press statements or other external communications.
9. Post current status information; update regularly.
10. Determine when emergency operations cease.

**After the Disaster:**

1. Prepare a report to Superintendent on disaster operations.
2. Assess need for Critical Stress Debriefing of staff and students.
3. Account for all expenditures and activities.
4. Other.
**Equipment/Supplies** (put in easy to grab tote box)
- Building emergency plan
- Clipboard; grease pencil
- Pens, pencils
- Map of school site
- Team sheets (laminated to use for log sheet if necessary)
- Hard hat
- Map of area
- Extra batteries
- Radios, bull-horn, whistle
- Battery-operated AM/FM radio
- 2-way radio (w/extra batteries)
- Emergency lighting (flashlight)
- Forms: Message Resource Request
- Log of Emergency Operations
Emergency Organization Plan

Damage Assessment Team

Personnel
1. 
2. 
3. 
4.

Responsibilities
1. Check evacuation routes for safety. Advise alternate routes, if necessary.

2. Check student assembly areas for gas/water pipe ruptures, downed power lines, etc.

3. Inspect all school buildings for damage. Report structural problems such as: cracks in walls, damage to classrooms, science labs, and other areas to the Command Post.

4. Cordon off dangerous areas with barrier tape/danger signs.

5. Inspect after each aftershock - report to the Command Post.

Equipment/Supplies
- Hard hats
- School map
- Damage assessment forms
- Barrier tape
- Flashlights w/extra batteries

Forms:
- Damaged area(s) log sheet

Additional Information:

Interior Command Post Meeting Place ________________________
Exterior Command Post Meeting Place ________________________
First Aid Team

Personnel
1.
2.
3.
4.

Responsibilities
1. Triage all victims. Green = OK, yellow = delayed, red = immediate, black = dead
2. Administer first aid.
3. Record information about injuries and first aid administered.
4. Determine need for medical assistance.
5. Assure availability of necessary first aid supplies and equipment.

Equipment/Supplies
First aid supplies  Pens/pencils
Emergency cards   Water
Health cards       Stretchers, blankets

Forms
1. Notice of First Aid Care
2. Medical Treatment Victim Log
3. Medical Treatment Team

Other:

Additional Information:

Interior Command Post Meeting Place _______________________________________
Exterior Command Post Meeting Place _______________________________________
First Aid Team Exterior Meeting Place _______________________________________
Emergency Organization Plan

Fire and Utility Team

Personnel

First Team Second Team
1. 3.
2. 4.

Responsibilities

Fire:
1. Confirm existence and location of reported fire.
2. Carry out small fire suppression actions.
3. Immediately report discovery of larger fires to Team Leader.
4. Assist in evacuation or Search & Rescue activity if needed.
5. If necessary, secure and post area with “Danger” placard following suppression of small fires.

Utilities:
1. Check utilities according to pre-assigned area of responsibility.
2. Take whatever action is necessary to minimize danger and further damage.
3. Assess what services are still available: water, electricity, telephone, sewer lines, heating/ventilation system, bathrooms, etc.
5. Survey extent of apparent structural and site damage then report to Command Post.
6. Other:

Equipment/Supplies

<table>
<thead>
<tr>
<th>Fire extinguisher</th>
<th>Goggles</th>
<th>Vest</th>
<th>Axe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard hat</td>
<td>Pens/pencils</td>
<td>Gloves</td>
<td>Radio</td>
</tr>
</tbody>
</table>

Other:
Utility shut-off tools

Forms:

- Utilities damage & shut-off survey checklist (school/business to provide format)
- Detailed Safety Assessment Evaluation Form (school/business provide format)
- Resource needs assessment (school/business provide format)
- “Danger” Placards (school/business provide format)

Additional Information:

Interior Command Post Meeting Place __________________________________________
Exterior Command Post Meeting Place _________________________________________
Emergency Organization Plan

Search and Rescue Team

Personnel

<table>
<thead>
<tr>
<th>First Team</th>
<th>Second Team</th>
<th>Third Team (if large building)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3.</td>
<td>5.</td>
</tr>
<tr>
<td>2.</td>
<td>4.</td>
<td>6.</td>
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</tbody>
</table>

Responsibilities

1. Assign specific areas to each team.
2. Follow an orderly, pre-established sweep pattern.
3. Check each classroom, office, storage room, auditorium, bathroom, outdoor area, etc.
4. Check each area 3 ways: Visually, Vocally, and Physically.
5. Report location of victims to First Aid Team as soon as feasible.
6. Record location of victims on checklist.
7. Look for obvious problems as you go: Structural Damage, Hazardous Materials Spills, and Fires. Record the location/details of observed problems on checklist.
9. Mark areas searched upon completion to avoid duplication/oversight.
10. ALWAYS STAY WITH YOUR TEAM PARTNER.
11. Other:

Equipment/Supplies

<table>
<thead>
<tr>
<th>Hard hat</th>
<th>Vest</th>
<th>Master keys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sturdy shoes/boots</td>
<td>Clipboard/checklist</td>
<td>Fire Extinguisher</td>
</tr>
<tr>
<td>Leather gloves</td>
<td>Two-way radio</td>
<td>Crowbar</td>
</tr>
<tr>
<td>Dust mask</td>
<td>Blankets</td>
<td>Saw</td>
</tr>
<tr>
<td>Duct tape or other method of marking area searched</td>
<td></td>
<td>Pens/pencils</td>
</tr>
</tbody>
</table>

Forms:

- Located victim message (school/business to develop)
- Imminent danger location message (school/business to develop)
- Fixed Equipment Checklist
- Detailed Safety Assessment Evaluation Form
- Search & Rescue Teams
- Observed problems(s) checklist (school/business to develop separate form if desired)

Additional Information:

Interior Command Post Meeting Place ________________________________
Exterior Command Post Meeting Place ________________________________
Search & Rescue Supplies Stored ____________________________________

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Emergency Organization Plan

Student/Parent Reunion Team

Personnel
1.
2.
3.
4.

Responsibilities
1. Establish request and release points at access locations.
2. As soon as parents arrive, begin to process release of students to their parents or other authorized guardian.
3. Check student disaster release form to assure adult is authorized to take student.
4. Ask to see identification of person wishing to take student. Obtain signature of person taking student. Be sure to confirm that each student recognizes the adult as a legitimate, authorized adult.
5. Other:

Equipment/Supplies

- Signs - Pick-up Area, Request Area
- Basic office supplies (pens, pencils, paper clips, etc.)
- Forms - Disaster Release, Student Release
- Class Rosters
- Suggested additional equipment: Map of facility with pre-established assembly areas identified and other team locations, two-way radios, bullhorn, table, chairs, light source
- IMC and other team identifiers (i.e., t-shirts, vests)
- Clipboards

Additional Information:

Interior Command Post Meeting Place ________________________________
Exterior Command Post Meeting Place ________________________________
Student/Parent Reunion Team location _________________________________
Emergency Organization Plan

Support/Security Team

Personnel (Team leader - select one alternate)
1.
2.
3.
4.

Responsibilities
1. Immediately following evacuation, lock or cordon off perimeter gates and grounds that are unsafe.
2. Station team members at obvious school access points to direct parents, fire, rescue, police, medical aid personnel, etc. to appropriate area.
3. Be prepared to receive neighbors who wish to volunteer; provide them with job description.
4. Set up sanitation facilities.
5. Monitor sanitation & properly care for waste until it can be disposed of.
6. Gather all food/water supplies for distribution as needed.
7. Set up areas for sheltering/sleeping/eating.

Equipment/Supplies

- Master keys
- Two-way radios or Communication Forms
- Barricades, rope, hazard tape, duct tape
- Pre-written placards and signs
- Site diagrams with each important area clearly indicated
- Written instructions to parents
- Volunteer job descriptions
- Log Sheet

Toilet Facilities:

- Poles
- Rolls electrical wire (12 gauge)
- Black polyethylene sheeting
- Portable “jons”
- Spare “jon” bags
- 5-gallon urinal buckets
- 5-gallon bucket liners
- Toilet paper and holders
- Disposable hand-wipes

Additional information:

- Interior Command Post meeting place ____________________________
- Exterior Command Post meeting place ____________________________
- Support/Security Team location ____________________________
Emergency Organization Plan

Student/Staff Supervision Team

Personnel

Buddy Teacher (preferably classroom teachers whose rooms are close together so they can check on each other)

<table>
<thead>
<tr>
<th>First Team</th>
<th>Second Team</th>
<th>Third Team (if large building)</th>
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<tbody>
<tr>
<td>1. School Counselors</td>
<td>3.</td>
<td>5.</td>
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<tr>
<td>2.</td>
<td>4.</td>
<td>6.</td>
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Responsibilities
Immediately after the imminent threat subsides (e.g., ground stops shaking for earthquakes) every teacher/staff will:

1. Determine, as well as possible, the extent of any injuries.
2. Assess the ability of all to evacuate.
3. Determine need to evacuate and call for medical assistance for any trapped/injured students/staff.
4. Check your pre-established next-room teacher/buddy.
5. Evacuate classroom using assigned evacuation route or, if needed, use alternate route.
6. Lead class to assembly area, find assigned class location.
7. Take roll and report class status to Command Post. Account for ALL students then report missing students/staff to Command Post. Buddy teacher to respond to Command Post with both roll call sheets.
8. Stay with class and buddy class to supervise, inform, play with, and reassure students throughout the duration of the emergency.

Equipment/Supplies

- Class roster (individual schools to provide)
- Class status form (individual schools to provide)
- Classroom emergency kit
- Log of Action Taken form
- Missing Student form
- Games, books, cards
- Pens/pencils/paper

Additional Information:

- Interior Command Post meeting place _________________________________
- Exterior Command Post meeting place _________________________________
- Student assembly area _____________________________________________
Emergency Organization Plan

Counseling Support Team

Personnel

First Team
1. School Counselors
2.
3.

Second Team
4.
5.
6.

Responsibilities
1. Diagrams the incident and develops a counseling support response plan.
2. Determines if additional assistance is needed beyond the school team (district/OESD).
3. The team lead contacts the district/OESD to activate additional team members*.
4. Team members meet with administration to prepare for faculty meeting (facts surrounding the incident, plan for counseling services, and classroom announcement to read to the students).
5. Team members review with faculty the counseling support plan and distribute information on what teachers can do in the classroom along with the signs and symptoms handout.
6. Team members prepare materials for counseling support services.
7. Responds to student and faculty needs, this includes providing the needed level of counseling support response to a critical incident; Helping students and faculty cope and understand reactions to a critical incident and signs and symptoms of traumatic stress; and maintain/re-establish a safe and supportive learning environment.
8. Team Lead (or designee) monitors sign in/out sheet and at the end of the day provides a copy to attendance.
9. Prepares for faculty meeting at the end of the day (or response) to provide an update of services provided, collects feedback and to allow staff to share reactions.
10. The Team Lead (unless OESD responds) keeps track of all activities/services provided and reports the summary to administration.
11. Determines with administration if a parent meeting is needed. If yes works with administration on agenda and facilitates the counseling related components of the meeting.
12. Interviews the de-briefers, evaluates the response, establishes a follow up plan, and determines if additional counseling support is needed for the next day or two.

Equipment and supplies
For counseling support room: poster board/paper, color markers, activity books, snacks, beverages, plates, napkins, and cups.

Forms and Handouts
Sign in and out sheet
Hall pass form
Resource List
Signs and symptoms and classroom activity sheet for teachers
Cycle of Grief handout
Classroom and Counseling support dialogue sheet
Response summary form

Additional information
Location options for counseling support services
Interior command post meeting place
Exterior command post meeting place
Recommended Emergency Supplies
Recommended Emergency Supplies

For Schools

From the American Red Cross
http://www.redcross.org/disaster/masters/supplies.html

(Drawn from lists created by the CA Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994.)
Introduction

What to store:

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget:

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How much to store:

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within
Introduction (Continued)

another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage:

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Individual Kits

Some schools ask students to bring in their own kits, sometimes called "comfort kits." (These "comfort kits" should not be confused with Red Cross "comfort kits" which consists mostly of toiletries and are given to people who have been affected by disasters.) Student-assembled "comfort kits" typically include a little food, some water, a space blanket or large plastic trash bag, a non-toxic chemical emergency light stick and a letter or photograph from home. These kits can be helpful, but require a great deal of time and supervision to assemble and check when they are brought to school. Sometimes parents include perishable items by mistake, and some parents do not send anything at all. The school will need a plan to make sure that each student has a kit. Vendors sell expensive individual kits as well, with much of the value in the packaging.
# Recommended Emergency Supplies

## Supplies for the Classroom and Whole School

### Supplies for the Classroom

**Classroom Kit:**
- Work gloves, leather.
- Latex gloves, 6 pair.
- Safety goggles, 1 pair.
- Small first aid kit.
- Pressure dressings, 3.
- Crow bar.
- Space blankets, 3.
- Tarp or ground cover.
- Student Accounting Forms, blank.
- Student emergency cards.
- Buddy classroom list.
- Pens, paper.
- Whistle.
- Student activities.
- Duct Tape, 2 rolls (for sealing doors & windows).
- Scissors.
- Suitable container for supplies (5-gallon bucket or backpack).
- Drinking Water and cups – stored separately.
- Toilet Supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies).
- Portable Radio, batteries, or other communication system.
- Flashlight, batteries.
- Push broom (if classroom includes wheel chairs).

