SHELTON SCHOOL DISTRICT
Emergency Response Plan

Shelton District Office
Shelton High School
CHOICE High School
Oakland Bay Junior High
Olympic Middle School
Bordeaux Elementary
Evergreen Elementary
Mt. View Elementary
Facilities & Operations
Transportation

Emergency Response Plan

SIGNATORY PAGE

The Shelton School District Emergency Response Plan was adopted on <u>August 22, 2017.</u> This plan supersedes all other plans.

_____   _____
Superintendent Signature   Date   President of the School Board   Date

A

Record of Changes

Change #	Date of Change	Name of the person making the change	Summary of change made

B

Record of Distribution

_____ _____ _____

Name Agency Date

_____ _____ _____

Name Agency Date

_____ _____ _____

Name Agency Date

_____ _____ _____

Name Agency Date

_____ _____ _____

Name Agency Date

_____ _____ _____

Name Agency Date

_____ _____ _____

Name Agency Date

_____ _____ _____

Name Agency Date

_____ _____ _____

Name Agency Date

_____ _____ _____

Name Agency Date

Section 1

Introduction

Introduction

This Emergency Response Plan has been developed to help school administrators prepare for the many aspects of responding to a critical incident involving their schools and/or student/teacher populations.

Shelton School District (SSD) is committed to providing safe and effective learning environments for every child and staff person. Unexpected emergencies may occur, however, the likelihood of effectively managing an emergency is increased with an established emergency plan. The purpose of the Emergency Response Plan is to maximize the safety and welfare of all students, visitors and staff by promoting emergency preparedness county-wide.

Policy & Authority Emergency

This authoritative Emergency Response Plan identifies responsibilities and procedures to guide emergency response in the SSD. When an emergency occurs, school district officials, their designees, and staff are authorized and directed to implement all necessary actions.

WHAT THE LAW REQUIRES OF SCHOOLS

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture

EMERGENCY TELEPHONE NUMBERS

EMERGENCY RESPONSE
In an EMERGENCY, dial 911 for

- Fire Department
- Shelton Police Department
- Ambulance Services
- Mason County Sheriff's Office
- Washington State Patrol

Mason County Police Agencies

- Shelton Police Department 426-4441

- Mason County Sheriff's Office.. 427-9670 ext. 313

- Washington State Patrol (District 8, Bremerton).. 473-0300

1.1

Mason County Fire Districts

Hoodsport Fire District #1 877-5186

Grapeview Fire District #3.. 275-6711

Central Mason Fire & EMS 426-5533

Union Fire District #6 898-4871

Mason Fire District #9 (Skokomish Valley)... 427-7426

Mason County Fire District #11 (Island Lake) 426-1822

Matlock Fire District #12.. 426-4976

Dayton Fire District #16 426-7343

Mason County Health Department .... 427-9670 ext. 400

National Response Center (24 Hr.)... (800) 424-8802

National Weather Service .... (206) 526-6087

<u>HazMat Emergency Contacts</u>

Cascade Natural Gas... (888) 522-1130

Department of Ecology – Spill Line 407-6300

Environmental Protection Agency (24 Hr.) .... (206)

Mason County DEM/LEPC 427-7535

Mason County DEM Duty Officer (After Hours)... 427-7761

Mason County EOC (24 Hr.).. 427-7761

Mason County Public Works .... 427-9670 ext.

Mason County Health Department .... 427-9670 ext. 400

National Response Center (24 Hr.)... (800) 424-8802

National Weather Service .... (206) 526-6087

Navy Region NW Emergency Management.. (360) 315-5320 or (360) 340-5571

Mason County PUD... 426-8255

Puget Sound and Pacific Railroad... (855) 724-5444

<div align="center">1.2</div>

Skokomish Tribe (Public Safety) 426-4740

Squaxin Island Tribe (EOC) 462-3500

WA State Dept. of Health (24 Hr.) ....(360) 888-0838

WA State EMD – Duty Officer (24 Hr.)..(800) 258-5990

WA State Patrol Incident Commander ....(800) 283-7805

Williams Pipeline (Natural Gas) ....(888) 271-8880

Other

American Red Cross 352-8575

Animal Control 275-4467

Child Protective Services.. 432-2050

Hood Canal Communications 898-2481

Department of Transportation.. 427-2165

Mason County PUD.. 426-8255

Poison Control Center..(800) 222-1222

iFIBERONE... 426-1030

Hospitals

Mason General Hospital 426-1611

Harrison Medical Center (Belfair) 277-2975

Mental Health

ESD 113 Behavioral Health Services (Sara Ellsworth)................................ 464-6877

Catholic Community Services (Heidi Williams) 791-0785

Catholic Community Services (Teresa Phelps Nelson) 918-4165

Behavioral Health Resources (Greg Endler).. 704-7170

Children's Crisis Stabilization Program 480-5721

Community Youth Services (Alicia Ferris) 918-7876

Shelton School District Emergency Response Plan

The Shelton School District is comprised of the following buildings:

Shelton School District
Administrative Services Building
Bordeaux Elementary School
Evergreen Elementary School
Mt. View Elementary School
Oakland Bay Jr. High
Olympic Middle School
CHOICE High School
Shelton High School
Maintenance Building
Transportation Building

Approximately 4,625 students.
Approximately 625 staff members.

Purpose and Mission
The purpose of this plan is to identify emergency responsibilities for the SSD, its students, and staff. The plan is intended to empower our staff and students in an emergency and clarify emergency rolls and responsibilities. This plan is not intended to be rigid or restrictive and will be expanded as needed. The mission of the SSD Emergency Response Plan is to protect lives and property, mitigate the effects of a disaster, prepare, respond, and recover from emergencies and disasters. The safety of our staff and students in today's changing threat environment is our major goal.

Concept of Operations
It is the responsibility of the school to protect life and property from the effects of emergency situations within its own jurisdiction. SSD has the primary responsibility for initial emergency management activities. Concept of Operations information located in this section is designed to give an overall picture of incident management.

Top priorities for incident management are to:
- Protect and save lives, and protect health and safety of students, faculty, staff, visitors, responders, and recovery workers.
- Protect property and mitigate damages and impacts to individuals, the community, and the environment.

SSD recognizes that staff and students will be first responders during an incident. Adopting a plan enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders and the Incident Commander. School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

<div align="center">1.4</div>

The SSD Emergency Response Plan will operate under the Incident Command System (ICS) and all principals based on RCW 28A.320.125 will be trained in the Incident Command System.

The Superintendent or his/her designee is responsible for activating the District EOC. The principal or his/her designee is responsible for activating the School Emergency Response Plan. These include common and specialized procedures as well as hazard-specific incident plans.

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be directed to accomplish assigned incident management tasks.

Authorities and References

The following list provides the legal basis for emergency operations and activities including laws, statutes, ordinances, executive orders, and regulations applying to the SSD.

Washington State K-12 schools are regulated according to the Revised Code of Washington (RCW) which are laws passed by the Legislature; and, by the Washington Administrative Codes (WAC) which are rules put in place to enact applicable legislation. The following is a list of the main RCWs and WACs affecting areas of school safety & security.

School Safety & Security Related RCWs & WACs

School Safety Planning

- RCW 28A.320.125 – Safe district and school plans required
- RCW 28A.320.126 – Emergency response system
- RCW 36.28A.060 – School mapping
- WAC 51-54-0400 – Emergency Planning & Preparedness

Bullying – HIB

- RCW 28A.300.285 - Harassment, intimidation, and bullying prevention; cyberbullying
- RCW 9.61.260 – Cyberstalking
- RCW 9A.36.078 - Malicious harassment - Finding
- RCW 28A.600.480 – Reporting Harassment, Intimidation, Bullying Immunity
- WAC 495A-121-011 - Definitions

Emotional or Behavioral Distress-Suicide Plans

- RCW 28A.320.127 – Recognition of Emotional
- -Behavioral Distress

Shelton School District Emergency Response Plan

Firearms & Weapons on School Grounds

- RCW 28A.600.420 - Firearms on school grounds
- RCW 9.41.280 - Firearms and other dangerous weapons on school grounds
- RCW 9.91.160 - Possession of personal protective spray devices
- RCW 9.61.160 – Threats to bomb or injure property

Gang Activity in Schools

- RCW 28A.600.455 - Gang activity – Suspension or expulsion
- RCW 9A.46.120 - Criminal Gang Intimidation
- RCW 9.94A.030 – Definitions: criminal street gangs, gang membership, gang-related offenses.
- RCW 28A.225.225 - Applications from Non-Resident Students
- RCW 28A.320.490 - Task force on gangs in schools

Juvenile Sex Offenders in Schools

- RCW 9A.44.130 – Law enforcement notification of schools
- WAC 392-400-295 - Emergency expulsion – limitations

Locker Searches

- RCW 28A.600.210 – Locker searches: drug activity, weapons
- RCW 28A.600.220 – Locker searches – No expectation of privacy
- RCW 28A.600.240 - Notice and reasonable suspicion

Suicide - Troubled Youth

- RCW 28A.320.127 Plan for screening and response to emotional or behavioral distress
- RCW 28A.320.1271 Model school district plan for recognition, initial screening and response to emotional or behavioral distress

Threat Assessment

- RCW 28A.320.128 Threats of violence; Notice and disclosure policies - Student conduct
- RCW 13.04.155 Notification to school principal of conviction, adjudication, or diversion
- RCW 9A.04.110 Definition of "Threat"
- RCW 9A.46 Harassment
- RCW 28A.225.330 Enrolling students from other districts
- RCW 13.40.215 Juveniles found to have committed violent or sex offense or
- RCW 9.41.280 Possessing dangerous weapons on school facilities

Tobacco, Alcohol, Drugs

1. RCW 28A.210.310 – Prohibition on use of tobacco
2. RCVW 69.50.435 – Controlled substances
3. RCW 69.50.445 – Open consumption of marijuana

1.6

Transportation

- [RCW 28A.160 – Student Transportation](#)

Additional Information: Special Education, Disabilities, and Privacy Compliance

Issues around school safety often impact students with disabilities.

- [Special Education – RCW 28A.155](#): Special Education laws ensure that all children with disabilities have the opportunity for an appropriate education.
- [ADA](#): The Americans with Disabilities Act (ADA) makes it possible for everyone with a disability to live a life of freedom and equality, and is the first comprehensive declaration of equality for people with disabilities.
- [FERPA](#): The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. FERPA FAQs - http://familypolicy.ed.gov/faq-page?src=ferpa
- [HIPAA](#): The Health Insurance Portability and Accountability Act (HIPAA) is to ensure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health and well-being

Model Policies / Procedures

- [Bullying – HIB](#)
- [Cyberbullying](#)
- [Firearms in Schools](#)
- [Gang Activity in Schools](#)
- [Juvenile Sex Offenders in Schools](#)
- [Threat Assessment](#)
- [Washington State School Directors' Association (WSSDA)](#)

Shelton School District Emergency Response Plan

EMERGENCY MANAGEMENT SYSTEMS

Through the years, those agencies responsible for disaster response have come up with several different models for coordinating that response. Although these models differ, they share a common background: The Incident Command System (ICS). As a member of your school's emergency response team, you will need to be familiar with ICS and the emergency management systems used in Washington.