### Supplies for the Whole School

**Water:**
- 1 gallon per person per day times three days, with small paper cups.
## Recommended Emergency Supplies

### Supplies for the Classroom and Whole School

#### Supplies for the Whole School (Continued)

**First Aid:**
- 4 x 4" compress: 1000 per 500 students.
- 8 x 10" compress: 150 per 500 students.
- Elastic bandage: 2-inch: 12 per campus 4-inch: 12 per campus.
- Triangular bandage: 24 per campus.
- Cardboard splints: 24 each, small, medium, large.
- Butterfly bandages: 50 per campus.
- Water in small sealed containers: 100 (for flushing wounds, etc.).
- Hydrogen peroxide: 10 pints per campus.
- Bleach, 1 small bottle.
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students.
- Scissors, paramedic: 4 per campus.
- Tweezers: 3 assorted per campus.
- Triage tags: 50 per 500 students.
- Latex gloves: 100 per 500 students.
- Oval eye patch: 50 per campus.
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus.
- Dust masks: 25/100 students.
- Disposable blanket: 10 per 100 students.
- First Aid Books 2 standard and 2 advanced per campus.
- Space blankets: 1 per student and staff.
- Heavy duty rubber gloves, 4 pair.

#### Sanitation (if not supplied in the Classroom Kits):
- 1 toilet kit per 100 students/staff, to include:
  - 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, and 300 plastic bags with ties, 10 large plastic trash bags.
  - Soap and water, in addition to the wet wipes, is strongly advised.
Tools per Campus:
  - 3 rolls barrier tape 3" x 1000".
  - Pry bar, Pick ax, Sledge hammer, Shovel, Pliers, Bolt cutters, Hammer, Screwdrivers, Utility knife, Broom Utility shut off wrench, 1/utility.

Other Supplies:
  - 3' x 6' folding tables, 3-4.
  - Chairs, 12-16.
  - Identification vests for staff, preferably color-coded per school plan.
  - Clipboards with Emergency Job Descriptions.
  - Office supplies: pens, paper, etc.
  - Signs for Student Request and Release.
  - Alphabetical Dividers for Request Gate.
  - Copies of all necessary forms.
  - Cable to connect car battery for emergency power.

Food:
The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.
Adjust the number of S&R teams according to the size and complexity of the campus. Teams must consist of a minimum of two persons. Training on how to do light search & rescue is required — contact your local Fire Department for information on whether such training is offered in your community.

**Protective Gear per Team Member**

- Hard hat, OSHA approved.
- Identification vest.
- Gloves, leather work.
- Goggles, safety.
- Dust mask.
- Flash light, extra batteries.
- Duffel or tote bag to carry equipment.

**Gear per Search and Rescue Team**

- Back pack with First Aid supplies.
- Master keys.
[Your School Name]
Approval and Implementation

Coordination with Emergency Services

Signature ___________________________ Date _____________

Signature ___________________________ Date _____________

Signature ___________________________ Date _____________
<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Does the school have an emergency response plan?</td>
<td></td>
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<tr>
<td>2.</td>
<td>Did the plan result from a hazard analysis and does it address multiple hazards, not just fire?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Does the plan include mitigating potential disasters?</td>
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<tr>
<td>4.</td>
<td>Does the plan include responding to disasters?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Does the plan include recovering from disasters?</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Was the plan developed in cooperation with local emergency responders (i.e., fire, law enforcement, emergency medical, Emergency Manager)?</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Do local responders have information about your school’s class schedules, lunch schedules, dismissal schedules and the location of critical offices?</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Does the plan include an Incident Command System (ICS)?</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Have incident command responsibilities been assigned along with back-up responsibilities? This includes the assignment of an Incident Commander and establishing a chain of command in the event of an emergency.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Does the plan include a system of accountability for all students and adults in the building?</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Does the school have visitor control procedures in place?</td>
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<tr>
<td>12.</td>
<td>Does the plan include a system for releasing children to their parents?</td>
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<tr>
<td>13.</td>
<td>Does the plan include both primary and secondary evacuation routes?</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Does the plan include a facility map noting all entrances and exits? Has a reliable entrance and exit control plan been put into place?</td>
<td></td>
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<tr>
<td>15.</td>
<td>Is there a building closure plan and has someone been assigned to implement it?</td>
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<tr>
<td>16.</td>
<td>Is the plan practiced through regular drills and exercises?</td>
<td></td>
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<tr>
<td>17.</td>
<td>Are emergency responders included in drills and practice exercises?</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Are both evacuation and reverse-evacuation drills practiced?</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Are shelter-in-place drills practiced?</td>
<td></td>
</tr>
</tbody>
</table>
Basic Checklist - Safety Readiness (Continued)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Are lockdown drills practiced?</td>
<td></td>
</tr>
<tr>
<td>21. During evacuation drills, are exits regularly blocked to test secondary evacuation route systems?</td>
<td></td>
</tr>
<tr>
<td>22. During drills, are student accountability systems tested?</td>
<td></td>
</tr>
<tr>
<td>23. Are systems for evacuation during severe weather ever tested?</td>
<td></td>
</tr>
<tr>
<td>24. Does the plan include a system for regular review and updating?</td>
<td></td>
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<tr>
<td>25. Have you read the plan?</td>
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<tr>
<td>26. Do crisis response team member know where the plan is located?</td>
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<tr>
<td>27. Has the plan been reviewed with the professional and support staff as well as the local Emergency Manager?</td>
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<tr>
<td>28. Has the school reviewed the building information and site blueprints and made a list of system shutdown procedures in the event of an emergency?</td>
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<tr>
<td>29. Have detained procedures and security post instructions and assignments for staff conducting security functions been written and implemented?</td>
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<tr>
<td>30. Do you know the name of the Emergency Manager for the school's jurisdiction?</td>
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<tr>
<td>31. Do you know the name of the Fire Chief in the school's jurisdiction?</td>
<td></td>
</tr>
<tr>
<td>32. Do you know the name of the Law Enforcement Officer responsible for your school's jurisdiction?</td>
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</tbody>
</table>
Disaster Release Form Complete By: ____________________________ Date: ____________________

Relationship to Student: ____________________________

**Disaster Release Form**

Student’s Last Name ____________________________ First Name ____________________________

Address ____________________________

<table>
<thead>
<tr>
<th>Mother’s Name</th>
<th>Home Phone</th>
<th>Work Phone</th>
<th>Pager/Cell Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father’s Name</td>
<td>Home Phone</td>
<td>Work Phone</td>
<td>Pager/Cell Phone</td>
</tr>
<tr>
<td>Guardian’s Name (if different than above)</td>
<td>Home Phone</td>
<td>Work Phone</td>
<td>Pager/Cell Phone</td>
</tr>
</tbody>
</table>

If I/we are unable to pick up our child, I/we designate the following three people to whom my child may be released in case of emergency:

<table>
<thead>
<tr>
<th>Name</th>
<th>Home Phone</th>
<th>Pager/Cell Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Home Phone</td>
<td>Pager/Cell Phone</td>
</tr>
<tr>
<td>Name</td>
<td>Home Phone</td>
<td>Pager/Cell Phone</td>
</tr>
</tbody>
</table>

**Release Statement:** I authorize release of my son/daughter to any adult with whom he/she feels comfortable.  **Circle One:** Yes  No

**Medical Alert:**

Condition: __________________________________ Medication ______________________________

Condition: __________________________________ Medication ______________________________

Please send to school at least three full day’s dosage of each medicine and include a letter from your physician giving the principal or designee permission to administer this medicine in the time of an emergency.

Please list a friend or family member, who lives out-of-state, that we can call with information in case local telephone service is interrupted.

Name __________________________________ Phone (__) ______________________

**********************************************************************************************************************

For School Use Only

The Student was released to __________________________________ By __________________________________

Date: ________ Time: ________ (AM) (PM)  Destination: ____________________________

White Copy for Request Gate  Yellow Copy for Release Gate

Attach Yellow Copy to Student Release Form
Student Request Form  
*(To be taken by Runner)*

*Please print*
Student’s Name ________________________________________________________________

Teacher _____________________________________________ Grade __________________

To be completed by Request Gate Staff

(If the disaster release form is completed in 2-part and a copy is attached to the student runner form, this section can be skipped.)

Requested By:  _______________________________________________________________

Proof of I.D._______________________ Name on Disaster Release Form (Yes) (No)  
(Circle one)

To be completed by Student Care Area Staff

Student’s Status

Sent with Runner ________ Absent ________ First Aid ________ Missing ________  
*(If student is absent, in first aid or missing - deliver this form to the Command Post)*

To be completed by Release Gate Staff

Proof of I.D._______________________ Name on Disaster Release Form (Yes) (No)   
(Circle one)

*To be filled in by Requester At Release Gate*

Requester Signature:  __________________________________________________________

Destination:  ________________________________________________________________

____________________________________________________________________________

Date:  _______________________________ Time:  _________________________________

- 161 -
Use the following worksheet to plan drills for your school. Submit a copy of the schedule with your school’s plan, and use the original to document drills when they actually occur.

Fire Drills: **Two fire drills in the first month of school, and one per month each following month.**

<table>
<thead>
<tr>
<th>Monthly Schedule</th>
<th>Date Conducted</th>
<th>Weather Conditions</th>
<th>Number of Occupants</th>
<th>Evacuation Time</th>
<th>Comments, Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st:</td>
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<td>11th:</td>
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<td>12th:</td>
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</tbody>
</table>
Earthquake Drills: **Twice each year.**

<table>
<thead>
<tr>
<th>Date Scheduled</th>
<th>Date Conducted</th>
<th>Number of Occupants</th>
<th>Response Time</th>
<th>Comments, Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;:</td>
<td></td>
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<td>2&lt;sup&gt;nd&lt;/sup&gt;:</td>
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</table>

Severe Weather Safe Area: **Twice each year, including one in March.**

<table>
<thead>
<tr>
<th>Date Scheduled</th>
<th>Date Conducted</th>
<th>Number of Occupants</th>
<th>Response Time</th>
<th>Comments, Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;:</td>
<td></td>
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<tr>
<td>March:</td>
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</tbody>
</table>

Other Drills or Practice: **Such as Lockdown, Shelter in Place, Intruder, Bomb Threat, etc.**

<table>
<thead>
<tr>
<th>Date Scheduled</th>
<th>Date Conducted</th>
<th>Event Scheduled</th>
<th>Comments, Notes</th>
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<tbody>
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</tbody>
</table>
**[Your School Name]**

**Teacher Survey: Students Needing Special Assistance**

**Instructions:** Teachers are to fill in the name of any student in their class who will require special assistance in the event of an emergency (considering a variety of emergency conditions which may alter needs, such as severe weather, evacuation needs, hazardous materials, etc.):

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>ASSISTANCE NEEDED</th>
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<tbody>
<tr>
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</tbody>
</table>

SIGNATURE: _________________________ ROOM ___________________
ANNEX 3

MODEL PLANS
I. INTRODUCTION

A. Purpose

The purpose of this plan is to identify emergency responsibilities for ____________ School and its employees. This plan is intended to empower employees in an emergency and clarify emergency roles and response. These are guidelines and are meant to be revised and expanded on by those in each school to meet their specific needs. It is not intended as a rigid or restrictive plan.

B. Scope

This plan provides a basic emergency response plan, recommended emergency response teams, site specific hazard vulnerabilities, employee emergency procedures, training requirements, exercise procedures, and employee and family disaster preparedness based on the four phases of emergency management.

1. Mitigation/Prevention

__________ School will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/Prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/Prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Examples of mitigation include: strapping file cabinets, securing computers, etc. The following are linked to the Basic Plan:

   a. Hazard Identification.
   b. Hazard Assessment.
   c. Classroom Hazard Hunt.
2. Preparedness

Preparedness activities will be conducted to develop the response capabilities needed in the event of an emergency. Among the preparedness activities included in the comprehensive emergency management plan are:

a. School Forms.
b. Disaster Lesson Plans and Curriculum.
c. School Disaster Supplies.
d. Student Disaster Activities.
e. School Mapping.
f. Pandemic Flu Planning.

3. Response

School will respond to emergency situations.

Response operations are intended to resolve an emergency situation quickly, while minimizing causalities and property damage. Response activities will include:

a. Drills and Exercises.
b. Special Needs Children.
c. Evacuation.
e. Shelter-in-Place.
f. Parent/Student Reunification.
g. Crisis Management.
h. Incident Command System/NIMS.
i. Emergency Procedure Templates.

4. Recovery

School will carry out a recovery program that involves both short term and long term efforts. Recovery actions will include:

a. Temporary Relocation of Classes.
b. Classes Taught via Internet.
c. Debris Removal.
d. Reconstruction of Facilities.
e. Post-traumatic Stress Identification and Treatment.

C. This Plan Applies to:

1. Applies to all employees.
2. Applies to all employees tasked to provide response assistance in case of emergency/disaster and describes actions to be taken in providing immediate response assistance.
3. Includes those actions and activities that support the school’s effort to save lives, protect the health and safety of employees, and protect school property.
D. Mission and Goals

1. The mission of ____________________ School in an emergency/disaster is to:
   - Protect lives and property
   - Mitigate the effects of a disaster
   - Prepare for emergencies and disasters
   - Respond to emergencies
   - Aid in recovery from disasters

2. The goals of _____________________ School are as follows:
   a. Provide emergency response plans, services, and supplies for all facilities and employees.
   b. Coordinate the use of school personnel and facilities within the school.
   c. Restore normal services.

E. Definitions

1. “Emergency” as used in this plan means a set of circumstances that demand immediate action to protect life, preserve public health or essential services, or protect property. In an emergency, existing resources and capabilities are sufficient to cope with the situation.

2. “Disaster” is defined as any incident which results in multiple human casualties and/or disruption of essential public health services or any incident which requires an increased level of response beyond the routine operating procedures, including increased personnel, equipment, or supply requirements.

3. An emergency or disaster may be proclaimed by local government jurisdictions or the Governor as authorized by state or local statute.

4. A “CRISIS” is an incident, or series of incidents, expected or unexpected, that has a significant effect on one or more persons but may not involve the entire school or community. An incident involving violence, or the witnessing of violence, often has a lasting effect on those involved. The psychosocial effects of a crisis may linger for extensive periods of time, and may impact the psychosocial functioning of a school or community. Without intervention, such incidents may evolve into larger scale incidents. These interventions typically include counseling of those involved using techniques of psychological first aid, critical incident debriefing, the use of “safe rooms” and other mental health-oriented methods.
F. Planning Assumptions

The following assumptions are the basis of this plan:

1. A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.

2. An emergency or disaster, such as an earthquake or hazardous material incident, may occur with little or no warning with mass casualties, destruction of property, and damage to the environment.

3. Local and state government may be overwhelmed by a disaster. School employees may be on their own for at least three days or longer after a disaster.

4. Government and relief agencies will concentrate limited resources on the most critical and life-threatening problems.

5. Assistance from other government and federal agencies will supplement the states, but such assistance will take some time to request and deploy.

6. The first concern of ____________________ School employees will be for their families’ safety. Disaster planning for employee’s families is of primary concern to the school and staff.

7. A spirit of volunteerism among ____________________ School employees and other citizens will result in their providing assistance and support to emergency response efforts.

G. Limitations

It is the policy of ______________ School that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, ______________ School can only endeavor to make every reasonable effort to respond based on the situation, resources, and information available at the time.

II. CONCEPT OF OPERATIONS

A. Direction and Control

The Incident Command System (ICS) will be used to manage all emergencies that occur. All school personnel will be trained in ICS.

In a major emergency or disaster ______________ School may be damaged or need to be evacuated, people may be injured, and/or other emergency response activities may need to be taken. These activities must be organized and
coordinated for efficient management of the emergency response and/or the disaster activities. To provide for the effective direction, control and coordination of a response to an emergency/disaster, either single site or multi-incidents, the school Incident Command System will be activated to manage the disaster. The Incident Commander will be in charge until a coordinated response can be obtained with local authorities.

Incident Command System Team Members

1. **Before the Disaster**
   ICS team members will coordinate school’s planning activities and the recruitment of building emergency response teams.

2. **During the Disaster**
   a. Coordinate all emergency response activities at the school.
   b. Report and coordinate all facilities emergency response activities with the school office and superintendent.
   c. Coordinate the activities of all building emergency response teams.

3. **After the Disaster**
   Assist the school as directed in recovery efforts.
<table>
<thead>
<tr>
<th>List of Staff</th>
<th>Grade Level</th>
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</table>
## Pandemic Flu Planning

### [Type Your School Name]

*~ Emergency Procedure Template ~*

#### Pandemic Flu Model Plan - Planning Tool for Schools

<table>
<thead>
<tr>
<th>✓ Mitigation and Prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
</tr>
<tr>
<td>✓ Identify or create district committee to provide guidance to school sites regarding pandemic flu preparations</td>
</tr>
<tr>
<td>✓ Review district emergency response and communicable disease policies and procedure</td>
</tr>
<tr>
<td>✓ Determine if any additional policies/procedures need to be in place</td>
</tr>
<tr>
<td>✓ Develop communications plan for possible school closures</td>
</tr>
<tr>
<td>✓ Work with Human Resources regarding schools functioning with 30% of work force absent. Look at alternatives such as staggered school times, changes in bussing, and telecommunications</td>
</tr>
<tr>
<td>✓ Assess financial impact of alternate scheduling or school closures</td>
</tr>
<tr>
<td>Task</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>✓ Identify school-based individual(s) to educate staff about pandemic flu</td>
</tr>
<tr>
<td>✓ Identify school-based individual(s) to educate students about hand washing, covering cough, and staying home when sick</td>
</tr>
<tr>
<td>✓ Identify individual(s) to educate families about pandemic flu and school plan (&quot;Fact Sheet for Families&quot; found at <a href="http://www.kitsapcountyhealth.com/">http://www.kitsapcountyhealth.com/</a>)</td>
</tr>
<tr>
<td>✓ Identify individual(s) to ensure each room has soap/water for hand washing or alcohol-based hand washing product</td>
</tr>
<tr>
<td>✓ Distribute and post in each classroom “Stop the Spread of Germs” poster found at <a href="http://www.kitsapcountyhealth.com/">http://www.kitsapcountyhealth.com/</a></td>
</tr>
<tr>
<td>Task</td>
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<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>✓ Review district’s pandemic flu plan</td>
</tr>
<tr>
<td>✓ Continue educating staff, families, and students on pandemic flu prevention and school plans</td>
</tr>
<tr>
<td>✓ Identify chain of command in case of illness. Establish a back-up chain of command if necessary</td>
</tr>
<tr>
<td>✓ Develop procedures for communicating with staff, students and families</td>
</tr>
<tr>
<td>✓ Identify information to be translated. Identify which languages are represented in student population</td>
</tr>
<tr>
<td>✓ Identify and recruit translators; translate information into template form so only minor changes will need to be made</td>
</tr>
<tr>
<td>✓ Develop procedures for communicating with Kitsap County Health District and the media during normal and emergency conditions</td>
</tr>
<tr>
<td>Task</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>✓ Identify or review procedure for communicating possible school schedule changes, bussing changes, and school closures</td>
</tr>
<tr>
<td>✓ Review procedures for sending ill students and staff home and make adjustments if necessary</td>
</tr>
<tr>
<td>Task</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>✓ Track the number of staff and students absent daily</td>
</tr>
<tr>
<td>✓ Report numbers absent to district office and Kitsap County Health District if over 10% or requested</td>
</tr>
<tr>
<td>✓ Have translators review information templates and finalize the information that will be provided to non-English speaking families</td>
</tr>
<tr>
<td>✓ Finalize the information that needs to be communicated to staff, students, and families</td>
</tr>
<tr>
<td>✓ Hold staff meeting to provide information on the extent of infection at school site and potential changes that may take place</td>
</tr>
<tr>
<td>✓ Conduct timely debriefings to identify lessons learned and make necessary changes to the response plan</td>
</tr>
<tr>
<td>Task</td>
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<tr>
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</tr>
<tr>
<td>✓ Pre-planning for recovery: Identify and pre-screen health and grief service providers, develop template letters, and provide training for school staff regarding grief and possible health problems</td>
</tr>
<tr>
<td>✓ Mobilize the Crisis recovery Team that provides emotional-psychological support. If there is a loss of life in the school community establish location site or “Safe Room” for counseling services to be provided</td>
</tr>
<tr>
<td>✓ Hold staff meeting and provide information on extent of pandemic flu in the community and activities that may assist students; signs and symptoms to look out for and safe room function and location. Also announce counseling support services available to faculty and staff</td>
</tr>
<tr>
<td>Task</td>
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<tr>
<td>✓ Announce counseling support services that are available to students</td>
</tr>
<tr>
<td>✓ Provide rest places for those that tire easily</td>
</tr>
<tr>
<td>✓ Provide physical assessments if needed or make appropriate community health referrals</td>
</tr>
<tr>
<td>✓ Make educational materials available to families and staff on topics such as how to support your student with their recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress</td>
</tr>
<tr>
<td>✓ Utilize Employee Assistance Programs for assistance with coping with loss and stress</td>
</tr>
<tr>
<td>✓ Identify students, families, and staff who may need long-term physical and mental health support or intervention and develop school and community resources to provide these services</td>
</tr>
<tr>
<td>Task</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>✓ Monitor the effects of cumulative stress on caregivers such as office staff, school nurses, teachers, aides, school counselors, and other crisis team members</td>
</tr>
<tr>
<td>✓ Consider offering school-based health and mental health services if available by community, university, or public/non-profit mental health agencies and identify funding to support these services</td>
</tr>
<tr>
<td>✓ Modify work roles and responsibilities or add volunteer or support staff as needed</td>
</tr>
<tr>
<td>✓ Follow-up with student referrals made to community agencies</td>
</tr>
<tr>
<td>✓ Conduct debriefings with Counseling Support Team</td>
</tr>
<tr>
<td>✓ Document “lessons learned” and incorporate them into revisions and trainings</td>
</tr>
</tbody>
</table>
✓ Supporting Documents

Tacoma-Pierce County Health Department Pandemic Flu FAQ's
www.tpchd.org/files/library/21ce22a2f200ef00.pdf

Tacoma-Pierce County Health Department Pandemic Flu Fact Sheet for Families
www.tpchd.org

Tacoma-Pierce County Health Department “Stop the Spread of Germs” poster
www.tpchd.org

Tacoma-Pierce County Health Department Hand Washing Resources
www.tpchd.org/page.php?id=19

King County Public Health Department Stop Germs/Stay Healthy
www.metrokc.gov/health/stopgerms/

World Health Organization
www.who.int/csr/disease/avian_influenza/updates/en/

Centers for Disease Control and Prevention, Avian Flu
www.cdc.gov/flu/avian/

Centers for Disease Control and Prevention, Influenza
www.cdc.gov/flu/

Washington Department of Health, Flu News:
www.doh.wa.gov/FluNews/

Washington Department of Health, Flu Materials in Multiple Languages
www.doh.wa.gov/FluNews/#external


www.nasponline.org

Coping with a Traumatic Event, The Center for Disease Control


The Institute for Trauma and Stress at The NYU Child Student Center: Caring for Kids After Trauma and Death: A guide for Parents and Professionals (2002)
www.aboutourkids.org/aboutour/articles/crisis_guide02.pdf
ANNEX 4

Emergency Procedure Templates
## Table of Contents

1. Bomb or Suspicious Devise  
2. Evacuation  
3. Shelter-in-Place  
4. Aircraft Emergency  
5. Air Pollution Alert  
6. Bio-Terrorism Threat  
7. Building-Loss of Use  
8. Building-Structural Failure  
9. Chemical Exposure  
10. Civil Disturbance-Hostile Acts  
11. Explosion  
12. Field Trip Emergency  
13. Fire or Fire Alarm  
14. Flood  
15. Gas Leak  
16. Hazardous Materials Spill-Off Site  
17. Hazardous Materials Spill-On Site  
18. Heating System Failure  
19. Hostage Situation  
20. Lock Down Procedures  
21. Communicating with the Media in a Crisis  
22. Medical Emergency  
23. Multiple Casualty Incident  
24. Poisoning  
25. Post-Earthquake Evacuation Checklist  
26. Power Outage  
27. Radiological Incident  
28. Roof Leak  
29. School Bus Accident  
30. Vehicle Accident (Other than School Bus)  
31. Water Supply Disruption  
32. Weather-related Incident
Emergency: BOMB or SUSPICIOUS DEVICE

School resources

- Bomb Threat Incident Form
- Building Plan By Floor
- Shelter Plan

Community Resources

- Law Enforcement
- Fire Department
- Rescue/Ambulance

Response Actions/Responsible

1. Upon receipt of a bomb threat by telephone, use the bomb threat incident form to write down information from the caller. Make every effort to:
   - Prolong the conversation as much as possible.
   - Identify background noises.
   - Note distinguishing voice characteristics.
   - Question caller as to description of bomb, placement of bomb, and when it is due to explode.
   - Try to determine caller’s knowledge of facility.
   - Note time of call.
   - Inform principal/site manager or designee of the threat.
   - If caller’s threat implies an immediate threat, call 9-1-1.
   - Complete bomb threat checklist (located under telephone).
   - Call Security Department.

2. Review information provided by individual who received the threat.
3. Make decision whether or not to evacuate the facility.
6. Notify Communications Department.
7. Implement Incident Command System.
8. If building is to be evacuated, it should be handled as a fire alarm with staff assisting in guiding all students and personnel away from the designated location of threat.
9. If a decision to search is made, place prearranged search procedure into action. Have a checklist of building rooms and spaces available (fire evacuation plan) so that all areas are checked.

NOTE: Staff must be notified of evacuation via phone system, hardwired PA system or by messenger. **DO NOT** use cell phones, radios or the fire alarm system because of the risk of activating a device.
### Emergency: BOMB or SUSPICIOUS DEVICE

10. Maintain an incident command post where a phone checklist is kept and where staff responsible for searching the facility can coordinate search results.

11. When police arrive:
   - Advise Police of situation and follow their instructions.
   - Police will notify Fire Department/Bomb Squad if necessary.
   - Turn control of building over to the Police/Fire Incident Commander.
   - Upon review of conditions, police officials will determine when control of the building, or part of the building, will be returned to school officials.

12. In consultation with Incident Command Officials, determine whether to resume building operations or activate Shelter Plan or School Cancellation Plan. Notify staff and students.