National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work together seamlessly and manage incidents involving all threats and hazards—regardless of cause, size, location, or complexity—in order to reduce loss of life, property and harm to the environment.

Incident Command System (ICS)

ICS is a standardized organizational structure used to command, control, and coordinate the use of resources and personnel that have responded to the scene of an emergency.

NIMS — AN OVERVIEW

NIMS is an emergency response organization consists of five Sections:

Management/Command: Responsible for policy-making with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. This section has four team members, the Incident Commander, the Public Information Officer (PIO), the Safety Officer, and the Liaison Offer. In short—they are *the leaders*.

Operations: Responsible for response preparedness of the Communications, Search and Rescue, First Aid, Student Release/Staff Accounting, Assembly/Shelter, and Maintenance/Fire Teams. During a disaster, this section directs response activities of all of these teams and coordinates that response with Management/Command. These folks represent "the doers."

Planning/Intelligence: Responsible for creating the Action Plans and checklists that will be used by all of the sections during crisis response and recovery. The section is comprised of two teams, the Planning/ Intelligence Team and the Documentation Team. During an emergency, these teams gather, analyze, disseminate, and record information critical to the functioning of the Management/Command section and create the ongoing Action Plans. Planning/Intelligence are often referred to as *"the thinkers."*

Logistics: Prior to a disaster, this section is in charge of creating a transportation plan, and insuring that there are adequate supplies of food, water, and equipment for crisis response. During an emergency, the section's two teams, the Supplies/Staffing Team and the Transportation Team provide services, personnel, equipment, materials, and facilities, as needed. They are *"the getters."*

Finance/Administration: In charge of creating policy and procedure for documenting costs associated with emergency response. This section has one team, called the Record Keeping Team and the Documentation Team. During a disaster they activate contracts with vendors, keep pay records, track receipts, and account for expenditures. Their efforts make it possible for schools to reclaim costs associated with response and recovery activities from the state. They are called *"the payers."*

<div align="center">

1.8

</div>

The Emergency Operations Center

During an emergency, the Management/Command Section gathers together in an area/room to set-up a "command center" also known as the Emergency Operations Center (EOC). In the EOC, the Management Section makes decision affecting response activities based upon information coming in from the Section Chiefs of the other sections.

Unified Command

The control of and response to campus emergencies is the sole responsibility of the school site team *until* first responders arrive. Once they are on campus, incident command transitions to "Unified Command." This transition is immediately facilitated by an on-site briefing for the first responders by the Management Team and Section Chiefs. Following the initial briefing, the school's Incident commander will begin to work closely with representatives of each response agency to plan and carry out response activities.

In the EOC, this means that first responder representatives will essentially be running response activities in consultation with the school's Management Team and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams, *unless* the Incident Commander has deemed it is too dangerous or unsafe for school site teams to continue to participate. *Remember*, first responders are professionals.

1.9

Section 2

Prevention/Mitigation

Prevention/Mitigation

PLANNING/INTELLIGENCE TEAM: "THINKERS"

ADMINISTRATION/FINANCE TEAM: "PAYERS"

NON-ICS STAFF ROLES

LEVEL OF EMERGENCIES

EMERGENCY OPERATIONS CENTER

EMERGENCY OPERATIONS

Prevention & Mitigation

Although schools have no control over some of the hazards that impact them, they can take action to mitigate the impact of emergencies or crises. Schools can also take action to reduce the likelihood of school-related violence such as bullying, fights, and harassment.

Prevention

Prevention refers to actions taken to avoid potential hazards, dangerous events, or injury. These actions include strategies to promote positive character development and establish positive school climates that are free of threat, harassment and any type of bullying behavior. Research shows that evidence-based social skill intervention programs increase a student's:

- Commitment to school and time devoted to school work
- Mastery of subject material and motivation to learn
- Attendance, graduation rates and prospects for productive employment while reducing suspension, expulsion and grade retention

Mitigation

Mitigation refers to actions taken to reduce or eliminate the potential impact of a hazard on people and property and requires taking inventory of potential dangers and identifying what to do to prevent injury. For example, lighting in an area may be inadequate, playground equipment may have sharp edges, crosswalks may be poorly marked, access control procedures may be lacking, or stored materials may be blocking evacuation exits.

Response Teams

District Level Emergency Response Team

The District Level Emergency Response Team, includes the superintendent of the school district and key staff to support the district Emergency Operations Center (EOC). The District EOC is in place to support each school during a large scale emergency situation.

Site-Based Emergency Response Team

At the school or site level, the Emergency Response Team, or "E-Team" includes the Site administrator/Principal (Site Incident Commander) and several site-based coordinators as detailed by the section on the Incident Command System.

These coordinators perform essential tasks to save life, provide for student safety, secure the facility, communicate with parents, and address the emotional impact of a crisis on students. They perform essential emergency functions, and are not necessarily limited to specific individuals, who might be absent from the school during an emergency. Any skilled school staff member may be asked to fill one of these roles and perform essential tasks during an emergency.

The Principal (Site Incident Commander) will activate these coordinators if their support is needed to effectively respond to an emergency.

- Superintendent
- Safety and Security
- Risk Management
- Communications

- Facility Services
- Technology
- Finance
- Psychologist (District Crisis Recovery Team)

The Incident Command System (ICS)

The Incident Command System (ICS) is a nationally recognized organizational structure developed by the Federal Emergency Management Agency (FEMA) in compliance with the National Incident Management System (NIMS; Department of Homeland Security) that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role.

Tasks needed to successfully handle critical incidents are assigned to school personnel, who are responsible for carrying them out in the event of a crisis. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the Incident Commander (often the Principal) and help that person make informed decisions. Using this type of organizational system during a critical incident helps create clear communication channels that will limit the chaos and uncertainty associated with emergency incidents.

Permanently assigning specific areas of responsibility to school personnel provides each member with the opportunity to specialize in the management of his or her area. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

The ICS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management critical roles in the ICS, name two or three substitutes to assure coverage at all times. This may require some individuals to be responsible for more than one task, but only if the primary manager were out of the building. While the ICS identifies roles for the members of the crisis team, all school faculty/staff members should have an organized reporting system that lists their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs.

Most emergency responders use some form of ICS to manage emergency events. Because of this, a school with assigned roles for administrators, teachers and support staff will be able to work more efficiently with the responding fire or police agency. These agencies will be able to immediately identify the ICS school employee who will quickly answer questions about the incident and school operations.

Incident Command

Incident Command is responsible for policy-making with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. This section has four team members: the Incident Commander, the Public Information Officer (PIO), the Safety Officer, and the Liaison Officer. In short, they are *the leaders.*

District Incident Commander

The District IC will be in the EOC. The District IC has full authority to make personnel assignments allocate additional resources and the decision to evacuate and relocate to preserve life and property. The District IC works in close collaboration with the Site Incident Commander.

District IC Responsibilities

- Collaborate with the Site Incident Commander (Principal or designee), and the Public Information Officer
- Meet with County Incident Commanders (Police, Fire, HAZMAT, etc.)
- Coordinate all activities at the emergency site in partnership with city/county Incident Commanders
- Provide for the safety and security of all students, staff and visitors
- Activate District emergency support resources and District Crisis Recovery Team
- Document all activities

First Responder Incident Commander

In an emergency, the responding agency's Incident Commander is the chief authority and will be in command as soon as he/she arrives at an emergency site.

In the event of a crime, the police/or sheriff's department will be the lead command. In the event of a fire, the fire department will be the lead command. In the event of a health emergency, such as a pandemic, the health department will be the lead command. County emergency response agencies will look for the District or Site Incident Commander to quickly brief them on the emergency when they arrive at the emergency site.

First Responder Responsibilities:

- Coordinate emergency responses as the situation dictates
- Interface with the District and Site Incident Commander
- Interface with Public Information Officer

Site Incident Commander

The Site Incident Commander is the principal of the school. The Site Incident Commander is typically the first responder when an emergency occurs at a school site. The Site IC must initiate a quick and effective response using the emergency procedures outlined in this Emergency Response Plan. The Site IC must act to contain the situation and provide for the safety of all students, visitors, and staff. The Site IC has full authority to make personnel assignments and the decision to lock-down or evacuate a building to preserve life and property

Site IC Responsibilities:

- Determine the level of emergency response needed
  - Activate the emergency response system by
  - Calling 911
  - Call the district office

2.3

- Decide whether to stay in the school building or evacuate
  - Make an appropriate announcement to students and staff
  - Take First Aid Kit and/or other supplies
  - Account for all students, staff, and visitors
- Meet with city or county emergency responders upon arrival
- Establish an in-school Command Post per the school
- Activate a plan for releasing students to parents
- Implement a crisis recovery plan
- Document all activities

Liaison

When the local police and fire departments respond to a school incident, they will immediately require contact with a school official. This official must be able to provide information not only about the emergency, but also about the plans the school has implemented to ensure the safety of the students.

Contact between the school operations and the police/fire operations must be maintained throughout the incident. The role of Liaison establishes a "link" between Incident Commanders if a unified command is not established. During some incidents, the Site Incident Commander can accomplish this liaison assignment; however, a large incident should have someone whose sole duty is to act as a liaison.

Liaison Responsibilities:

- Interface between the Site Incident Command center and First Responder Incident Commander
- Continually interface between Incident Commanders to help coordinate their responses.

Safety Officer:

The Safety Officer, unofficially known as the 'observer', is tasked with identifying the physical and emotional needs of the responders. Their job is to monitor the responders to prevent unsafe actions by making sure their needs are met.

Depending on the size of the school site and the incident, sites may need to assign all responders the role of Safety Officer or the district may provide this safety function.

Safety Officer Responsibilities:

- Address the physical and emotional needs of responders
- Work closely with the mental health officials
- Monitor responders to prevent unsafe actions by providing breaks or addressing other needs
- Provide ongoing updates to the Operations Chief

Shelton School District Emergency Response Plan

Public Information Officer (PIO):

It is essential that information be managed responsibly in a crisis. The inappropriate release of inaccurate or confidential information may seriously compromise an effective emergency response. Principals should coordinate messages and the release of information to provide parents/guardians and community members with reliable and useful information about an unfolding crisis.