13. Develop and implement a Community Notification Plan.

#### related response emergencies

- Explosion
- Medical Emergency
- Multiple Casualty Incident
- Building – Structural Failure
- Building – Loss of Use

#### caution

- **DO NOT**
  - Move any suspicious device.

- **DO**
  - Keep all students and staff away from suspicious devices.
In an emergency, it may be necessary to evacuate students from a school. Principals must prepare an evacuation plan for their school and carry out a practical evacuation exercise at least twice a year. As the needs for each school will be different, no common plan can be prepared for all schools. Check with local fire and law enforcement when making plans to evacuate your school.

### Evacuation Steps

- Building administrator initiates evacuation procedures.
- Evacuation routes may be specified according to the type of emergency. The routes may need to be changed for safety reasons.
- Bombs: Building administrator notifies staff of evacuation route dictated by known or suspected location of a device. (Do not use fire alarm, cell phones or radios to notify. These devices may activate a device. Notify staff via phone system, hardwired PA system or messenger.)
- Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route.
- Chemical spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.
- Teachers take class rosters.
- Do not lock classroom doors when leaving.
- When outside the building, account for all students. Immediately inform building administrator of any missing student(s).
### Relocation

- Building administrator determines whether students and staff should be evacuated to a relocation center.
- Building administrator or school emergency response team designee notifies relocation center.
- If necessary, a school emergency response team designee coordinates transportation to relocation center.
- Teachers stay with class en route to the relocation center and take attendance upon arriving at the center.
- Use student release forms for students who are picked up from a relocation center.
- Notify superintendent’s office and district public information office of relocation center address.

### Relocation Centers

List the primary and secondary student relocation centers. The primary site is usually located close to the school. The secondary site is usually located farther away. Include maps and written directions to centers for staff reference.

<table>
<thead>
<tr>
<th>Primary Relocation Center:</th>
<th>Secondary Relocation Center:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________________________</td>
<td>______________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Address/Phone:</th>
<th>Address/Phone:</th>
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<tr>
<td>_______________</td>
<td>_______________</td>
</tr>
</tbody>
</table>
"Shelter-in-place" means to take immediate shelter where you are—at home, work, school or in between—usually for just a few hours. Local authorities may instruct you to "shelter-in-place" if chemical or radiological contaminants are released into the environment.

Check with the school to learn the plans for dealing with a hazardous materials emergency. "Shelter-in-place" plans should include the following:

- Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty and staff indoors.
- If visitors are in the building, provide for their safety by asking them to stay.
- Ideally, have access to the school-wide public address system in the room where the top school official takes shelter.
- Have at least one telephone line under the school's listed telephone number in one of the shelter rooms available for a designated person to answer the calls of concerned parents. If time permits, and if it is not possible for a person to monitor the telephone, activate the school voicemail or an automated attendant. Indicate that the school is closed and that students and staff are remaining in the building until authorities say it is safe to leave.
- Have all children, staff and visitors take shelter in pre-selected rooms that have phone access and stored disaster supplies kits and, preferably, access to a bathroom. Shut the doors.
- Have all shelter rooms closed. Lock all windows, exterior doors and any other openings to the outside.
- If told there is danger of explosion, make sure window shades, blinds or curtains are closed.
- Turn off heating, ventilating and air conditioning systems. Systems that automatically provide for exchange of inside air with outside air must be turned off, sealed or disabled.
Shelter-in-Place Steps (Continued)

- If instructed by officials, use duct tape and plastic sheeting to seal all cracks around the door(s), windows and vents into the room. As much as possible, reduce the flow of air into the room.

- One teacher or staff member in each room should write down the names of everyone in the room and notify the designated person in the office with a report as to who is in the room.

- Everyone should stay in the room until school officials, via the public address system, announce that all is safe to open the doors.

- Once the word has been given that all is safe, everyone should go outside when the building's ventilation systems are turned back on. Follow any special instructions given by emergency authorities to avoid chemical and radiological contaminants outdoors.

Special Notes: Sheltering Rooms

Avoid overcrowding by pre-selecting several interior rooms with the fewest number of windows or vents. The appropriate location depends entirely on the emergency situation. If a chemical has been released, you should take shelter in a room above ground level, because some chemicals are heavier than air and may seep below ground. On the other hand, if there are radioactive particles in the air, you should choose a centrally located room or basement. Knowing what to do under specific circumstances is an important part of being prepared.

The room should have ten square feet of floor space per person in order to provide sufficient air to prevent carbon dioxide buildup for five hours. In this room, you should store scissors, plastic sheeting pre-cut to fit over any windows or vents and rolls of duct tape to secure the plastic. Access to a water supply is desirable.

The rooms should have adequate space for everyone to be able to sit, including an estimated number of visitors. Large storage closets, utility rooms, pantries, break rooms, copy and conference rooms without exterior windows would work well. Access to bathrooms is a plus. It is ideal to have hard-wired telephones in the rooms you select; use cordless phones (but not cell phones—the system may be overloaded in an emergency), if necessary. The rooms should be equipped with a disaster supplies kit.
**Emergency: AIRCRAFT EMERGENCY**

### School resources
- Shelter Plan
- Inclement Weather Procedures

### Community Resources
- Fire Department
- Law Enforcement
- Rescue/Ambulance
- County Department of Emergency Management (DEM)

### Response Actions/Responsible
1. Determine area of school property affected. Relocate school occupants away from the landing or crash site and away from areas that overlook any injury or debris field. Do not evacuate if building is not directly affected. Consider instituting Shelter-In-Place procedures.
2. Depending on injuries to persons and/or property damage, establish contact (call 9-1-1) with police, fire and rescue agencies and DEM.
3. Summon medically trained staff members and the Building Crisis Team.
7. Notify Communications Department.
9. After consultation with the site Police/Fire Incident Commander, make decision to establish an On-Site Shelter or initiate Evacuation and School Cancellation Plans.
10. Develop and implement a Community Notification Plan if necessary.
11. If injury or damage has occurred, initiate Medical Emergency or Multiple Casualty Plans and/or Building - Structural Failure procedures.
12. Once emergency operations have been concluded, restore normal school operation as soon as practical.

### related response emergencies
- Medical Emergency
- Multiple Casualty Incident
- Hazardous Material Incident On Site
- Evacuation Plan
- Building – Structural Failure
- Building – Loss of Use

### caution
- **DO NOT**
  - Respond to the area of the crash site.
  - Touch any aircraft parts.
**Emergency: AIR POLLUTION ALERT**

### School resources
- Inclement Weather Procedures
- Local/Regional Health District

### Community Resources
- Air Pollution Control Authority
- Safety/Transportation
- County Department Emergency Management (DEM)

### Response Actions/Responsible

1. Upon being notified of an Air Pollution Alert, follow recommendations or directions of the Air Pollution Control Authority, Health District or Department of Emergency Management.
2. Notify Safety Director.
4. Notify the Communications Department.
5. Notify DEM to assure assistance of other local agencies as required.
6. Implement Incident Command System.
7. Cancel programs which require outdoor physical activities.
8. Curtail programs which require indoor physical activities.
9. Alert staff to provide special considerations to students who are known to have asthma, allergies or other respiratory difficulties.
10. Implement School Cancellation Plan if advised to do so by state or county officials.
11. Develop and implement a Community Notification Plan.
12. Monitor situation with county and state officials.
13. Resume normal routine once local health and air pollution officials consent. Provide continuous Community Notification until Air Pollution Alert is canceled.

### related response emergencies
- Medical Emergency

### caution

N/A
## Emergency: BIO-TERRORISM THREAT, SUSPICIOUS SUBSTANCE/MAIL

### School resources

- Material Safety Data Sheets (MSDS)
- School Evacuation Plan
- Shelter Plan
- Health District

### Community Resources

- Fire Department
- Rescue/Ambulance
- Law Enforcement
- County Department of Emergency Management (DEM)

### Response Actions/Responsible

1. Upon receipt of a bio-terrorism threat by telephone, use the bio-terrorism threat incident form to write down information from the caller. Make every effort to:
   - Prolong the conversation as much as possible.
   - Identify background noises.
   - Note distinguishing voice characteristics.
   - Question caller as to description of bomb, placement of bomb, and when it is due to explode.
   - Try to determine caller’s knowledge of facility.
   - Note time of call.
   - Inform principal/site manager or designee of the threat.
   - If caller’s threat implies an immediate threat, call 9-1-1.
   - Complete bomb threat checklist (located under telephone).
   - Call Security Department.

2. If a suspicious substance is found that is not associated with mail:
   - School Staff
     - Attempt to identify the substance and its origin (may be a spill).
   - School Staff
     - Isolate the area so that exposure to other people is minimized.
   - Custodial Staff
     - Or don’t clean up and shut down area.
   - Custodial Staff
     - Shut down HVAC systems.
Emergency: BIO-TERRORISM THREAT, SUSPICIOUS SUBSTANCE/MAIL

3. Identify unusual mail and label it as suspicious if:
   • It’s unexpected or from someone you don’t know.
   • It’s addressed to someone no longer at your address.
   • It’s handwritten and has no return address or bears one that you can’t confirm as legitimate.
   • It’s lopsided or lumpy in appearance.
   • It’s stained.
   • It’s sealed with excessive amounts of tape.
   • It’s marked with restrictive endorsements such as “personal” or “confidential”.
   • It has excessive postage.

4. What to do with a suspicious piece of mail:
   • Handle item as little as possible.
   • Wear protective gloves.
   • Do not shake, bump or sniff it.
   • Place item in additional plastic bag.
   • Wash hands thoroughly with soap and hot water.

5. If mail meets a number of the above criteria, call 9-1-1 and summon local law enforcement.

6. Notify Communications Department.

7. Develop and implement a Community Notifications Plan.

related response emergencies

- Medical Emergency
- Multiple Casualty Incident
- Other as appropriate

caution

- **DO NOT**
  • Touch or inhale.

- **DO**
  • Wash after contact.
Emergency Procedure Template

Emergency: BUILDING – LOSS OF USE

School resources

- Inclement Weather Procedures

Community Resources

- Superintendent of Public Instruction
- Alternate School Site

Response Actions/Responsible

1. Notify Security Director.
2. Complete Critical Incident Report Form.
4. Notify the Communications Department.
5. Determine extent and duration of building loss.
7. Inspect potential sites to hold classes while building is out of use; relocation of school programs.
8. Plan relocation of educational program to alternate sites.
9. Revise pupil transportation system.
10. Notify staff, parents and students of relocation measures.
11. Conduct school at temporary site.
12. When school building is restored, resume normal operation.

related response emergencies

N/A

caution

N/A
Emergency: **BUILDING – STRUCTURAL FAILURE**

## School resources

- Building Architectural Plans
- Annual Structural Inspection Reports
- Shelter Plan
- Inclement Weather Procedures

## Community Resources

- Fire Department
- Rescue/Ambulance
- Insurance Representative
- Local Building Official
- Structural Engineer

## Response Actions/Responsible

1. Upon discovery or detection of an actual or potential structural failure, notify Building Principal.
2. Evaluate situation. If hazards are imminent, evacuate building, determine if injuries have occurred and activate Evacuation and Crisis Plans. In the event of building collapse or injury, call 9-1-1.
3. Notify Director of Risk Management.
6. Notify Facilities Director.
7. Notify the Communications Department.
8. Identify any imminent hazards and take appropriate remedial action to mitigate the hazard or provide such barriers as may be required to prevent injury to occupants. Notify Principal/Site Manager of actions taken.
9. In consultation with local Building Official or engineer, determine if the building, or portions thereof, are safe for occupancy and implement appropriate response; e.g. Evacuation, School Cancellation, or other.
10. Develop and implement a Community Notification Plan.
11. Assess damage to property. Notify Director of Risk Management.
12. Contact insurance representative and Department of Emergency Management.
13. Once cleared for occupancy by the Building Official or a structural engineer, resume normal activity.
### Emergency: BUILDING – STRUCTURAL FAILURE

related response emergencies

- Medical Emergency
- Multiple Casualty Incident
- Evacuation Plan
- Building – Loss of Use

---

**caution**

N/A
# Emergency: CHEMICAL EXPOSURE

## School resources
- Material Safety Data Sheet (MSDS)
- School Evacuation Plan
- Shelter Plan

## Community Resources
- Fire Department
- Rescue/Ambulance
- Health District
- Poison Control Center
- Department of Ecology

## Response Actions/Responsible
1. Identify affected person(s) and notify School Nurse and/or other medically trained staff.
2. Comfort the injured person and administer appropriate first aid. Follow hazardous material spill plan if necessary.
3. If possible, determine what (chemical substance) caused the exposure or injury. Read the label and follow instructions. Obtain MSDS for further instructions.
4. Call 9-1-1 for Fire Department and Rescue/Ambulance.
5. Call Health District or Poison Control Center for further guidance.
6. Always transport victim(s) to doctor or hospital for testing and professional evaluation.
7. If exposure source(s) cannot be immediately identified and mitigated, evacuate the building until Fire Department arrives and inspects for toxic conditions.
11. Notify the Communications Department.
12. Do not allow anyone to re-enter the building until the Incident Commander gives clearance.
13. Develop and implement a Community Notification Plan.

## related response emergencies
- Hazardous Materials Incident On-Site
- Building – Loss of Use
- Medical Emergency
- Multiple Casualty Incident

## caution
N/A
## Emergency: CIVIL DISTURBANCE – HOSTILE ACTS

### School resources
- Shelter Plan
- Inclement Weather Procedures
- Community Notification Plan

### Community Resources
- Law Enforcement
- County Department of Emergency Management (DEM)

### Response Actions/Responsible
1. Upon first report of any actual or potential civil disturbance, assess the situation as follows:
   - Where is the disturbance occurring? (Specific location)
   - When did it begin?
   - How many people are actually involved?
   - What is taking place?
   - Has any actual violence occurred at this time?
   - What is the purpose or intentions of the group?
   - Are the identities of participants known?
2. Based on observations, determine if the Police, School Security Services, Office of Safety and Risk Management and/or Building Crisis Team should be called.
6. Notify the Communications Department.
7. Develop and implement a Community Notification Plan after conferring with the Police.
8. Consult with Police Incident Commander/Security Department and the school Crisis Team and other appropriate parties prior to resuming normal operations of school.

### related response emergencies
- Medical Emergency
- Multiple Casualty Incident
- Hostage Situation

### caution
N/A
**[Type Your School Name]**  
~ Emergency Procedure Template ~

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**Emergency: EXPLOSION**

### School resources

- School Evacuation Plan  
- Inclement Weather Procedures  
- Crisis Plan  
- Medically Trained Staff

### Community Resources

- Fire Department  
- Rescue/Ambulance  
- Law Enforcement  
- County Department of Emergency Management (DEM)

### Response Actions/Responsible

1. Immediately sound the building Fire Alarm and evacuate the building in accordance with established building Fire Evacuation Plan.  
2. Notify emergency response agencies (call 9-1-1). Establish a Command Center at a safe location.  
6. Notify the Communications Department.  
8. If damage or injury has been sustained, refer to “Building-Structural Failure” or “Multiple Casualty Incident” procedures.  
9. Provide Fire and EMT Responders with information about locations of injured persons, building damage, and special sources of hazard (e.g., hazardous materials, power supply locations).  
10. Follow instructions of emergency personnel on the scene.  
11. Develop and implement a Community Notifications Plan.

---

### related response emergencies

- Fire or Fire Alarm  
- Bomb or Suspicious Device  
- Building – Structural Failure  
- Building – Loss of Use  
- Civil disturbance – Hostile Acts  
- Medical Emergency  
- Multiple Casualty Incident  
- Power Outage – Utilities Disruption  
- Hazardous Materials Incident – On Site

---

**caution**

N/A
Emergency: FIELD TRIP EMERGENCY

School resources

- School Plan

Community Resources

- Fire Department
- Rescue/Ambulance

Response Actions/Responsible

1. Determine the nature of the emergency and the number of staff, students and others affected.
2. Call 9-1-1 if any personal injury or damage to vehicles has occurred.
3. Render first aid if necessary.
4. Advise the appropriate supervisor of the incident; i.e. Building Principal, Transportation Director and Transportation Dispatch.
8. Document all events, noting time, date, severity of injuries, names of injured persons, witnesses and emergency personnel, etc. Provide a complete written report to the school district as soon as possible.
9. Contact parents of injured students.
10. Activate Community Notification Plan if necessary.
11. When school building is restored, resume normal operation.

related response emergencies

- School Bus Accident
- Vehicle Accident (other than a bus)
- Medical Emergency
- Multiple Casualty Incident
- Other as appropriate

caution

N/A
Emergency: FIRE OR FIRE ALARM

School resources
- School Evacuation Plan
- Inclement Weather Procedures

Community Resources
- Fire Department
- Rescue/Ambulance
- Building Official and Fire Marshall
- Insurance Company Representative

Response Actions/Responsible

1. Upon detection of smoke or fire or a report of a fire, sound fire alarm immediately. Call 9-1-1. If alarm is activated from an unknown source, proceed as if there was an actual fire.
2. Evacuate building using the established Fire Evacuation Plan.
3. Investigate source of fire or alarm activation. Use fire extinguishers to control the fire only if it can be done without injury to staff or others.
4. An assigned staff member shall assist physically impaired occupants located on floors above or below ground level, and:
   - move handicapped persons to a windowed room,
   - close all doors in the area, and
   - remain with the handicapped person(s) until help arrives.
5. Implement Building Crisis Plan.
6. Establish an Incident Command Center at a safe location.
7. Notify Director of Safety and Risk Management.
10. Notify the Communications Department.
11. If injury or damage has occurred, refer to Medical Emergency, Multiple Casualty Incident, Building Loss of Use or Building - Structural Failure Procedures.
12. Make recommendation on cancellation or resumption of routine school operations.
13. Develop and implement a Community Notification Plan.

related response emergencies
- Building Structural Failure
- Explosion – Gas Leak
- Hazardous Materials Incident – On Site
- Medical Emergency
- Multiple Casualty Incident
- Power Outage – Utilities Disruption

cautions
N/A
### School resources
- School Resources
- Inclement Weather Procedures
- Flooding, Shelter & Transportation Plans
- Emergency Alert System (EAS)

### Community Resources
- County Department of Emergency Management (DEM)
- County Transportation
- Fire Department
- Local and State Police

### Response Actions/Responsible
1. During periods of flood watches or warnings, emergency alert system (EAS) will broadcast radio announcements of current conditions.
2. Notify Safety and Transportation Departments.
5. Notify the Communications Department.
6. Based upon National Weather Service and/or Department of Emergency Management advice, implement Flooding, Shelter and Transportation Plans.
7. Emergency response will be activated based on advice of the state or county DEM. School cancellation may be implemented in response to DEM precautionary determinations.
8. Develop and implement a Community Notification Plan.

### related response emergencies
- Building – Loss of Use
- Gas Leak
- Power Outage – Utilities Disruption
- Roof Leak or Failure
- Water Supply Disruption

### caution
N/A
**Emergency: GAS LEAK**

### School resources
- School Evacuation Plan
- Building Plans (showing gas shut-off(s))
- Inclement Weather Procedures

### Community Resources
- Fire Department
- Utilities – Gas Utility Company

### Response Actions/Responsible
1. Upon suspicion of gas leak, notify Principal/Site Manager and custodian.
2. Upon confirmation of a gas leak, evacuate building and notify Fire Department (9-1-1) and gas utility company. Establish Command Center at a safe location away from the building.
3. Notify the Plant/Maintenance Department.
4. Evaluate problem, if possible. Determine if maintenance staff can control leak.
5. Notify Safety and Transportation Departments.
8. Notify the Communications Department.
9. In consultation with Fire Department or utility company personnel, Safety Services and Maintenance personnel determine whether to implement School Cancellation or resume normal building operation.
10. If injury or damage has occurred, refer to Medical Emergency, Multiple Casualty Incident or Building-Structural Failure procedures.
11. Develop and implement Community Notification Plan.

**related response emergencies**
- Medical Emergency
- Multiple Casualty Incident
- Fire or Fire Alarm
- Explosion
- Power Outage – Utilities Disruption
- Heating System Failure
- Building – Structural Failure

**caution**

- **DO NOT**
  - Pull fire alarm – may cause sparks.
  - Remain in the building.

- **DO**
  - Evacuate building by word of mouth.
Emergency: HAZARDOUS MATERIALS SPILL – OFF SITE

School resources

- School Evacuation Plan
- Emergency Transportation Plan
- Shelter Plan
- Inclement Weather Procedures

Community Resources

- Fire Department
- County Department of Emergency Management (DEM)
- Department of Ecology (DOE)

Response Actions/Responsible

1. If contacted by local Fire Department or DEM, conduct a hazard assessment. In coordination with the Incident Commander, determine whether to implement Shelter Plan or Evacuation Plan procedures.
4. Notify the Communications Department.
5. If Shelter Plan is recommended, close off all outside air intakes and curtail all outdoor activities.
6. If Evacuation Plan is implemented, consider School Cancellation Plan, depending on time of day.
7. Develop and implement a Community Notification Plan.
8. When Incident Commander declares that it is safe, resume normal operations.

related response emergencies

- Medical Emergency
- Multiple Casualty Incident
- Fire or Fire Alarm
- Radiological – Nuclear Incident
- Toxic Exposure

caution

N/A
# Emergency: HAZARDOUS MATERIALS SPILL – ON SITE

## School resources
- Chemical Inventory and Material Safety Data Sheets (MSDS)
- Emergency Transportation Plan
- Shelter Plan
- Inclement Weather Procedures

## Community Resources
- Fire Department
- County Department of Emergency Management (DEM)
- Department of Ecology (DOE)

## Response Actions/Responsible

1. Upon detection or notification of a spill of any hazardous substance (including any petroleum product), notify Principal/Site Manager and the Fire Department (call 9-1-1).
2. Evacuate building immediately if any danger sign is present such as fumes, vapors, odors or smoke, or if any person is physically affected; e.g., headache, dizziness, distress, fainting, skin rash, respiratory blurred vision, weakness, sweating, etc.
3. Based on advice from the Fire Department curtail or cease building operations. Evacuate if appropriate. Obtain MSDS if available. Notify staff and students.
4. Notify Safety and Transportation Departments.
7. Notify the Communications Department.
8. In coordination with Incident Commander, implement Shelter or School Cancellation Plan.
9. Develop and implement a Community Notification Plan.
10. With assistance of Fire Department determine the cause and extent of the incident.
11. Discuss situation with DOE personnel. Develop a plan for clean-up and waste disposal in coordination with the DOE. Clean and decontaminate the area.
12. After consulting with Safety Office, Fire Department and DOE officials, resume normal operations.

## related response emergencies
- Explosion
- Fire or Fire Alarm
- Medical Emergency
- Multiple Casualty Incident

## caution

- **DO NOT**
  - Touch, ingest or inhale
### Emergency: HEATING SYSTEM FAILURE

#### School resources

- Inclement Weather Procedures

#### Community Resources

- Utilities – Supply Company

#### Response Actions/Responsibilities

1. Upon discovery of a failure of the heating system, notify Principal/Site Manager and Custodian.
2. Evaluate the problem. If cold weather conditions prevail, notify Building Principal to curtail building activities that may accelerate heat loss (e.g., close all windows and doors and delay class change activity). If the heating supply cannot be restored, contact Facility or Maintenance Supervisor.
3. Evaluate problem and attempt to correct. If unable to correct the problem, notify the Building Principal of the time required to either restore heat or to reach Maintenance Supervisor unsafe (cold) conditions.
5. Notify Safety Department.
8. Notify the Communications Department.
9. Determine whether School Cancellation Plan is appropriate. Notify staff and students.
10. Implement School Cancellation Plan if appropriate and Community Notification Plan.
11. Implement actions to prevent damage to the building and contents if prolonged freezing will occur.

#### Related response emergencies

- Power Outage – Utilities Disruption
- Building – Loss of Use

#### Caution

N/A
**Emergency: HOSTAGE SITUATION**

### School resources
- School Evacuation Plan
- Building Crisis Plan
- Inclement Weather Procedures

### Community Resources
- Law Enforcement

### Response Actions/Responsible

1. Upon report/observation of a hostage situation, notify Principal/Site Manager and take steps to isolate the area.
2. Immediately notify Police (9-1-1) and follow their instructions.
3. Inform Office of Security of situation and actions taken.
7. Notify Communications Director.
8. Based on advice of the Police, implement the following:
   - Evacuation of unaffected students and staff.
   - Emergency Transportation Plan.
   - School Cancellation Plan.
   - Crisis Plan (Lock Down).
   - Community Notification Plan.
   - Critical Incident Stress De-briefing Teams.

### related response emergencies

N/A

### caution

N/A
Emergency: LOCK DOWN PROCEDURES

Response Actions/Responsible

- Make sure you have your keys at all times.
- You will be notified that we are going into lockdown by an intercom announcement.
  - Teachers who have students out on the field gather all the students. A security officer or building administrator will advise students and staff of lock in and will be instructed of the appropriate procedures to follow.
- When you hear the lockdown announcement, please do not call the office for information. Do not allow students to use telephones or cell phones.
- Teachers should quickly check halls and get students into classrooms – even if they aren’t in your class.
- Secure your room: Lock all doors (interior and exterior), close blinds, turn off lights, and keep students down and away from the windows and door. **(Stay out of sight.)**
- Cover all exposed windows.
- After securing room:
  - Place a green card underneath your door and on the inside of your exterior window (if you have one) if the room is safe.
  - Place a red card underneath your door and on the inside of your exterior window if something is wrong.
  - When security sweeps the building, they will notice the red card and contact (enter and/or call) your room to inquire. If no card is placed outside the room, security will assume the room is not safe and proceed to enter.
- During lockdown, no one should be in the halls except Administrators, Security, and Police.
  - Staff without students, who are not in their room, should report to the nearest classroom.
  - Staff on plan, should remain in their room and follow the above procedures.
- Administrators and security, or their designee, will sweep for loose students.
- Administration will determine the need to notify police of any emergency situation.
Emergency: LOCK DOWN PROCEDURES

- The lockdown is maintained until an “all clear” code is called.
- Children who were the target of the intruder or were frightened by the lock down are referred to the counselor, or appropriate community resource, for support.
- An email explanation will be sent to teachers as soon as possible.

special instructions

Special Instructions:
- ________________ mans the phone and radios information as needed.
- Counseling staff lock counseling door and workroom door.
- Health Tech locks health room door.
- ________________lock doors leading into the main office hallway and posts no entry sign.
- (Other special instructions as needed to be posted here.)
### Check List:

**Communicating with the Media in a Crisis**

<table>
<thead>
<tr>
<th>Action Completed</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Check Mark]</td>
<td>In a crisis, calls from the media should be referred to the school Principal, communications department or PIO (Public Information Officer) who will write all news releases and updates as approved by the principal/superintendent to be read and/or distributed to the media.</td>
</tr>
</tbody>
</table>

**First things first...**

Every situation is different; therefore every response is different. Depending upon the circumstances, the following checklist should serve as a guide for working with the media in a crisis.