The Public Information Officer is responsible for the formulation and distribution of information about the incident to the news media. Depending on the scope of a crisis, the PIO may not be the actual spokesperson and the responsibilities of the PIO may be assumed by the Site Incident Commander, be filled by a designated staff member or, in the event of a major incident, the District may respond to the school to coordinate the release of information. School personnel should establish a media staging area to assist in providing information for public release. The PIO will work under the Site Incident Commander in conjunction with the District Incident Commander to handle the media.

Public Information Officer Responsibilities:

- Field all media inquiries and requests for interviews
- Coordinate with Incident Commanders, Superintendents and responding agencies to determine appropriate release of information
- Develop key messages
- Provide timely and accurate official statements, news releases, fact sheets, website notices and letters to families and employees as events unfold
- Schedule media briefings or news conferences to provide updates and address rumors
- Serve as official spokesperson and identify other spokespersons as appropriate
- Provide guidance and training for additional spokespersons and provide general guidelines to district staff for working with the media if appropriate
- Establish a single area or onsite "camp" for media and regulate access to district property
- Manage media coverage and arrange coverage of memorial services and special events, if appropriate
- Provide ongoing updates to the Operations Chief

Communicating with the Media:

The Principal's utmost concern during an emergency is the safety and well-being of students and staff. At the same time, parents, guardians, members of the community and media will want to know the details of the emergency. Immediate, accurate and easily accessible communications plays a crucial role during and after an emergency.

The role of the Public Information Officer, which may be filled by site officials or by the district, is to be the single information source, freeing up the Principal/Incident Commander to handle the situation and focus on the safety and well-being of students and staff.

The PIO will provide accurate updates and clarification on the status of the situation to address rumors and misinformation. For example, if there is a need to evacuate students to a safe location, parents/guardians will be directed to this location to pick up their children. The PIO will work closely with the district and Incident commanders to release information to the media according to established procedures.

The Emergency Operations Center & School ICS Teams:

During an emergency, Incident Command Section gathers together in an area/room to set up a "command center" also known as the Emergency Operations Center (EOC). In the EOC, the Incident Command Section makes decisions affecting response activities based upon information coming in from the Section Chiefs of the other sections. The organizational chart on page 1.10 outlines the hierarchy in an EOC.

The Incident Command System is divided up into five teams that respond to various aspects of the incident. Some of these teams may be fully deployed at the school site while others may include roles handled by district or off-site personnel. Each member of each team reports to a team chief who then conveys pertinent information to the Site Incident Commander.

The five teams consist of Incident Command, Operations, Logistics, Planning/Intelligence, and Administration/Finance

Operations Team:

The Operations Team provides hands-on response to a crisis. It assists with implementing the strategies and tactics necessary to resolve the incident under the Incident Commander. Headed by an Operations Chief to whom all members report, the Operations Team is charged with coordinating accountability, student release, assembly, shelter, first-aid, search and locate, and security.

Search & Rescue

The role of this team is to check attendance of students and staff for the day of the incident and to determine who is missing or unaccounted for.

Search & Rescue Team Responsibilities

- Checks attendance for that day for both students and adults (everyone on campus)
- Responsible to "sweep" bathrooms, hallways, and other areas for students, staff, visitors
- Ensure students at the Evacuation Staging Areas for disabled students are evacuated
- Determines who is missing or unaccounted for, sends list to Operations Chief
- Report extent of injuries in each class, sends list to Operations Chief
- May need to search campus for unaccounted for people
- Use a red and green card system to determine an emergency need
     Green Card – all clear, everyone accounted for
     Red Card – Emergency assistance needed
- Community responders will do actual major rescue efforts when they arrive
- Provide ongoing welfare checks
- Provide ongoing updates to the Operations Chief

NOTE: Search and Rescue Teams work to the best of their abilities in teams of two.

Assembly/Shelter Team:

This team is responsible for setting up an evacuation site, and coordinating the supervision of students until they are released. In an emergency, teachers will account for and supervise all students. The Assembly/ Shelter Team

will collect attendance sheets from all teachers and monitor student and teacher needs.

Assembly/Shelter Team Responsibilities
- Sets up evacuation site - Rest rooms always an issue
- Coordinate evacuation of students
- Coordinates the supervision of students until release
- Gets information from Search & Rescue Team
- Assess and report emergent needs of students/staff
- Ensure students are occupied with activities
- Sets up a parent center - Should have an administrator present
- Documents person picking up child— Have interpreters available
- Coordinate with the Reunification Coordinator
- Provide ongoing updates to the Operations Chief
- Document all activities
- High stress jobs—may need relief

Special Needs Coordinator:

The Special Needs Coordinator addresses the different requirements of populations with vision, hearing, mobility, emotional and developmental needs. The Coordinator also confirms that specific evacuation plans have been implemented for each individual.

Special Needs Coordinator Responsibilities
- Identify evacuation staging areas on each floor or wing of the school building
- Post signs to mark the location of evacuation staging areas
- Identify staff member buddy to locate the disabled student or staff member in the event of emergency
- Ensure all individuals needing assistance have an individual plan developed
- Provide ongoing updates to the Operations Chief

Medical/First-Aid Coordinator:

The Medical/First Aid Team Leader is responsible for coordinating campus emergency medical response. This responsibility includes determining when the scope of an emergency exceeds the capabilities of his/her team and notifying the Incident Commander of the need for outside assistance. The Medical/First Aid Team Leader is also charged with calling for and directing the establishment of an on-site morgue when warranted.

First-Aid Coordinator Responsibilities
- Get the medical supplies in the school Emergency First Aid Kit/Backpack
- Establish a first-aid station in a safe area as indicated
- Coordinate medical triage
- Provide basic life support and care for the injured to the extent of abilities
- Coordinate with paramedics when they arrive
- Move students away from people who are injured
- Maintain records of the injured or deceased
- Identify staff to accompany injured to hospital
- Provide ongoing updates to the Operations Chief
- Document all activities

2.7

- Attach an ID tag on every victim in preparation for transporting to a hospital.
  Include medical cards, if available

Reunification Coordinator:
The Reunification Coordinator's primary role is to coordinate the reunion of students and parents or legal guardians. All students must be accounted for and reunited with their legal caretakers in an orderly manner. Each parent or legal guardian must sign out their child on an official record which is managed by Student-Parent Reunion Coordinator and later given to the District or Site Incident Commander.

Reunification Coordinator Responsibilities
- Coordinate reunion of students and parents
- Set up a reunion location in an appropriate space
- Coordinate with shelter/Assembly Coordinator
- Ensure parents or legal guardians sign out each student
- Make sure all students are accounted for
- Maintain sign-out sheets and other records
- Provide ongoing updates to the Operations Chief
- Document activities

Facilities & Security Team:

The primary role of the Facilities and Security Team is to coordinate the security of the building and provide material support to the Site Incident Commander. The Security Team will be called upon to turn off the ventilation system, lock school doors, and move equipment and supplies to where they are needed most. The Team Chief will report to and work in close collaboration with the District and Site Incident Commander.

The Facilities & Security Team Coordinator is responsible for assessing, identifying and mitigating (to the extent possible) campus hazards, during and immediately following an on-site disaster/emergency. This team is also responsible for campus security for the duration of the incident, or until first responders assume that responsibility. The Facilities &Security Team is responsible for assessing, identifying and mitigating (to the extent possible) campus hazards, during and immediately following an on-site disaster/emergency.

Facilities & Security Team Responsibilities
- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and put on personal safety equipment and I.D.
- Check radios and flashlights
- Open and maintain position activity log
- Assess available personnel and make appropriate assignments
- Survey on-campus hazards and prioritize team response
- Work in pairs
- Provide ongoing updates to the Operations Chief

Facilities & Security Team Operational Duties
As you do the following, observe the site and report any damage by radio to the Command Center:
- Verify the shut-off of utilities, as necessary
- Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- Determine integrity of on-campus water system and report the information to Operations Section Chief

- Shut down electricity only if building has clear structural damage or advised to do so by Command Post
- Direct the suppression of small fires
- Coordinate the location of existing and potential hazards
- Facilitates emergency vehicle access to the campus
- Oversees/monitors campus security/perimeter control
- Secures school campus and buildings from unauthorized access

NOTE: Take no action that might endanger you. Do not work beyond your expertise.

<u>**Logistics Team**</u>**:**
The Logistics team is responsible for obtaining any needed resources for the incident, including personnel. Managed by the Logistics Chief, they are the "getters" who are responsible for coordinating transportation, food, water and supplies.

Staffing and Supplies Coordinator
The primary role of the Staffing and Supplies Coordinator (SSC) is to coordinate needed personnel and provide material support to the Site Incident Commander. The SSC will be called upon to direct personnel and distribute equipment and supplies to where they are needed most. The SSC will report to and work in close collaboration with the District and Site Incident Commander.

Staffing and Supplies Coordinator Responsibilities:
- Assist in moving students, staff, and visitors to safe locations
- Move equipment and materials to areas where they are needed
- Ensures communications systems are working – primary and back-up
- Provide ongoing updates to the Logistics Chief
- Document all activities

Emergency Food and Water Team Coordinator:
The role of the Emergency Food and Water Team is to determine and provide for the feeding requirements at all incident participants. The team will meet these requirements by procurement or production as appropriate to the situation and unit capabilities. Overall responsibilities may include menu planning, determining cooking facilities required for preparation, serving, providing potable water, and general maintenance of the food service areas.

Emergency Food and Water Team Coordinator Responsibilities
- Obtain a briefing from the Logistics Chief
- Determine a feeding method which is appropriate to the situation and coordinate with Logistics and Finance teams
- Obtain necessary equipment and supplies to operate the food service facilities
- Set up food equipment
- Ensure that appropriate health and safety measures are taken
- Ensure that sufficient potable water is available to meet the incident needs
- Provide ongoing updates to the Logistics Chief
- Document all activities

Transportation Coordinator:

The Transportation Team Coordinator is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities includes directing buses and trucks to areas where they are needed to ferry students, staff and/or supplies.

Transportation Coordinator Responsibilities:
- Open Go-Kit and put on personal safety equipment and I.D.
- Attend a briefing with the Logistics Section Chief and the Supplies and Staffing Team Leader
- Hard hat, vest and safety equipment
- Open and maintain position activity log
- Implement various components of the transportation plan
- Assess the need and direct the use of vehicles on campus
- Stay in contact with Section Chiefs about the needs of other sections
- Release staff and volunteers per direction of IC
- Arrange for the return of vehicles to vendors
- Insure close-out of all logs and turn them over to Administration/Finance-Documentation Team
- Make sure all equipment and re-usable supplies are safely and securely stored
- Provide ongoing updates to the Logistics Chief-

Communications Team Coordinator:

The Communications Team Coordinator is charged with establishing, coordinating, and directing verbal and written communications on-site and with the District Office. If the District Office cannot be contacted, communications may be made with outside agencies when necessary.