- The principal, in concert with the school’s safety/security director, school superintendent, and community relations director decides where the communications center will be if necessary to take off-site. If possible it should have telephone/s, copier, and fax machine.

- The PIO gathers facts and writes a news release to include facts about the incident actions to protect students and staff, other positive actions taken by the school such as what is being done to help students and staff cope, and any restrictions such as where the communications center will be, who the spokesperson will be, that parent release must be obtained before speaking to students, etc.

- Principal/Superintendent will decide who will actually speak to the media.

- Depending upon the situation, the PIO or principal will contact the news media if they are not aware of the situation.

- The PIO/Principal makes copies of the news release to distribute or have available to the media.

- The PIO/Principal ensures that updates are made throughout the day, even if nothing new has happened, and that the time of the release is at the top of the page.

- The PIO is accessible to the media.

- The principal, with assistance from the PIO, writes a letter to send home with students for parents using samples from the section entitled “Communications Involving Safety.”

- After the incident, the school announces any changes in practice or policy made as a result of the crisis.
Tips for speaking to the media in a crisis…

- Be prepared. Understand all the facts, especially technical ones.

- Be honest. Be brief. **Stick to the facts.**

- Don’t become defensive. Don’t lose your temper or argue. Keep cool.

- Do not make statements about responsibility until all the facts are known.

- Pause and collect your thoughts before you respond to reporters’ questions.

- **The interview is not over until the reporter leaves.** Always be careful about what you say in the presence of a reporter before or after an interview – the microphone may still be on.

- Don’t respond to negative questions by repeating words that inflame the situation.
  - “Yes, it is a real tragedy…”

- Be alert to statements that begin:
  - “Isn’t it true that…?”
  - “Aren’t you really saying…?”
  - “How do you respond to…?”
  - “Are you aware that…?”

- Avoid “what-if” questions. You can’t predict the future.

- Do not say, “No comment”. Instead, try “I will have to check into the matter. What is your deadline and I will get back to you”.

- **There is no such thing as “off the record”.** While many reporters will honor this, you cannot assume that all reporters will.

- If more than one spokesperson addresses the press, make sure that all are using the most current facts.
Emergency: MEDICAL EMERGENCY

School resources

- Medically Trained Personnel
- Bloodborne Pathogens Plan
- Inclement Weather Procedure

Community Resources

- Fire Department
- Rescue/Ambulance
- Regional Health District
- Hospital

Response Actions/Responsible

1. Identify the affected individual(s).
2. Call 9-1-1 for Fire Dept. and Rescue/Ambulance response and summon School Nurse or staff members trained in First Aid.
3. Insure safety of students and staff and use universal precautions to avoid exposure to bloodborne pathogens. Notify Principal/Site Manager.
4. If contagion is suspected, notify the local Health District and follow their directions.
5. In consultation with emergency medical responders and/or the Health District, determine whether to implement the Building Crisis Plan.
8. Notify Communications Director.
9. Develop and implement a Community Notifications Plan.

related response emergencies

- Multiple Casualty Incident

cautions

N/A
### School resources
- Blood Borne Pathogens Procedures
- Inclement Weather Procedures
- Shelter Plan

### Community Resources
- Fire Department
- Rescue/Ambulance
- Hospitals
- County Department of Emergency Management (DEM)

### Response Actions/Responsible
1. Report on status of injured persons and injury-causing event to the Principal/Site Manager. Move uninjured students and staff out of area away from potential harm.
3. Notify Safety and Transportation Departments.
6. Notify the Communications Department.
7. Establish a Command Center, implement Building Crisis Plan, gather information and evaluate the cause of injuries.
8. Determine whether staff members can safely intervene to mitigate a continuing situation; e.g. stop a fight, extinguish a small fire, shut off water, electricity or gas, provide first aid.
10. Upon arrival of emergency personnel, report the extent of injuries, locations of injured persons and actions already taken. Follow instructions of the Incident Commander (IC).
11. In consultation with the Superintendent determine whether School Cancellation or Shelter procedures will be used and implement the Community Notification Plan. (Incident Commander will establish a Public Information Officer (PIO); all information releases must be coordinated through the PIO while the IC is in charge of the incident.)
12. Coordinate with Incident Commander to assist in identification of casualties and establish procedures for determining treatment destination of injured persons for family member notification and reunification.
13. Contact Insurance Risk Manager to establish procedures for record keeping and gathering data for potential claims.

### related response emergencies
- Medical Emergency

### caution
N/A
## Emergency: POISONING

### School resources
- Medically Trained Personnel
- Food Services Director

### Community Resources
- Fire Department
- Rescue/Ambulance
- Regional Health District
- Poison Control Center
- Department of Health (State)

### Response Actions/Responsible

1. Upon report of possible poisoning incident, attempt to determine how isolated or widespread the incident is or may become.
2. Call 9-1-1 for emergency assistance and the local health district for on-going assistance with the incident.
3. Determine the route of poison creating the incident; i.e. ingestion, inhalation, absorption, dermal contact.
4. Determine the source of the poison creating the incident; e.g., contaminated food or drink (hepatitis-A, salmonella, E-coli, etc.), prescription or over-the-counter medicines, alcohol, illegal drugs, toxic vapors, hazardous chemicals, pesticides. Obtain MSDS if available.
5. Attempt to determine the exact poison involved.
6. Determine if an antidote is readily available.
7. Initiate monitoring of other potential victims.
8. Implement the Critical Incident Support Team for counseling of staff and students.
11. Notify the Communications Department, Nursing Services, and Nutrition Services.

### related response emergencies
- Medical Emergency
- Multiple Casualty Incident
- Toxic Exposure

### caution
N/A
**Post-Earthquake Evacuation**

**Check List for School Administration and Faculty**

<table>
<thead>
<tr>
<th>Action</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evacuation should <strong>NEVER</strong> be automatic.</td>
<td></td>
</tr>
<tr>
<td>- There may be more danger outside your building or facility than there is inside.</td>
<td></td>
</tr>
<tr>
<td>- There may be no safe assembly area outside. There may be no clear routes to get outside, and alternate routes may need to be cleared.</td>
<td></td>
</tr>
<tr>
<td>- The lighting inside your building or room will probably be out - it may be <strong>DARK</strong>.</td>
<td></td>
</tr>
<tr>
<td>- Before any decision is made to vacate all or part of a school, someone must find out if there <strong>IS</strong>:</td>
<td></td>
</tr>
<tr>
<td>1). a safe route out, <strong>AND</strong></td>
<td></td>
</tr>
<tr>
<td>2). a safe place to assemble the students outside.</td>
<td></td>
</tr>
</tbody>
</table>

**BEFORE** an earthquake (NOW), survey your school with evacuation in mind.

1. Look for potential post-earthquake hazards **INSIDE** the building:
   - ☐ Suspended ceilings
   - ☐ Pendant light fixtures
   - ☐ Large windows (either exterior or interior) not protected against shattering
   - ☐ Tall bookcases or cabinets that may topple because they are not bolted to the wall
   - ☐ Classroom equipment such as computers, TVs, VCRs, stereos, and slide projectors
   - ☐ Stairwells
   - ☐ Storage areas for cleaning, painting, or other hazardous materials
   - ☐ Science labs, especially chemistry
   - ☐ Shop areas
   - ☐ Places where the main gas supply or electric current enters the building

   ◊ Designate evacuation routes that avoid as many of those hazards as possible.

   ◊ In addition, decide on alternate routes to your main routes.

   ◊ Consider students with disabilities as you think about your evacuation routes.

   ◊ Make sure staff knows what to do and where to go if the students are already outside the facility when the earthquake happens.
BEFORE an earthquake (NOW), survey your school with evacuation in mind.

2. Look for potential post-earthquake hazards OUTSIDE the building:

- Power lines
- Trees
- Areas near buildings that may have debris fall on them — parapets, roof tiles, chimneys, glass
- Routes past concrete block walls
- Covered walkways
- Places under which large gas mains run
- Areas near chain link fences (which can be electric shock hazard if touched by live wires)
- Hazardous materials storage areas

◊ Designate open areas outside that are without overhead hazards and removed from potential danger spots; choose an off-campus spot such as a park for back-up.

◊ Assembly areas should be as close to the facility as is safe so that students and staff have easy access to bathrooms, phones, and the student release point.

◊ Designate who will have the responsibility to assess conditions after a quake and report findings to administration and co-workers.
BEFORE an earthquake (NOW), survey your school with evacuation in mind.

3. Everyone should be informed about evacuation plans:

- Once routes and assembly areas have been chosen, make floor plans and maps and distribute to all staff.
- Inform all personnel and students about the plans made and the routes chosen.
- Have all substitute teachers review the plan before starting each class.
- Make it clear that a post-earthquake evacuation route differs from a fire evacuation route, and that alternate routes may need to be used.
- Include all students and staff with disabilities in the drills and exercises.
- Hold drills and exercises **two or three times a year**; practice alternate routes.
- Evaluate your drills and exercises and make changes as necessary.

AFTER the earthquake, gather information and make decisions.

**ADMINISTRATORS:**
- Assess the situation — inside and outside.
- Decide whether to evacuate all or parts of buildings.
- Choose the route(s) and the assembly place.
- Communicate directions to all teachers.

**FACULTY :**

- Do **NOT** automatically rush your class into the corridor or outside the building.
- Wait to hear instructions from an administrator. (In circumstances in which you wait a long time without hearing anything, you will have to make decisions yourself)
- If you are in an unsafe classroom (i.e. the ceiling has collapsed, wires are crackling, broken glass or chemicals are all over the floor, you smell gas or smoke) you will want to leave, **BUT** you must inspect for damage before you move to safety.
Action (Continued)

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>Have another teacher watch your students while you find the best way to evacuate and the safest place to go. You may not need to go outside to the assembly area, but merely move from one inside room to another.</td>
</tr>
<tr>
<td>✔️</td>
<td>Account for all your students before you leave the classroom.</td>
</tr>
<tr>
<td></td>
<td>- If the classroom damage forces your class to evacuate, take injured students with you <strong>ONLY</strong> if moving them will not cause further injury.</td>
</tr>
<tr>
<td></td>
<td>- If you must leave an injured student, try to protect the student from items that might fall during aftershocks. Post a large, visible sign indicating the student is there.</td>
</tr>
<tr>
<td></td>
<td>- The lights will probably be out and it may be dark — <strong>ALWAYS</strong> have a flashlight that works.</td>
</tr>
<tr>
<td>✔️</td>
<td>Be alert as you lead students down stairwells or corridors to anything (dangling lights and ceiling struts, broken glass, slippery floors) that could hurt them or you.</td>
</tr>
<tr>
<td></td>
<td>- In an aftershock, everyone should duck and cover until the shaking stops.</td>
</tr>
<tr>
<td>✔️</td>
<td>Once you get to a safe location, communicate your whereabouts to the administrator by whatever methods have been specified in your plan — sending a runner, using a walkie-talkie, or returning to your classroom to post a note.</td>
</tr>
</tbody>
</table>

Adapted from the ABC’s of Post-Earthquake Evacuation
--- Emergency Procedure Template ---

**Emergency: POWER OUTAGE – UTILITY DISRUPTION**

**School resources**
- Building Electrical Plans
- Electrical Back-up Systems
- Inclement Weather Procedures
- Shelter Plan

**Community Resources**
- Fire Department
- County Department of Emergency Management (DEM)
- Utilities – Supply Company
- Electrical Engineer/Contractor

**Response Actions/Responsible**

1. Upon electrical system failure, immediately report to the Principal/Site Manager and the Maintenance Manager.
2. Evaluate problem; determine if problem is on-site or off-site.
   - On-site: Determine if problem can be corrected by staff and if there are safety hazards affecting building occupants. Determine if life-safety systems have been affected. Isolate hazardous areas and/or evacuate the building as appropriate.
   - Off-site: Ask utility supplier to determine probable duration of outage. Determine if life-safety systems have been affected. Isolate hazardous areas and/or evacuate the building as appropriate.
3. Determine if critical operating systems have been affected. These may include: HVAC systems, computer systems, communications and signaling systems.
4. Notify Facilities Director.
5. Determine if building operations should be curtailed or canceled.
9. Notify the Communications Department.
10. Determine whether to activate the School Cancellation and/or Community Notification Plans.
11. Evaluate problem, commence appropriate remedial action. Coordinate with Fire Department, DEM, utility supplier, electrical engineers or contractors as appropriate.
12. Resume normal activities upon restoration of power.

**related response emergencies**
- Heating System Failure
- Building – Loss of Use

**caution**
N/A
# Emergency Procedure Template

## Emergency: RADIOLOGICAL INCIDENT

### School resources

- School Evacuation Plan
- Shelter Plan
- Inclement Weather Procedures

### Community Resources

- Fire Department
- County Department of Emergency Management (DEM)
- Department of Health (State)

### Response Actions/Responsible

1. If contacted by local Fire Department or DEM, conduct a hazard assessment. In coordination with the Incident Commander, determine whether to implement Shelter Plan or Evacuation Plan procedures.
5. Notify the Communications Department.
6. Implement Incident Command System.
8. If Shelter Plan is recommended, close off all outside air intakes and curtail all outdoor activities.
9. If Evacuation Plan is implemented, consider School Cancellation Plan, depending on time of day.
10. Develop and implement a Community Notification Plan.
11. When Incident Commander declares that it is safe, resume normal operations.

### related response emergencies

- Medical Emergency
- Multiple Casualty Incident
- Fire or Fire Alarm
- Hazardous Material Incident Off-Site
- Toxic Exposure

### caution

N/A
Emergency: ROOF LEAK

School resources

- Shelter Plan
- Inclement Weather Procedures
- Community Notification Plan

Community Resources

- Local Building Official
- Structural Engineer
- Roofing Repair Contractors

Response Actions/Responsible

1. Upon discovery or detection of a roof leak, notify Building Custodian.
2. Evaluate the problem. Take steps to control the spread of water. Notify Facilities Director and Maintenance Manager. Contact Principal/Site Manager. Determine if space should be evacuated.
3. If roof has any snow or standing water accumulation, evacuate the building until any possibility of roof structural collapse is eliminated.
6. Notify the Communications Department.
7. Re-evaluate the problem, commence appropriate remedial action to restore weatherproof barrier. Contact Facilities Director and roofing contractor if necessary. When barrier is restored, assure that materials are dried quickly and thoroughly to prevent the growth of mold or mildew. Remove all building materials that have been permanently damaged or cannot be dried.
8. Resume normal activities when Building Official or Structural Engineer approves occupancy.
9. Develop and implement a Community Notification Plan if necessary.

related response emergencies

- Building – Structural Failure
- Building – Loss of Use
- Flooding

caution

N/A
~ Emergency Procedure Template ~

Emergency: SCHOOL BUS ACCIDENT

School resources

- First-Aid Trained Personnel
- Blood Borne Pathogens Procedures

Community Resources

- Fire Department
- Law Enforcement
- Rescue/Ambulance
- Emergency Medical Technicians

Response Actions/Responsible

1. Contact dispatch and school principal and inform of accident.
2. Off-load uninjured students to a safe holding area if unsafe to stay on bus.
3. Render first aid to injured persons.
4. If there are injured parties, call 9-1-1 to request Police, Fire Dept. and Rescue/Ambulance.
5. Notify local Police, State Patrol and Transportation Supervisor.
9. Notify the Communications Department.
10. In consultation with Principal and Police or Fire Dept. Incident Commander, determine level of response. Note: The State Patrol (or local Police) Incident Commander has jurisdiction over accident site.
11. If there are injuries, arrange for post-accident drug and alcohol testing of the driver. Notify parents of all students who were on the bus.
12. Develop and implement a Community Notification Plan.

related response emergencies

- Medical Emergency
- Multiple Casualty Incident

caution

N/A
Emergency: VEHICLE ACCIDENT (OTHER THAN SCHOOL BUS)

School resources

- First Aid Trained Personnel
- Bloodborne Pathogens Procedures

Community Resources

- Fire Department
- Rescue/Ambulance
- Law Enforcement
- Local Hospitals

Response Actions/Responsible

1. Upon report of a vehicle accident, determine the following:
   - Did any deaths or injuries occur?
   - Were students involved?
   - Were other non-employees involved (i.e. parent volunteers)?
   - Does the school own or lease the vehicle?
2. Call 9-1-1 to request Police; and if injuries occurred, Fire Department and Rescue/Ambulance.
3. Notify Principal.
5. Notify Principal/Site Manager.
8. Notify Communications Department.
9. If a school employee was driving and injuries occurred and the vehicle/driver is covered by school insurance arrange for post-accident drug and alcohol testing.
10. Notify parents of all students who were in the vehicle.
11. Develop and implement a Community Notification Plan.

related response emergencies

- Medical Emergency
- Multiple Casualty Incident
- School Bus Accident

caution

N/A
Emergency: WATER SUPPLY DISRUPTION

School resources

- Alternate Water Supply
- Inclement Weather Procedures
- Community Notification Plan

Community Resources

- Drinking Water Supplier
- Health District

Response Actions/Responsible

1. Upon detection of drinking water contamination or supply system disruption, notify Principal/Site Manager.
2. Contact Facilities Director or Maintenance Manager.
4. Notify the Communications Department.
5. Evaluate problem and commence remedial response. If the problem is due to contamination of the water supply, contact the Health District to determine extent of problem. Also contact the water supplier.
6. In consultation with Health District, determine if school can remain open. If so, secure all contaminated water sources. Arrange for bottled water supply if needed.
7. In consultation with other public officials, activate School Cancellation and Community Notification Plans as appropriate.
8. At conclusion of the disruption, notify staff, parents and students of return to normal operations.

related response emergencies

N/A

caution

N/A
### Emergency: WEATHER-RELATED INCIDENT

#### School resources
- NOAA Weather Radio
- Inclement Weather Procedures
- Shelter Plans

#### Community Resources
- Emergency Alert System (EAS)
- County Department of Emergency Management (DEM)
- Local and State Law Enforcement

#### Response Actions/Responsible
1. During periods of severe weather watches or warnings the Emergency Alert System, NOAA Weather Radio, and television broadcasts will carry announcements of current conditions. Heed warnings and take precautions as advised to minimize injury or property damage.
3. Notify Facilities Director.
4. Notify the Communications Department.
6. Based upon National Weather Service and/or county DEM advice, implement Shelter and/or Emergency Transportation Plan.
7. Emergency response will be activated based on advice of the National Weather Service. School cancellation may be implemented in response to predicted severe conditions.
8. During electrical storms, summon all persons into building. Avoid glass doors, and windows telephones, and all electrical appliances, including computers.
9. Develop and implement a Community Notification Plan.

#### related response emergencies
- Medical Emergency
- Building – Structural Failure
- Building – Loss of Use
- Power Outage – Utilities Disruption
- Heating System Failure
- Flooding
- Roof Leak or Failure

#### caution
N/A
Annex 5

Parent/Student Reunification
**Student/Parent Reunification**

Student release is a crucial part of emergency planning. During an emergency or disaster the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to insure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the school is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

### Procedures

In an emergency, schools must establish a safe area for parents to go to pick up their children. This area must be away from the both the damage and the students assembly area. In a typical release the following steps will be followed:

- a. Parents will report to the assigned area and give the name of their child/children.
- b. Picture I.D. will normally be required by the person in charge to insure the person requesting the child/children is a match to the name on the emergency release card.
- c. A runner will go to the student assembly area and get the child/children requested by the parent or adult. The runner will escort the student back to the pick-up area.
- d. Parents will be asked to sign a form indicating they picked up the child/children. The date and time will also be indicated on the pick-up form.
- e. If the child is in the first aid area the parent will be escorted to that area for reunification with their child/children.
- f. Counselors, when available, will be located close to the first aid area in the event they are needed.
Additionally,

1. Student rosters should be updated at least twice a year. If your enrollment dictates you might want to update more often.

2. Updated rosters should be stored in every classroom in an area easily identified by the both teachers and substitutes. Additional copies of the rosters should be distributed to the principal, and placed in the back of the emergency plan binder.

3. Emergency cards should be filled out at the beginning of the year. This card should include contact information on parents/guardians, as well as other adults who can be contacted if the parent/guardian is not available. The card should also indicate who the child is permitted to leave campus with if necessary.
   - **DO NOT** release students to people not listed on the student emergency card. A well-intentioned friend may offer to take a child home; however, school staff must be certain that students are only released to the appropriate people so students’ families will know where they are. The card should also include all pertinent medical information such as allergies, medications, and doctor contact information. These cards should be stored in the front office in both hard copy and electronically if possible.

**Traffic Control**

- Traffic will be controlled by school based law enforcement until local law enforcement is available and on scene at the school.

- To every extent possible two way traffic will be maintained to allow for entry and exit of emergency vehicles.

- As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up. It should be understood this will not occur at the beginning of the incident.

- When law enforcement arrives on the scene they will take charge and do whatever is necessary, including the towing of vehicles, to manage the emergency or disaster.
Assumptions

- Some parents will refuse to cooperate with the student/parent reunification process. This situation can be diminished, to some degree, if parents are informed about the school release procedures before the disaster or emergency occurs. They should be reminded that the safety of their child is your utmost priority. It is a good idea to include this material included in your student handbook distributed at the beginning of the school year.

- Parents may be emotional when arriving at the school. Have counselors available to deal with issues that exceed your area of expertise.

- Shortly after the incident the media will have a presence on your campus. The PIO, part of the command staff operating under the Incident Command System, will deal with the media. However, it is important that parents be sheltered from media representatives.
ANNEX 6

DRILLS and EXERCISES
When earthquake shaking begins . . .

**Drop**, **Cover**, and **Hold**

Date: _____________

Time: _____________

**DROP** and get under your desk or table

**COVER** your head and neck with one hand

**HOLD** onto the desk leg with your other hand
Explanation of the Table Top Exercise

A Table Top exercise is a group discussion guided by a simulated disaster. Emphasis will be placed upon a low stress, yet thorough, group problem solving process. The scenario will be discussed on another page.

All participants will fill their normal day-to-day roles as if they were at their own workplace. A few of the participants may need to role play certain key positions. There will be an attempt to define everyone's roles and responsibilities as if it were a real disaster.

Do not offer solutions that are too easy, unless the reality of the situation would warrant an easy solution. Most questions asked will be answered by the facilitator as:

- "How does that action affect you?"
- "Would you be affected by that decision?"
- "Can you see a different approach to that problem that you might be able to help with?"
- "Do we really want to do that?"

The facilitator's job is to help you come up with the solutions.

Also, if problem statements are brought up prematurely by the participants, work through that problem at that time. Always try to "seize the moment" and discuss any subject the group brings up. The flexibility of the group "brainstorming/problem solving" is always better if left somewhat alone. The facilitator does not have the final say in any matter.

It is important to remember one thing: if only one issue is solved, then the exercise is a success. The goal is quality, not quantity.

Not all of the questions in each of the problem statements will be addressed. They are only an indication of the concepts that we will be discussing. The agenda will not be rigid and will not necessarily follow the outline, but will reflect more of the conversation and discussion generated by the group.
Incident Command System

For this exercise the Incident Command System will be utilized. There will be a command staff and a general staff. Supporting teams under the general command structure will be implemented as advisable.

Remember: The only people who can talk to the Incident Commander are:

- PIO
- Liaison Officer
- Safety Officer
- Operations Chief
- Logistics Chief
- Planning Chief
- Finance and Administration Chief

Support personnel under the general command staff will report to their respective chief and he/she will take the information and or questions to the Incident Commander.

Objectives for the Table Top

- Participants will define what their roles and responsibilities are.
- Participants will demonstrate the ability to set priorities and identify major tasks, functions, and operations in response to a disaster.
- Participants will identify and organize procedures for evacuation of the student population - both the school and the school grounds.
- Participants will identify critical information and recording methods to document costs and what happened during the response.
- Participants will identify any problems with the communications system currently in place.
Scenario

It is approximately 9:30 am on a beautiful fall day in November. The principals have just sat down in their offices to take care of problems within the schools. All classes have settled into their daily routines. Suddenly, severe ground shaking takes place for approximately 30-45 seconds. As everyone drops under their desk, the light fixture and false ceilings collapse in several of the rooms. Books fall from the bookcases, and you can hear glass breaking. You can hear children crying. As the shaking stops, you find children hurt; some with minor injuries, others severely. There is a classroom with the door jammed, but everyone inside appears okay.

The temperature outside is 50 degrees; it is sunny. The wind is from the west at 15 miles per hour.

Problem Statements

1. The following classrooms cannot exit through their classroom doors - all their doors are jammed shut: 15, 16, 17, 18, 19, and 20 (put in your own room numbers).

2. After evacuating, the following teachers discover that they are missing children:
   - ________________ 2 students
   - ________________ 1 student
   - ________________ 2 students (last seen in the library)
   - ________________ 2 students (last seen in the office)
   - (Use the names of your staff)

3. It has been discovered that ________________ class has evacuated, but where is Dody?

4. None of the kitchen staff is outside. Do they know where to evacuate to, or are they missing?

5. ________________ announces that she is going home to check on her baby.

6. The roads are impassible. Are we going to release the students, or do we find a shelter? Do we accept responsibility for the students?

7. Do we have enough food and water to care for the students?

8. Do we have medical and other supplies to staff for overnight?

9. Question, should we evacuate or not? What if some rooms can’t evacuate?
Questions to Drive Discussion

These questions are used to drive the discussion. Do not ask the questions, unless the discussion has stagnated. They are questions to make the employees think about different issues involved with evacuating an entire student population. If you think of other questions, please feel free to use them.

- Did everyone remember to drop, cover, and hold? Did the teachers?

- What did the teachers say to the students to calm them?

- How do we know who has been evacuated or not? Did we take rolls with us, or did we try to do this from memory?