Communications Team Coordinator Responsibilities
- Set-up, distribute radios, and test communications equipment
- Coordinate all communications between IC Center and District Office
- Monitor radio station(s) for local emergency news on iFIBERONE - 1030 AM & 103.3 FM
- Provide ongoing updates to the Logistics Chief

Planning/Intelligence Team:

The function of the Planning/Intelligence Team is to define and measure the incident. Responsibilities of this team include keeping a written record of all actions taken to respond to the incident, debriefing, and coordinating the mental health recovery team.

The Planning/Intelligence Section Chief is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources, as well as maintenance of accurate records and site map. Provides ongoing analysis of situation and resource status and assists the Incident Commander in developing an Incident Action Plan when appropriate. This section will also prepare briefings for the Incident Commanders related to new or updated intelligence.

2.10

Mental Health Team:

The mental health team may be called in by the school district when notified by the Site Administrator/Incident Commander of an incident determined to be beyond the school and district's capacity to provide an adequate mental health response.

District Crisis Recovery Team

The District Crisis Recovery Team will assist Site Administrators and schools in addressing the social and emotional impact of a crisis. During a crisis, students and staff may be exposed to traumatic experiences that are far beyond typical experiences. Such experiences may heighten anxiety and impact a person's ability to cope.

District Crisis Recovery Team Responsibilities:
  • Coordinate social and emotional support services for students, staff, and visitors
  • Activate team and other community resources
  • Assess and refer students, staff, and visitors for support services
  • Provide information to parents in collaboration with Site Administrators and the
    Public Information Officer
  • Develop plans to support students' return to learning in collaboration with the Site Administrator
  • Document all activities
  • Provide ongoing updates to the Planning/Intelligence Chief

Documentation Team:

Remaining with the Site Incident Commander at all times, the Documentation Team Scribe shall maintain accurate and complete incident files with reference to time, message and actions taken. The Team is responsible for keeping a written record of the incident. In a large operation, Logistics and Operations Chiefs may have their own Incident Scribe as well.

Documentation Team Responsibilities
  • Open and maintain incident master time log
  • Ensure all radio and verbal communications are recorded
  • File all reports as they are turned in. Although a permanent log may be typed up at a later date;   all
     original notes and records MUST be kept—they are legal documents.
  • Maintaining and periodically distributing a situation report
  • Gathering incident related information from other teams for entry into the Master Incident Time log.
  • Referring newsworthy information to the Public Information Officer
  • Ensuring that all messages are properly routed
  • Assist in creating and filing Action Plans
  • Provide ongoing updates to the Planning/Intelligence Chief

Timely debriefing is necessary to identify lessons learned from a crisis, as well as to make changes to the emergency response plans and protocols. Those in charge of debriefing will gather essential information about each team's response in order to accurately identify strengths and weaknesses in the crisis response plan.

Incident Scribe:

The Incident Log Scribe's function is to keep a written record of all communications and actions related to the incident. The scribe reports to the Incident Commander and records all appropriate information. Depending

upon the incident, Operations and Logistics chiefs may have a scribe as well.

Incident Scribe Responsibilities
- Put on I.D.
- Open Go-Kit and put on personal safety equipment
- Obtain equipment and supplies
- Identify self to the Incident commander

Incident Scribe Operational Duties
- Team with the Incident Commander or other assigned personnel
- Maintain and periodically distributed situation report
- Gather incident-related information from other teams for entry into the Incident Command

Post log
- Refer newsworthy information to the Public Information Officer
- Ensure that all messages are properly routed
- Document, in writing, all actions and communications (including the time) ordered and received by the Incident Commander or other assigned personnel

Administration/Finance:
The Finance/Administration Section Chief is responsible for overseeing the financial tracking, procurement, and cost analysis related to the disaster or emergency, as well as maintenance of financial records, tracking and recording staff hours. The Finance/Administration Section is made up of the Record Keeping Team.

Record Keeping Team
The Record Keeper is tasked with recording equipment, supplies and personnel time.

Record Keeping Team Responsibilities
- Establish and maintain a file for employee time reports
- Establish objectives, make assignments and evaluate performance
- Maintain a list of all damaged or lost equipment for after-incident billing claims
- Maintain a current posting on all charges or credits for fuel, parts, services, etc.
- Ensure that all employee/agency identification is verified to be correct on the time report
- Ensure that time reports are signed
- Ensure that all records, personnel time recording forms, and any other finance documents are in order and have been submitted for processing

While the Operations and Logistics teams have immediate and essential roles in a crisis, and will be deployed to some extent in any incident, it may not be feasible to activate the other teams during a crisis. Small school sites may lack the personnel to fill these roles. If this is the case, the roles required by each team will either be shared between staff, or given to off-site district personnel.

Non–ICS Staff Roles:
Teachers
The role of a teacher will vary greatly depending on whether they are in charge of a class of students or are not assigned to a classroom when a crisis occurs. Because teachers are a familiar role model and authority figure,

they are essential in keeping students calm and safe during an emergency.

Teacher's Responsibilities
  • Carry out all directives of the Site Incident Commander/Administrator
  • Get students' attention!
  • Direct students to evacuate, Lockdown or Shelter-in-Place as indicated
  • Take attendance and account for all students
  • Remain with students at all times
  • Report missing or injured students to the Search & Rescue Coordinator and the
    Site Incident Commander
  • Restore order and assist other teachers as necessary
  • Reassure students and occupy students with an activity as appropriate
  • Document all activities

NOTE: Teachers not on duty, should report to the Site Incident Commander for directions.

School Secretary Responsibilities
School secretaries play an essential role in emergency preparedness. They know how to reach the Site Administrator when s/he is out of the building. They know how to operate critical systems in the school such as intercoms, school bells/buzzers, and telephones. They also keep updated records of enrollment and emergency contact information for students.

In the event of an emergency evacuation, it is essential that school secretaries take with them an updated copy of students enrolled at their school. This information will be required when students are released to parents following an emergency.

BEFORE an emergency
  • Routinely update student emergency contact information
  • Print student/staff emergency contact information and place it in the Crisis Response Box
  • Obtain copies of student/staff D's and place in the Crisis Response Box
  • Label and place the Crisis Response Box in an obvious location in the main office
  • Inform the Site Administrator and staff of the location of the Crisis Response Box
  • Take the school visitor sign-in sheet with you (or place in the Crisis Response Box)
    in the event of an evacuation
  • Keep the office copy of this Emergency Response Plan in an obvious location for use in an emergency

DURING an emergency
  • Carry out all directives of the Site Administrator/Site Incident Commander
  • Assist the Search/Accountability team in accounting for students and staff
  • Assist emergency responders with communication (phones, FAX, etc.) and administrative tasks as needed
  • Document all activities

Level of Emergencies
A school emergency can be relatively limited in scope or affect the entire school population. It is essential to determine the level of the emergency as this dictates how you will activate emergency responders. For example, for a child having an allergic reaction, you might get the child's Epipen or call the school nurse. For a powerful storm, you must have all students Shelter-in-Place, moving them as necessary to safe areas.

2.13

This Emergency Response Plan uses three levels to categorize emergencies and defines these as follows:

Individual Emergencies at School
The scope of an individual emergency is limited. The situation only impacts a few individuals and is effectively managed by a targeted emergency response. Examples of individual emergencies include allergic reactions, a fall from playground equipment, a broken tooth, a suicidal student, or a report of child abuse. The emergency response is focused and only involves essential personnel.

School Emergencies
The scope of a school emergency is broader. School-level emergencies generally impact a significant portion of the school or the entire school. Some examples of school emergencies include a fire, a report of a weapon on campus, a hazardous chemical spill, a bank robbery in the neighborhood, or a bomb threat. The Site Incident Commander must quickly assess the level of response needed and activate an appropriate level of emergency response.

District/Community Emergencies or Disasters
There are large-scale events where support is required from District personnel and city or county emergency response agencies. These rare situations may include flooding, earthquake damage to buildings, fires or explosions, chemical spills requiring evacuation, or the death of multiple staff or students as in a bus accident or a hostage situation.

When a Site Administrator activates emergency responders, s/he must be prepared to convey the known details of the emergency. This will allow an effective level of assistance to be sent to the emergency site. For example, if a car has crashed through a playground fence and several children are injured, police, several ambulances, and district personnel will be needed. An accurate description of the situation will ensure an effective activation of emergency resources.

INDIVIDUAL EMERGENCY - Low Impact

SCHOOL EMERGENCY - Moderate Impact

DISTRICT/COMMUNITY EMERGENCY OR DISASTER - High Impact

Large Scale Emergencies or Disasters
In the event of a large-scale emergency, schools must be prepared to rely on their own resources because emergency assistance may be delayed. For a large-scale event such as a flood, severe weather or earthquake, the same disaster that affects your school will also affect the surrounding community. The possible effects of a large scale disaster may include:
- Widespread telephone outage
- Road blockages and damage to roads and bridges
- Loss or damage to utility systems

Large-scale disasters may strain or overwhelm normal emergency response agencies including police departments, fire departments and emergency medical services. Schools must be prepared to perform essential responsibilities until emergency response agencies arrive. Family members of school staff should anticipate that staff members may be required to remain at school following a catastrophic event until children are safely returned home to their parents.   **2.14**

Emergency Operations Center

In the event of a large-scale disaster, a representative from the Shelton School District will coordinate with the Department of Emergency Management and activate the District Emergency Operations Center. The school representative will contact district administrators and aid them in making informed decisions regarding the emergency.

CALL 911 FOR IMMEDIATE EMERGENCY RESPONSE* - ALSO call the DISTRICT OFFICE

Activating the Emergency Response System

THE FIRST METHOD IS TO CALL 911* for immediate emergency assistance from city or county agencies for serious emergencies. Examples of serious emergencies include a medical emergency, a crime or fire, or a weapon on campus. If you call 911, you must also contact the district office. The Superintendent or designee will notify essential district personnel so the Site Administrator can focus on the emergency.

THE SECOND METHOD IS TO CALL THE DISTRICT OFFICE for emergency assistance. Examples of emergencies include a verbal threat, a school fight, or an agitated parent in a school office. The superintendent or designee will determine whether school site personnel can manage the incident or if additional district resources are needed.

In the event of an emergency, the Site Administrator must notify the school district and other site-based programs of the critical incident. The superintendent or designee will determine whether the incident can be managed by school/district resources and may take additional action to contact the Crisis Recovery Team to assist with the incident.

The Shelton School District Schools Emergency Calling Plan is designed to ensure that a Site Administrator (Site Incident Commander) focuses on managing the emergency situation. Site administrators need only make one call to alert the district office. The Superintendent or designee will then notify essential personnel and get equipment or resources to the emergency site. The Site Administrator should focus on managing the emergency situation until additional emergency responders arrive. See **School Site Specific** information section for current year's emergency calling plan.

Emergency Operations

Emergencies during School Hours

When an emergency occurs during school hours, students will not be dismissed and will remain at school (or an alternative site) under the supervision of school authorities. Follow the guidelines for the release of students in an emergency.

Students who have not been picked up by their parent(s)/guardian(s) or another authorized person may be moved by District personnel to another safe location. When students are moved, information will be posted at the school site and released to parents, guardians and the community by the Public Information Officer or County Office via the local media.

Parents are responsible for ensuring that emergency contact information is kept up-to-date. In an emergency, students will be released only to parents or designated emergency contacts.

2.15

Guidelines for the Release of Students in an Emergency
• Students will not be dismissed until the situation is considered safe
• Students will be released to an adult whose name appears on school records or dismissed as appropriate
• If students are on their way to school via school bus, they will be brought to school or an alternative site
• If students are walking to school, a school official will meet them at school and supervise them.

Emergencies during Non-School Hours
Shelton School District facilities are frequently used during non-school hours. If an emergency occurs, the activity coordinator should call 911 to get emergency assistance. The School District Facilities Office should also be notified.

In the event of an emergency after school hours, the activity coordinator should take immediate action to save life, provide for safety, and secure the facility.

Evacuation Staging Areas for Disabled Persons
Disabled individuals may need evacuation assistance in an emergency. For example, if the fire alarm is pulled, elevators will likely no longer function. This may hinder the evacuation of individuals that are disabled or use a wheelchair. As a result, it is essential that disabled individuals proceed to an emergency Evacuation Staging Area for assistance by emergency responders.

This plan must identify the route the individual will take in an emergency, as well as a buddy who will accompany the person with special needs. This plan may vary considerably from the evacuation route of other students and staff, or the individual may take the exact route as his/her peers.

An Evacuation Staging Area is an area, close to an exit, where disabled individuals (and their buddies) may receive further instructions or await evacuation assistance from rescue personnel.

The Site Administrator, in conjunction with the Fire Department, designates emergency Evacuation Staging Areas for individuals who need evacuation assistance. Site Administrators must identify Evacuation Staging Areas, post signs to mark the locations, and assign a staff member to supervise disabled students needing evacuation assistance.

Site Administrator Responsibilities
For the evacuation of individuals needing assistance, Site Administrators must:
• Identify Evacuation Staging Areas on each floor of a school building
• Post signs to mark the location of Evacuation Staging Areas
• Designate a staff member to supervise disabled students needing evacuation assistance
• Instruct the staff member buddy to locate the disabled student in the event of an emergency and ensure they receive evacuation assistance

NOTE: Every special needs individual must have his or her own personal evacuation plan on file with the office.

Parent Involvement
Parents, legal guardians and relatives are essential partners in safety. Their responses during an emergency can either assist or hinder school personnel. For example, during a school lockdown parents should not be allowed

to enter the school building under any circumstances. If parents understand this beforehand, they will not rush the school and they will know whom to contact for up-to-date information about their child.

Parents are responsible for ensuring that emergency contact information is kept up-to-date. Parents may update emergency contact information with the school secretary. In an emergency, students will be released only to parents or designated emergency contacts.

Parents are asked to share the responsibility for advising their children what to do in an emergency. Parents should instruct children to follow the directions of school authorities. It is critical that students do not have instructions that are contrary to the District's stated practice on retention at school and authorized release in the event of a serious emergency.

School Emergency First Aid Supplies

It is essential that emergency response supplies be available in the event of an emergency. These supplies will help you perform essential functions until city or county emergency responders arrive. The Site Administrator is responsible for making sure that emergency supplies are organized, in good working condition, and replenished as needed. Emergency supplies should be kept in a central location so that they are easily retrieved in an emergency. Many schools keep their Emergency Response backpacks in the main office. The Emergency Response supplies should not be used as the school's daily first aid kit

An emergency response kit generally contains supplies for effective emergency response, life-saving first aid, and communication. Keep in mind that only life-saving first aid supplies are needed, as emergency responders will arrive quickly. Only prescribed medications should be given to students during an emergency (e.g., asthma or diabetes medication).

Red Cross Emergency Response Supplies:
- Copy of the Emergency Response Plan
- 1 Megaphone
- 6 Fluorescent Vests
- 1 Flashlight
- Extra batteries for flashlight
- Extra batteries for megaphone
- 50 Latex-free gloves
- 25 4X4 Gauze pads
- 25 2X2 Gauze pads
- 2 Gauze or Kerlix roll (3 yds)
- 2 rolls tape for First-aid
- 1 Pair of bandage scissors
- 50 Band-Aids of various sizes
- 1 triangular bandage
- 1 package sanitary napkins
- 5 face masks
- 2 antimicrobial hand-wash
- 25 alcohol antiseptic pads
- 2 instant, disposable ice/cold packs
- 2 CPR mouth shields
- 2 bottles of saline eyewash

- 2 space blankets
- 1 roll masking tape
- 5 black markers
- 6 pads of paper to write on
- 10 ballpoint pens for writing

There are other materials and equipment that are essential to an effective emergency response. Take these supplies with you in the event of an evacuation.
- Utility hut-off wrenches
- Cell Phones
- Two-way radios

Schools have used a variety of means to store this information, including crates and boxes. Some schools have placed this information in a locked secured box in front of the school. Schools should develop two boxes, one stored in the school office and the other in a different location on site or at the district office. This will ensure that at least one box will be available for law enforcement or fire departments to use. Responsibility of taking the Crisis Response Box out of the command post should be assigned to appropriate personnel.

School Emergency Supplies
It is recommended that each classroom teacher prepare a classroom emergency response kit. This kit will be helpful if students must shelter in place for a period of time. These materials will help children pass the time and thereby reduce anxiety. These materials may be kept in a small backpack or a portable box. This classroom kit should be taken if students must be moved to a safe area or evacuate the school building.

Classroom kit contents might include:
- Student Attendance Roster
- All accounted for
- Injuries or other problem
- Copy of emergency procedures
- Colored Placards
- List of special needs students
- Teacher/Staff Identification
- Basic First Aid/Emergency First Aid
- Trash Bags
- Toilet Paper
- Keys
- Activities Book
- Several books for students to read
- Markers/Crayons
- Toys
- Deck of cards or other portable games
- Stuffed animals
- Small snack (e.g., crackers) if available

Shelton School District Emergency Response Plan

Medical Triage

When 911 is called, emergency responders will generally arrive at the emergency site in about 5-15 minutes. Therefore, the school First-Aid Coordinator will only need to provide or coordinate life-saving first-aid. This might include bandaging wounds or providing CPR. In a large-scale disaster where emergency responders are delayed and there are multiple victims, it may be necessary to conduct medical triage.

Medical Triage is defined as prioritizing care based on injuries and medical emergencies. Triage is used in large-scale disasters when there are more victims than rescuers trained in emergency care. The triage system that is in most common use is the S. T. A. R. T. system—Simple Treatment and Rapid Treatment. In this system, injuries are triaged based on the urgency of their need for treatment:

Highest Priority
1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock

Second Priority
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
4. Fractures or other injuries of a minor nature
5. Mortal wounds where death is imminent
6. Obviously deceased

Loss of Life

In a disaster, the accidental loss of human life is an immense tragedy that may be unavoidable. Notify the Site Incident Commander immediately in the event of a fatality. If possible, students, staff and visitors should be gently moved away from the area.

NOTE: Do not publicly announce deaths or radios. Tell IC in person or through confidential note. Never give names to media.

Training

This manual contains a plan for the crisis management training of key staff.
The District will:
- Maintain training resources,
- Offer training for administrators, and
- Provide consultation to schools as indicated.

Training for Administrators
The school districts are responsible for ensuring school administrators can execute district emergency response procedures.

2.19

- All administrators will participate in an Emergency Response and Crisis Management training
- Emergency Response and Crisis Management training topics will be discussed regularly at staff meetings
  Training for School Staff

Training for School Staff

The Site Administrator or Principal is responsible for ensuring school staff can execute district emergency response procedures. The Site Administrator will:

Insure that all staff are familiar with school emergency response resources and procedures, including:

- This Emergency Response Manual
- The Classroom Emergency and Safety Procedure chart, and/or laminated wall reference
- Guide school staff in the development of their schools' Emergency Response Plan at the beginning of each school year
- Instruct school staff in emergency procedures at the beginning of each school year
- Demonstrate the materials in the school's Crisis Response Box or Go Kit
- Practice fire evacuation as required by fire regulations with school staff and students
- Practice one Lockdown and one Shelter-in-Place drill each semester
- Practice one Earthquake drill each semester
- Ensure that this Emergency Response Plan is accessible to school staff at all times
- Discuss emergency response and crisis management topics at school staff meetings

Drills:

Schools are required to have no less than one safety-related drill each month, and must document the date and time of each drill. The following drills are required:

- 3 Fire evacuation drills per school year
- 3 Lockdown drills per school year
- 1 Shelter-in-place drill per school year
- 1 Drill using the school mapping system
- 1 High-risk drill determined by the school (earthquake, flood, or other high risk events are encouraged)

Review and Practice

To be effective, even the best emergency plans must be practiced. It is essential that Site Administrators periodically review the school emergency plan with staff. Staff and students should periodically practice three key drills—Evacuation, Lockdown and Shelter-in-Place:

- Site Administrators must routinely practice evacuation drills as required by Fire Department -directives
- Site Administrators are also expected to perform one Lockdown drill (typically used to secure a building) at the beginning of each semester.
- Site Administrators are also expected to perform one Shelter-in-Place drill (typically used for weather emergencies) at the beginning of each semester.

Emergency Response Kit
- Copy of the Emergency Response Plan
- 1 Megaphone
- 6 Fluorescent Vests

Shelton School District Emergency Response Plan

- 2 Glo Sticks
- Extra batteries for megaphone
- 50 Latex-free gloves
- 25 4X4 Gauze pads
- 25 2X2 Gauze pads
- 2 Gauze (3 yds)
- 2 rolls tape for First-aid
- 1 Pair of bandage scissors
- 50 Band-Aids of various sizes

Section 3

Preparedness

Preparedness

Importance of Preparedness

To manage a crisis well, you must be prepared to handle it. And despite the best efforts at prevention, it is a certainty that emergencies will occur in schools. Good planning will facilitate a rapid, coordinated, effective response when an emergency occurs. This takes an investment of time and resources, but the potential to reduce injury and save lives is well worth the effort.