- When we found that some staff and students were missing, how did we find them? How did we get them out? Are there crowbars or something else in the classrooms that can be used to help open doors that are jammed shut?

- Did we set up a First Aid station to treat injuries? Who will be in charge? Who will help? Where do we get the supplies from?

- What did we do to quiet and calm the students once we got them outside? Was someone in charge of singing songs or doing something else with them?

- Who called the Superintendent? Who called the fire and police departments?

- Did everyone remember to line up 500 feet away from the building? Did they remember to evacuate walking as far away from the building as possible?

- How did we contact the parents? Do we have a phone tree in place? Do we have an alternate method of contacting parents? Who calls the radio and TV stations to disseminate the information?

- How did the release of the students go? Did we have traffic jams?

- Did you need to use buses to evacuate the students? Who was responsible for calling bus transportation?

- Did you miss more than a couple of hours of school? Are you going to need to make up the time?

- Where is your secondary site? If the weather is bad, where will you take your students to get them out of the elements?

- Do you have food, water, and other supplies on hand to take care of the 10% of your student population that will not be picked up?
Debrief the Exercise

It is important to understand this is an exercise and you should find things that need to be improved and changed. Be sensitive to staff during the debriefing - remember if you aren't nice they won't play with you anymore. Find critical things that will change the way you do business and you have had a great success. If you make one change or clarify one issue you have accomplished your purpose. Finally, remember there is no perfect response or exercise because this isn’t a perfect world and we aren’t perfect people. Good luck!
Exercise Narrative

During the course of the school day, an explosion occurs in the cafeteria. One of the cafeteria staff has advised that there are many injured and/or dead and that they need help. Before emergency responders arrive, it is learned that one teacher, one school staff member, and an unidentified body has been found. Twenty-three additional students and staff have suffered injuries of varying severity. An unorganized group of students and staff are attempting to care for the injured. Individual students are in hysterics, and others have fled unsupervised from the scene. As police, fire, and ambulances arrive, you notice that local media representatives are also arriving and attempting to interview students and staff. Responders ask that a high ranking member of the administration report to the command post. They also want blueprints of the facility.
Exercise Presentation

During the course of the school day, an explosion occurs in the cafeteria. One of the cafeteria staff has advised that there are many injured and/or dead and that they need help.

Discussion Points

• Who is responsible for calling for emergency assistance, and is the person(s) responsible aware of that duty? What information would be included in the call for help? Who else would be contacted?

• Would school staff/teachers/administrators respond to the scene of the explosion to offer assistance? Are they trained in First Aid? Are they aware of procedures to be followed concerning the possibilities of a secondary device?

• Would the school be evacuated? Who makes that decision and how is the decision implemented? Would the fire alarm be activated? If so, by whom? Would this evacuation be conducted just like a fire evacuation? How would students be tracked and order maintained?
Exercise Presentation

Before emergency responders arrive, it is learned that one teacher, one school staff member and three students are dead, and an unidentified body has been found. Twenty-three additional students and staff have suffered injuries of varying severity. An unorganized group of students and staff are attempting to care for the injured. Individual students are in hysterics, and others have fled unsupervised from the scene.

Discussion Points

- Again, with a concern about secondary devices, what initiatives would you take related to evacuation?

- What could be done for the injured? The dead? The hysterical? By whom?

- Would any supplemental calls be placed to the emergency responders? By whom? Are there ways that school staff could assist emergency responders (i.e. cleared room identification)?
Exercise Presentation
As police, fire, and ambulances arrive, you notice that local media representatives also are arriving and begin to interview students and staff. Responders ask that a high ranking member of the administration report to the command post. They also want blueprints of the facility.

Discussion Points
• What are the implications of the arrival of the press? Is the school prepared to deal with those issues?

• Why is it important for the school administration to be represented in the command post? What are some of the things that emergency responders can help you with?

• Do you have quick access to plans or blueprints of the building(s)?
Exercise Presentation

Some students have been removed by parents and others have simply left the property. Parents begin arriving in large number, demanding to know what’s going on and demanding that they be allowed to take their children home. The media becomes more intrusive, attempting to question school staff, students, and arriving parents. As a result and overcrowding at the local hospital and specific severity of injury in isolated cases, casualties are being transported to hospitals in other communities.

Discussion Points

- What are the responsibilities in this emergency to students, staff, parents and the media? How do you balance these responsibilities? Where could you go for assistance in dealing with these issues?
Exercise Presentation

Seventy-two hours have passed since the incident. The explosion was determined to be a pipe bomb, and a radical group claiming to be the Idiots Against Education (IAE) has announced responsibility for the attack. One teacher, one staff member, and three students were killed immediately by the blast, and two additional students have died in the hospital as a result of their injuries. The investigating law enforcement task force has announced that the unidentified body found at the site has been identified as an IAE radical and is suspected of planting the bomb. The school has not yet reopened, with adequate temporary repairs estimated to take an additional week to make the building safe.

Discussion Points

• Are there additional responsibilities regarding the victims?

• Who are the victims?

• Where can you locate the resources to deal with these issues?

• Where can you turn for help?
Debrief the Exercise

Overriding Issues

Is this exercise scenario high on your school’s “threat list?” Are there other threats that are more realistic in your community? Have you considered these possibilities? Exercises are designed around two main issues, threat analysis and established plans and procedures. From tornado to fire drills and everything in-between, your school should prioritize the threats and establish plans and procedures to respond to those threats.

Special thanks to Tennessee Emergency Management Agency for the design and development of this exercise.
Exercises are conducted in schools to evaluate their capability to execute one or more portions of the school Comprehensive Emergency Management Plan. The following are reasons to conduct exercises on a regular basis:

- Test and evaluate your school plan, policies, and procedures.
- Reveal any weaknesses that may be in your plan and identify any resource gaps that may be present.
- Exercises improve individual performance, organizational communication, and coordination.
- Train school personnel and clarify roles and responsibilities.
- Satisfy regulatory requirements.

An effective exercise program is made up of progressively complex exercises, each one building on the previous, until the exercises are as close to reality as possible. The exercise program should involve a wide range of organizations to include fire, law enforcement, emergency management, and when necessary other agencies such as local public health, public safety, Red Cross and others as identified. Exercises should be carefully planned to achieve one or more identified goals.
Five Levels of Exercise

There are five different levels of exercise. It is important to execute each level in successive order, making certain you master each level before moving on to the next. The five levels are as follows:

Orientation Seminar:
This is a low-stress, informal discussion in a group setting with little or no simulation. The orientation seminar is used to provide information and introduce people to the policies, plans and procedures in the school's Comprehensive Emergency Management Plan.

Drill:
This is the exercise most schools are familiar with. The drill is a coordinated, supervised exercise used to test a single specific operation or function. It involves deployment of equipment and personnel.

Tabletop Exercise:
This is a facilitated group analysis of an emergency situation in an informal, stress-free environment. The Tabletop Exercise is designed for examination of operational plans, problem identification, and in-depth problem solving.

Functional Exercise:
The Functional Exercise is a fully simulated interactive exercise that tests the capability of an organization to respond to a simulated event. This exercise focuses on the coordination of multiple functions or organizations and takes place in an Emergency Operations Center. The Functional Exercise strives for realism, short of actual deployment of equipment and personnel.

Full-Scale Exercise:
The Full Scale Exercise is a simulated emergency event, as close to reality as possible. It involves all emergency response functions and requires full deployment of equipment and personnel. Typically, in a school setting this exercise will include fire, law enforcement, emergency management and other agencies and organizations as identified in the scenario.
Building Your Program

Building your program is a multi-organizational effort that includes:

- Cost of the program.
- Analysis of what you are capable of doing.
- Setting realistic goals for the school.
- Development of a short term and a long term plan.
- Scheduling the task involved.
- Developing a series of messages to keep students, staff and parents informed and up to date as your program moves through the various phases.

The Exercise Process

The process of creating and staging an exercise for your school will include a lengthy sequence of tasks that will occur in three phases:

- Before the exercise
- During the exercise
- After the exercise

Some of the tasks are part of the design effort and some are part of the evaluation.
1. Establish the Base
During this phase you will lay the groundwork for your exercise. To accomplish this task you will do the following:

- Review your current plan.
- Assess your capability to conduct an exercise.
- Assess the cost and liabilities associated with conducting the exercise.
- Gain support from students, staff and parents for the exercise program.
- Identify a design team.

2. Exercise Development
Exercise documents that must be developed include:

- Exercise Plan
- Control Plan
- Evaluation Plan
- Player Handbook

These documents are basically handbooks for particular audiences. Much of the content of these documents will come from the eight exercise design steps that follow.

3. Exercise Design Steps

- Assess needs.
- Define scope.
- Write a statement of purpose.
- Define the objectives of the exercise.
- Compose a narrative for the exercise.
- Write major and detailed events.
- List expected actions.
- Prepare exercise messages.

Master Scenario Events List (MSEL)
Outputs from the design process are pulled together in the MSEL, a chart that the controller and simulators can use in keeping the exercise on track and on schedule.
Types of Exercises

Tabletop Exercise

The tabletop exercise is essentially a group brainstorming session centered on a scenario narrative and problem statements or messages that are presented to members of the group. The format is informal, and the exercise is self-evaluated by the participants.

Facilitating a Tabletop Exercise:
The facilitator is responsible for:
- Setting the stage.
- Distributing messages.
- Stimulating discussion and pushing participants toward in-depth problem solving.
- Involving everyone.
- Controlling and sustaining the action.

Design of the Tabletop:
In applying the eight design steps, the first four steps (needs assessment, scope, purpose statement, objectives) are handled in the normal manner. The remaining steps can be simplified:
- The narrative can be relatively short.
- Only a few major or detailed events are required, and they are turned into problem statements.
- Expected actions must be identified, but they may involve such things as discussion or reaching consensus.
- Only a few (10-15) carefully written messages or problem statements are needed.

Functional Exercise

The functional exercise usually takes place in the EOC or operating center and involves policy makers and decision makers. It uses an event scenario to test multiple functions or organizations, emphasizing coordination and communication. Participants include:

- **Controller** (the manager of the exercise).
- **Players** (people responding to the scenario within their normal roles).
- **Simulators** (people playing the parts of organizations and field units outside of the operations center, who deliver messages to players).
- **Evaluators** (observers who record actions taken in response to messages).

Participants respond in real time, adding an element of stress to the exercise. Communications equipment, displays, and other enhancements can be used to add to the realism.

Design of the Functional Exercise:
The full eight-step process is used to develop functional exercises.
Full-Scale Exercise

The full-scale exercise combines the interactivity of the functional exercise with a field element and requires the coordination of the efforts of several organizations. It differs from a drill in that a drill focuses on a single operation and exercises only one organization. The full scale exercise achieves realism through:

- On-scene actions and decisions, and simulated victims.
- Search and rescue requirements.
- Communication devices and equipment deployment.
- Actual resource and personnel allocation.

Participant Roles

All levels of personnel are involved, including policy makers, coordination and operations personnel, and field personnel. A controller manages the exercise; volunteers simulate victims; evaluators observe and keep a log of significant events; and a safety office ensures that potential safety issues are addressed.

Design of the Full-Scale Exercise:

After the first four design steps, the following special considerations apply to the design process:

- The narrative is largely a staged visual scene, so the written narrative can be minimal. The visual narrative must be planned in careful detail.
- Major and minor events are often presented visually and must be carefully planned.
- Expected actions must, as always, be specifically identified.
- Both visual and pre-scripted messages are used.

In the Full-Scale Exercise, details are everything.

Site Selection

The site selected for the event must have adequate space and be as realistic as possible without interfering with normal traffic or safety.

Scene Management

Scene Management involves planning and handling:

- Logistics at the scene.
- Creation of a believable emergency scene.
- Number of victims.
- Management of props and materials.
- Number of controllers.

Other Special Considerations:

- Managing personnel and resources (many volunteers, lots of people).
- Ensuring the emergency management system maintains response capability for routine events.
- Avoiding safety issues.
- Attending to issues of legal liability.
- Having a plan for emergency call-off.
- Working with the media.
Exercise Evaluation

For an exercise to be useful, it must be accompanied by an evaluation – less formal for the Tabletop, structured for the Function and Full Scale. Good evaluations can help the organization identify:

- Whether the exercise has achieved its objectives.
- Needed improvements in plans, procedures, or guidelines or the emergency management system as a whole.
- Training and staffing deficiencies.
- Equipment needs.
- Need for additional exercising.

The evaluation team leader is responsible for evaluation methodology, selection and training of the evaluation team, and report preparation.

Methodology
The evaluation methodology includes:

- Evaluation team structure.
- Objectives to be measured.
- Evaluation packet (observation procedures and recording forms).

Post-Exercise Meetings
Post-exercise meetings include the player debriefing and meetings of the evaluation team to analyze the results and develop the after action report.

After Action Report
The After Action Report should describe the purpose of the exercise and address goals, objectives, pre-exercise activities, participants, scenario, accomplishments and shortfalls, and recommendations.

Exercise Enhancements
Exercise enhancements are used to add to the realism of the exercise. Depending on the type of exercise and available resources, enhancements may include:

- Communication Equipment.
- Visuals.
- Other Equipment and Materials.
- People and Props.
- Resources.

Materials consistent with and taken from FEMA IS-139 Exercise and Design.