Being prepared means having a comprehensive plan. Site administrators/Principals must consider many questions when they prepare. Among these are: Who will be in charge? Where are the utility shutoffs for the building located? How will entrances be secured during a lockdown? How will students be accounted for during an emergency? How will students be released to parents or guardians? How will parents and families receive information?

Organization of this Preparedness Section

This preparedness section is designed to help Site Administrators develop a comprehensive, site-specific emergency plan. Comprehensive planning and preparation requires that Site Administrators understand and implement five critical elements of preparedness. Each of these elements will be discussed in the designated subsections that follow.

5 key elements of preparedness:

1. Establishing a site specific Emergency Response Plan to follow in an emergency and instructing all school staff in how to implement this plan
2. Practicing required Fire, Earthquake, Evacuation Drills, and Lockdown/Shelter-In-Place Drills Procedures
3. Developing an evacuation plan for individuals with disabilities
4. Following procedures to account for students in the event of an emergency
5. Following procedures to release students to parents in the event of a serious emergency.

Developing a Site-Specific Emergency Management Plan

The purpose of an Emergency Response Plan is to help Site Administrators and staffs respond effectively in the event of an emergency. To be useful, each Site Administrator/Principal must create an emergency response plan that is specific to his/her school or facility. For example, the emergency plan for an elementary school will differ from that of a middle school since a middle school is likely to have different entrances, more students, more staff, and so on. Each school's plan will reflect the unique features and needs of the school.

The Emergency Response Plan is written in a fill-in-the-blank format that ensures school emergency plans include essential information. Each school's plan will include critical information such as the names of staff members that will fill incident command roles, evacuation locations, phone/pager numbers of key personnel, and location of utility shutoffs. This site specific plan should be e-mailed or sent in hard copy to the District.

In the event of an emergency, the Site Administrator/Principal or their designee will refer to the Emergency Response Plan for information to guide the school's emergency response. For example, if it becomes necessary to evacuate the school, the plan will specify the location to which students will be relocated.

The Director of Safety and Security Updates the Emergency Response Plan

The Director of Safety and Security is responsible for completing a new Emergency Response Plan at the beginning of each school year. Because information changes, it is imperative that the school emergency plan be updated every year.

<div align="center">3.1</div>

The Director of Safety and Security must complete the Emergency Response Plan in partnership with school staff. If school staff members are not involved in completing the Emergency Response Plan, they will have a poor understanding of how to execute the plan. It is strongly recommended that Site Administrators complete the Emergency Response Plan at a staff meeting at the beginning of the school year. Make this part of your new school-year agenda!

Responsibilities
- The Director of Safety and Security must complete an updated Emergency Response Plan by October 15 of each school year
- The Site Administrator will review the Emergency Response Plan with school staff, most likely at a staff meeting
- The Site Administrator must ensure that staff are trained and able to execute the emergency plan

This is a MUST:
- Complete a new Emergency Response Plan by October 15, of each school year, and provide the plan to the District Office.

Overview of Site Administrator's Responsibility

As school leaders, Site Administrators play a critical role in preparing staff, parents, and students to respond to an emergency. When prepared, school staff members will readily assume emergency roles and execute the established Emergency Response Plan. In addition, when students and parents are informed about the schools emergency procedures, they will be more likely to follow directives and less likely to interfere with the school's response. For example, if there is police activity in the vicinity and the school must lockdown, parents will know not to come to the school, as no person will be admitted to the school under any circumstances.

The Site Administrator Leads the Emergency Plan

Unless otherwise designated, the Site Administrator is the leader of the school Emergency Response Plan. In an emergency, the Site Administrator will make key decisions as Incident Commander regarding the level of emergency and how to respond to the emergent situation. Because Site Administrators are sometimes out of the building performing administrative duties, it is critical that a staff member is trained and able to lead the school's emergency plan in the Site Administrator's absence.

Site Administrator Responsibilities
- The Site Administrator must assign a designee to execute the Emergency Response Plan in his/her absence
- The Site Administrator and the designee must be prepared to execute the school Emergency Response Plan

The Site Administrator Distributes the Emergency Management Plan

What good is an Emergency Response Plan if no one can access it? It is possible, even likely, that staff members will be called upon to implement the emergency plan during a Site Administrator's absence from the building. Therefore, it is essential that all staff know where the Emergency Response Plan is located. Each school should be provided with copies of the Emergency Response Plan. The Site Administrator should also copy the school Emergency Response Plan and distribute it to key staff as indicated.

3.2

Responsibilities
- Place a copy of the Emergency Response Plan in plain view
- Emergency Response Plan should be kept in the school emergency backpack each school year

Emergency Planning

The goal of the emergency planning process is to make sure all school staff are familiar with the school's emergency plan and able to implement it. Site Administrators should review their school's Emergency Response Plan in conjunction with a small group of key school staff. After it is reviewed, this plan should be explained to all school staff at the beginning of each school year. Site Administrators should also review the Emergency Response Plan periodically throughout the school year.

It's natural for people to forget information. School staff members will only be able to effectively implement an emergency plan if they routinely review it and practice it. Site Administrators are encouraged to routinely discuss an emergency response topic from this Emergency Response Plan at school staff meetings.

Fire and Evacuation
Introduction to Fire and Evacuation Procedures
The SSD has established School Emergency Evacuation and Drill Procedures in accordance with local requirements. These procedures are established by working with local first responders and school staff and are approved by the Superintendent and local fire department.

Preparation for Fire and Evacuation Procedures
Successful preparation for Fire and Evacuation requires several action steps. These steps must be completed in partnership with the district, on-site facilities, and the designated first responders.

Requirements
- The Site Administrator or designee must conduct a fire exit drill every month when school is in session. A second fire drill is required during the first month of the year.
- The Site Administrator must maintain a record of fire exit drills. Accidental or unexpected fire alarms may be counted as the monthly practice drill as long as the school follows established evacuation procedures.
- The Site Administrator must time and evaluate each fire exit drill. Any problems discovered with the evacuation should be resolved quickly and completely.
- The Site Administrator must ensure that students and staff discuss and train on correct fire exit and evacuation procedures and Outside Assembly Areas as least once annually.

Establish On-Site Outside Safe Assembly Locations
- The Site Administrator must establish On-Site Outside Safe Assembly Locations where students, staff, and visitors will gather after they have evacuated the buildings
- These locations must be a minimum of 100 feet from the building
  Classroom attendance and "head counts" will be taken at this location

Establish Exit Routes for All School Areas and Rooms

The Site Administrator must establish a primary exit route and an alternate exit route from each classroom or room in the school to a specific Outside Safe Assembly Location outside of the school building. The exit route and the specific Outside Safe Assembly Location must be posted in each room.

Shelton School District Emergency Response Plan

Assign Classroom Monitors

The Site Administrator will direct teachers to appoint responsible students to act as Classroom Monitors to assist in the evacuation of the school.

Teachers should also appoint two substitutes for each monitor in case the Monitor is absent at the time of the drill or emergency.

Classroom Monitors' Responsibilities

- Hold open doors during the evacuation
- Close doors after the class evacuates
- Assist the teacher as requested

Training on the Exit and Evacuation Procedures

All students and staff must receive training in fire exit and evacuation procedures. The Site Administrator must instruct students and staff in correct procedures and identify *Outside Safe Assembly Locations* for each room in the school building. Training must include teachers, secretaries, school nurses, school psychologists, social workers, paraprofessionals, security personnel, School Based-Health staff, food service staff, custodial staff, volunteers, and any other District employees.

NOTE: Training must occur at least once a year.

Fire and Evacuation Drill

Fire Exit Drills must be conducted in collaboration with the district and Fire Department. The following procedures must be followed closely:

Before the Fire Drill

- Notify the local fire department the date and time of your drill
- The Site Administrator/Principal (or their designee), in coordination with the Facility Manager, will notify the District Office that the school will be conducting a Fire Drill
- Notification must take place at least 30 minutes prior to the scheduled start of the Fire Drill
- Give the following information to the District Office:
  ~Your name and position
  ~The school name
  ~The day and date that the drill will take place
  ~The time that the drill will take place
- Horns and strobes may *NOT* be deactivated for a Fire Drill

Conduct the Fire Drill

- The Site Administrator (or their designee) pulls the Fire Alarm
- The Site Administrator (or their designee) will time the evacuation
- Teachers and ALL staff evacuate the building(s) and take students to the predetermined Outside Safe Assembly Locations
- Students that are not in classrooms should be directed to evacuate the building at the nearest exit and report to the closest teacher so that they may be accounted for
- Teachers will take attendance with their student rosters
- Teachers and staff report to the Site Administrator and Operations Team that everyone in their area has been evacuated
- RED or GREEN card system

3.4

- The Site Administrator initiates a sweep of the facility to ensure that everyone has evacuated the building(s)
- The Site Administrator ensures that individuals waiting in the designated Evacuation Staging Areas are safe and supervised
- When the building sweep is complete and all issues are addressed, the Site Administrator will sound the "all clear" signal and direct students and staff to return to their classrooms and/or work areas.

After the Fire Drill:
- If the fire alarm transmitter cannot be reset, the district office will notify the Fire Department
- The Site Administrator (or their designee) will record and document the following information:
  - ~Date of the drill
  - ~Time when the drill began and ended
  - ~Last person out and the elapsed time for evacuation
  - ~Additional comments regarding the results of the drill, specific problems, areas of confusion, students/staff that did not evacuate and should have, etc.) so that these problem areas may be corrected for the next drill
- The Site Administrator (or their designee) must initial or sign the log for the drill

Evacuation

Evacuation Planning for Individuals Needing Assistance

Any school or district building with students or staff with mobility limitations that impact their ability to evacuate the building should develop an evacuation plan for these individuals. Evacuating a building during an emergency can be a major problem for students, staff or visitors who are disabled. Many people with mobility impairments cannot use stairs, and people with hearing and vision impairments cannot receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need instruction in safety and emergency procedures in language or terms they understand.

Because all schools may, at one time or another, have students, staff or visitors who need evacuation assistance, all schools must establish an evacuation plan for individuals with disabilities.

What are Evacuation Staging Areas?

Site Administrators must establish Evacuation Staging Areas for buildings with exits that are inaccessible for individuals with special needs. In general, stairways are provided as emergency exits for multi-story buildings and single-story buildings with exits not at ground level. This is potentially problematic as the elevators will automatically descend to the ground level floor and lock with the doors in the open position when the fire alarm has been activated. This makes stairways the only available exits by which individuals with special needs may leave a multi-story building. Evacuation Staging Areas are established to ensure that these individuals receive evacuation assistance at a designated area. In an emergency requiring evacuation, school staff and/or emergency responders will sweep Staging areas and assist individuals needing evacuation assistance.

Evacuation Staging Area: An Evacuation Staging Area is an area, close to an exit, where individuals that are disabled may receive further instructions and await evacuation assistance from rescue personnel

NOTE: Emergency Responders will evacuate students and staff from evacuation staging areas.

How to Establish Evacuation Staging Areas

Evacuation Staging Areas must be established in areas that best protect human life. An Evacuation Staging Area must be as close to an exit as possible. The area must be large enough to accommodate at least two wheelchairs and two staff members without blocking doors or stairs that other occupants will use to exit the building. A space about 30" X 48" is needed for one wheelchair. When possible, consider choosing stairway landings that are designed to isolate building occupants from smoke and fire. Keep in mind that there must be a source of communication nearby, such as a telephone or intercom. Consider these factors in order when establishing locations for Evacuation Staging Areas:

Examples of Possible Evacuation Areas:
- A portion of a landing within an enclosed stairway
- A vestibule located at an exit enclosure and constructed to fire-resistant standards
- A room or area (e.g., a classroom) that is adjacent to an exit stairway

To Establish Evacuation Staging Areas

The Site Administrator should:
- Assess the building for exits that have stairs or steps either inside or outside the building that would prevent an individual with a mobility impairment from exiting the building
- Determine the locations of an Evacuation Staging Area, install temporary signage to test your plan
- Designate at least two (2) Evacuation Staging Areas on each floor of the building that has stairs or steps that would prevent individuals with special needs from exiting the building
- Designate additional Evacuation Staging Areas as needed on ground and upper floors depending on the size and layout of the building
- Post signs to clearly mark Evacuation Staging Areas.
- Ensure there is a method of two-way communication at or near each Evacuation Staging Area, such as telephones, two-way radios, cell phones and other communication systems

Signs
Three types of signs are required:
- Signs to direct building occupants to the Evacuation Staging Areas
- Signs to identify the Evacuation Staging Area (from both inside and outside the building)
- Signs warning individuals needing evacuation assistance that there are no safe waiting areas beyond a certain point

Planning for Special Needs Populations

Identifying Students and Staff Needing Evacuation Assistance

Throughout the school year, the Site Administrator or designee must identify and maintain a list of all individuals who will need assistance in evacuating the building in the event of an emergency. This list must include any individual that is temporarily disabled in an injury such as a broken leg. This list will be used to develop a specific *Evacuation Plan for Individuals with Disabilities.*

Responsibility for Students and Staff Needing Evacuation Assistance

It is critical that students who need evacuation assistance are directly supervised, assisted, and taken to Evacuation Staging Areas. An adult staff member must remain with the student until s/he is evacuated. Procedure requires that the Site Administrator or designee assign a staff member to be responsible for every student who needs evacuation assistance. Obviously, assigning an adult staff member to be responsible for a

Shelton School District Emergency Response Plan

student with special needs throughout the school day, where the student may move class to class, is quite challenging. Planning and training are essential.

Follow these Guidelines when Assigning Supervision for Individuals Needing Evacuation Assistance

- For each student with special needs, a classroom teacher or staff member who is present with the child will assist the student in getting to the nearest Evacuation Staging Area. This means that responsibility transfers from staff member to staff member as the student moves from class to class.
- If a staff member (e.g., classroom teacher) with a special needs student deems it necessary to escort that student to the Evacuation Staging Area, s/he should transfer his/her class to a staff member in an adjacent classroom. This means that if the fire alarm sounds or an evacuation is ordered, the staff member with the special needs student will transfer his/her class to a teacher in an adjacent room if needed to continue a timely and safe evacuation.
- Substitute teachers should be informed that they might need to assist a student with special needs to Evacuation Staging Areas and transfer their class to another staff member if necessary. This means that, no matter what class a student with special needs is in, there will always be a staff member to assist a student to an Evacuation Staging Area.

How to Develop a Customized Evacuation Plan for Individuals Needing Assistance

After identifying students, staff or volunteers who will need evacuation assistance, the Site Administrator must develop a customized evacuation plan for each person. This is essential as people participate in a variety of activities during a school day/week in different areas of the building. The customized evacuation plan must anticipate and address the various scenarios. For example, while students might be assigned to a classroom that is on the ground level of the building, the plan should anticipate that even students with profound disabilities can and will participate in activities in other parts of the building (music, library, physical education, etc.).

This Emergency Response Plan provides a recommended Evacuation Plan for Individuals Needing Assistance form that may be used to develop customized evacuation plans for individuals needing assistance.

Customizing an Evacuation Plan for Individuals Needing Assistance:

- Identify and post signs for all Evacuation Staging Areas
- Post a floor plan indicating the location of Evacuation Staging Areas in the school in every room
- Identify all students and staff members in the building who will need evacuation assistance
- Develop and post the completed Evacuation Plan for Individuals Needing Assistance form; this form will assist the Fire Department when they respond to an emergency
- Inform all staff members about the Evacuation Plan for Individuals Needing Assistance emphasizing they may be called upon to assist a student to an Evacuation Staging Area, if necessary.

Training Each Student, Parent, and Key Staff Member

It is essential that all staff and students understand the purpose of Evacuation Staging Areas and be instructed in their use. Any staff member may be called upon to supervise a student with special needs and assist them to a Staging area.

After developing an evacuation plan for individuals with special needs, the Site Administrator (or designee) should:

- Instruct any staff member who has a special needs/mobility impaired student in their class (special education teachers, food service staff, etc.) in the use of Evacuation Staging Areas in the building.
- Show all Evacuation Staging Areas to each student with special needs and explain their use; train students and practice so that students can explain their plan to the staff if necessary.

- Instruct all staff that are responsible for sweeping the building during a Fire Drill or evacuation that they must ensure students with special needs at Evacuation Staging Areas are reported to the Site Administrator (Site Incident Commander) and emergency responders.
- Explain to parents how their child with special needs will be taken to an Evacuation Staging Area, making sure they understand their child's plan and answering their questions.

NOTE: The evacuation plan for individuals needing assistance form must be posted at the fire alarm panel.

Implementing the Plan during a Fire Exit Drill or Evacuation

How to evacuate an individual with special needs:
- At the sounding of the alarm, all students, including those with disabilities who are able to do so, shall evacuate the building to their designated safe area. Students with special needs who cannot evacuate the building shall report to the nearest accessible Evacuation Staging Area with a staff member who will assist them. The staff member shall remain with the student at all times.

- Staff members who are supervising students or staff with special needs at Evacuation Staging Areas shall report their status to the Site Administrator (or designee) by telephone or radio. The Site Administrator (Site Incident Commander) will report this information to the Fire Department.

As the school evacuates, the Site Administrator or designee shall take with them:
- A copy of the Evacuation Plan for Individuals Needing Assistance
- Floor plans showing the location of all Evacuation Staging Areas

Accounting for Students in the Event of an Emergency or Evacuation

This Emergency Response Plan establishes procedures to account for students and staff in the event of an emergency or evacuation.

If a school-wide emergency occurs or an evacuation takes place, the Site Administrator and teachers must account for all students, staff, and visitors.

This will only be possible if evacuations are done in an orderly manner and students are practiced in the procedure. All students, staff and visitors must be accounted for when:

Take an accounting when:
- The fire alarm signals an evacuation
- The Site Administrator gives a directive to evacuate the building (directed evacuation)
- The Site Administrator gives a directive to Lockdown or Shelter-in-Place

Site Administrators must account for all students and staff by ensuring that teachers take attendance and report missing students. During an evacuation, building security or designated school staff will sweep the building to make sure no person remains inside. Taking attendance as soon as students have evacuated the building ensures every person is accounted for and safe.

Keep Updated Student Rosters and Visitor Logs

To successfully account for all students, teachers and school secretaries must keep an updated student roster and daily attendance. It is critical that school secretaries routinely update student emergency contact information in the student information system. Secretaries must take the visitor log with them if the school evacuates.

3.8

School Secretaries MUST:
- Print Student emergency contact information and place it in a binder
- Label and place the binder in an obvious location in the main office
- Inform the Site Administrator and staff of the location of the binder
- Provide the Site Administrator with the school visitor log or sign in sheet in the event of an evacuation

Teachers MUST:
- Keep an updated list of students in their classroom
- Take daily attendance
- Use the student roster to take attendance during an emergency

Account for Individuals Needing Evacuation Assistance

This Preparedness section of the Emergency Response Plan includes procedures for evacuating and accounting for students and staff with special needs who need evacuation assistance. If individuals with disabilities are unable to exit the building, they will be supervised and directed to an Evacuation Staging Area to await evacuation assistance. Site Administrators and teachers must account for students or staff with special needs at Evacuation Staging Areas. Post a list of students and/or staff needing evacuation assistance at the fire alarm panel.

Teachers are Responsible for Accounting for Students

Accounting for students is the responsibility of teachers. Teachers directly supervise students and are responsible for directing them to safety during an evacuation, lockdown, or shelter-in-place directive. Teachers take attendance and report any missing students to the Site Administrator.

The Site Administrator is Responsible for Accounting for Staff and Visitors

Accounting for staff and visitors is the responsibility of the Site Administrator. Site Administrators are also responsible for obtaining student attendance from teachers and conveying information about missing students to emergency responders. The Site Administrator and Student Supervision Coordinator actively seek teacher's attendance and forward this information to the Fire Department, and Police Department.

The Site Administrator also accounts for visitors listed on the school visitor sign-in sheet.
It is difficult to account for all students at high schools. This is because high school students tend to leave the site. As a result, the best practice is to make certain that NO person remains inside the school building. The Site Administrator must ensure that designated school staff conducts a thorough sweep of the building. In serious emergencies, contact with each parent/guardian will ensure that all students have been accounted for.

Accounting for Students, Staff and Visitors in the Event of an Emergency or Evacuation

Procedures vary slightly depending on whether the directive is to evacuate (leave the building) or to shelter-in-place/lockdown (stay in the building). However, the objective is the same: To account for all students and confirm they are safe (take attendance and report missing students).

Procedures for Accounting for Students, Staff, and Visitors during an Evacuation
- Teachers/staff supervise student's evacuation to Outside Assembly Areas and take the student roster with them.
- Designated school staff sweep and clear school building.
- Teachers/staff who are responsible for special needs students needing evacuation assistance must (1) supervise them, (2) direct them to Evacuation Staging Areas, and (3) notify the Site Administrator.

3.9

- Use **RED** and **GREEN** cards to let First Responders and Emergency Response Team know what is going on.
- Teachers/staff remain with students, take attendance, and report missing students to the Site Administrator.
- Site Administrator notifies emergency responders about any special needs students or staff awaiting evacuation assistance.
- Site Administrator reports any missing students to the Fire Department, Police Department and the District Office.
- Site Administrator accounts for all staff and any visitors listed on the school visitor log or sign-in sheet.
- For serious emergencies (fire, explosion, gun violence), Site Administrator checks the Teacher's reported attendance against the Secretary's updated student roster.

Reuniting Students and Parents/ Guardians in the Event of an Emergency or Evacuation

In the event of a serious emergency, it is possible that the school may have to reunite students with parents outside of the regular school schedule. For example, this might happen if a Police situation forces the lockdown of a school and the release of students is delayed beyond the school day. It may also be necessary if a fire at a school requires that students be evacuated to an alternative location. Student-Parent reunion may occur either at or away from the school site.

In general, students should only be released to a parent or guardian that is listed as an emergency contact in the student information system. Emergency situations call for the exercise of discretion and school officials will exercise due diligence in making sure students are returned safely to parents or guardians.

Procedures for Reuniting Students and Parents/Guardians

If there is a need to reunite students and parents following an emergency situation, the following procedures are recommended:
- The Reunification Coordinator will coordinate the return of students to parents/guardians in partnership with the Site Administrator
- School staff or their designees should use school binder with student's emergency contact information to call parents/guardians and request they pick up their child at a designated location
- It may be helpful to use tables organized by student's last names' to facilitate the reunification and sign-out process
- School staff should have parents or guardians sign-out their child directly next to their child's name in the binder that has students emergency contact information
- School staff should confirm parent/guardian identity by requiring them to show a photo ID
- Do not release any student without parent or guardian permission, and do not release a student to anyone other than those whose name(s) appear in the student's emergency contact information (unless a confirmed parent or guardian gives verbal permission over the phone

Important Considerations for Reunification
- Contact a District Superintendent for consultation.
- Coordinate notification with District Office.
- Contact Transportation and other support services to determine whether students may be safely returned home on school buses.
- Consider whether you need to coordinate with day care centers, bus schedules or other activities.
- Consider whether parents need information about how trauma impacts children and/or referral for crisis recovery services.

Shelton School District Emergency Response Plan

- Consider whether after school activities including athletic events should be cancelled.
- Inform staff about Student-Parent Reunion procedures in advance so that they may efficiently implement them when needed.

Chapter 4

Emergency Response

Emergency Response

Emergency Response

When a crisis occurs, it is time to follow the emergency plan, not make a plan from scratch. However, there will always be an element of surprise and confusion when an emergency occurs. This is why emergency planning and practice are so critical.

In previous sections of this Emergency Response Plan, you learned general procedures for responding to an emergency and you prepared to respond to a crisis by developing site-specific plans. In this section, this manual provides best-practice response procedures to specific emergency events. Site Administrators/Principals or their designees may use the procedures in this section to guide their responses to a variety of potential emergencies.

Expert Recommendations When Responding to an Emergency

Emergency response experts recommend that Site Administrators (Site Incident Commanders) follow these guidelines when responding to any emergency.

Assess the Situation and Choose the Appropriate Response:

A very quick but careful assessment of the situation is essential to responding effectively to an emergency. Determine whether a crisis exists and if so, the type of crisis, the location, and the magnitude. After basic protective steps are in place, more information can be gathered to adjust later responses.

Respond Within Seconds:

When an emergency actually occurs, make the basic decisions about what type of action is needed and respond within seconds. This Emergency Response section includes clear step-by-step procedures for responding to an emergency. In addition, each school's site-specific Emergency Response Plan summarizes key information including staff roles and responsibilities during an emergency. Access these resources and use them as a guide.

Notify Appropriate Emergency

One common mistake is to delay calling 911 to activate emergency responders (i.e., police or fire departments) and to notify the district office. In the midst of a crisis, people often believe that the situation can be handled in-house. It is better to have emergency responders on the scene as soon as possible, even if the incident has been resolved by the time they arrive, than to delay calling and risk further injury and damage. For instance, it is better to have emergency responders arrive at a school to find a fire put out than arrive too late to prevent loss of life or serious property damage. Notifying the school E-Team allows staff to take steps to protect the safety of everyone involved.

Get Essential Emergency Supplies and Resources:

The Site Administrator/Principal should immediately instruct office staff and teachers to access emergency response resources. This includes the school's Emergency Response Backpack, student rosters, and classroom kits. Take these resources with you if the school is evacuated.

Expert Recommendations When Responding to an Emergency

Follow the Incident Command System:

The Site Administrator/Principal should immediately instruct office staff and teachers to access emergency response resources. This includes the school's Emergency Response Backpack, student rosters, and classroom kits. Take these resources with you if the school is evacuated.

In the event of an emergency at a school, the Site Administrator or designee will function as the Site Incident Commander. Site Administrators should expect that, in certain situations, it will be necessary to yield leadership to emergency responders as they arrive at the site – including Fire or Police Departments. In a fire, the expertise of firefighters will lead the way; in a crime, police will be in charge with school staff filling designated roles such as coordinating family-student reunification. The District Incident Commander will make decisions about district resources that are needed and coordinate with city or county emergency responders and the Site Administrator.

Decide to Evacuate or Stay in the School as Appropriate:

This step is crucial! The decision to direct students and staff to evacuate or stay in the school should be one of the first decisions made. These two key emergency responses – Evacuation or Lockdown/Shelter-in-Place – will be discussed in detail below.

Triage Injuries and Provide Emergency First Aid:

The primary goal in an emergency is to protect human life. If students, staff, parents or visitors are injured, their injuries must be attended to as circumstances allow until emergency responders arrive. Each school's site-specific emergency plan identifies school staff that are knowledgeable in first aid. Triage medical needs and treat the seriously injured to the extent of your ability.

Communicate Accurate and Appropriate Information:

During a crisis, Site Administrators/Principals should first activate an emergency response and then focus on managing the emergency situation. The role of the District Office is to be the single information source, freeing up the Site Administrator to provide for the safety and needs of students, staff, and parents. Parents/Guardians and community members will receive reliable and useful information about an unfolding situation through the Public Information Officer (PIO).

Document Your Actions:

School personnel responding to an emergency should write down actions taken during the response. This will provide a record of appropriate implementation of the emergency plan. Keep all original notes and records as these may be considered legal documents. The Site Administrator should collect and file all documents. Paper and pens should be provided in the Emergency Response Backpack.

Use Plain Language to Give Directives

Communication is essential when responding to an emergency. To activate the school *Emergency Response Team (E-Team)*, the Site Administrator should call them directly or make an announcement to have them report. To direct students, the Site Administrator may make an announcement via the public address (PA) system or a megaphone or direct teachers to have students perform a specific action.

It is strongly recommended that Site Administrators and school staff communicate in an emergency simply by stating the facts. FEMA recommends simply using plain language rather than codes. State requests clearly and calmly. Use plain language that reassures students and staff that you are in control. When making an announcement, it is essential that you repeat the announcement at least twice. Keep in mind that teachers and students may be involved in a noisy activity such as playing loudly in a gym class. The first announcement will quiet them down, the second will ensure they hear, understand and act.

The emergency response procedures in this section provide suggested language that Site Administrators may use to direct staff and students to perform necessary actions.

Shelton School District Emergency Response Plan

Site Administrators may use when responding to an emergency:

To Activate the School "E-Team":

"Attention staff. Please listen closely. Members of the school E-Team please come to the main office immediately." (You could announce their names.)

To Direct Teachers to Prepare to Evacuate the Building:

"Attention staff. Please listen closely. Please prepare to evacuate the building immediately. Teachers, proceed to your designated safe area. Take your student roster and classroom kit with you. Please evacuate now."

To Direct a School Lockdown:

"Attention staff. Please listen closely. Please lock your classroom doors immediately. Lock windows. Move students away from windows."

To Direct Staff and Students to Enter the School Building:

"Attention staff and students. Please listen closely. Clear the playground and come inside the building. Teachers and students return to your classrooms."

NOTE: Use the term "E-Team" for the Emergency Response Team to avoid unnecessary anxiety—an "emergency" can be anything from a minor to major event.

In the event of an emergency, the Site Administrator must notify the First Responders (911), the District Office and any other programs onsite of the critical incident. The District Office will determine whether the incident can be managed by school/district resources and may take additional action.

A Key Decision—"Stay Safe" or "Leave Safe"

Knowing what to do in an emergency is not overly complicated. Basically, Site Administrators must quickly assess the situation and decide what plan of action will best provide safety and protect property. Many factors might be considered, such as whether a specific response could contain the danger, or whether the emergency involves a few people or the entire school. Emergencies differ and, therefore, require different responses.

A **Lockdown/Shelter-in-Place** or **Evacuation** generally will be ordered when a situation presents a danger to a large portion of the student body. Your decision will be based on the nature of the situation and whether the school building is a safe place. Your answer will result in a key decision: To either stay in the school or evacuate.

Response Procedures and Protocols

The remainder of this section presents emergency response procedures and protocols for specific situations. The procedures were written in a manner that Site Administrators could use as a quick reference guide. However, there is NO substitute for familiarity with these procedures and practice.

Shelton School District Emergency Response Plan

Shelter-in-Place
Whenever an emergency situation presents itself such that it is safer for students and staff to remain inside the school building, the superintendent, principal or designee may order "shelter-in-place." This response action is initiated when there has been an accidental or intentional release of a chemical, radiological, or biological contaminant in the vicinity of the school. "Shelter-in-place" may also be called for in response to severe weather.

Shelter-in-Place Procedures:
• Notify District Office
• Notify staff and students
• Order facilities manager or custodian to shut down air circulation system
• Turn on radio and monitor updates
• Activate Parent Alert Telephone System (parent phone tree, if one is in place)
• Post signs on exterior windows, if there is time and it is safe to do so

Shelter-in-Place During:
• Explosion
• Hazardous Materials Incident
• National Security Emergency
• Radiological Incident
• Severe Weather
• Transportation Accident

Make an announcement over the PA system:
"Attention staff and students! Please listen closely. Clear the playground immediately and come inside the building. Teachers and students return to your classrooms."
Repeat twice

Post signs if it is safe to do so:
"This School is Sheltering-in-Place. Do NOT attempt to enter any office or building"

NOTE: If you do not have a PA system, and it is safe to do so, send runners to each classroom with the information above. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

Procedures for Accounting for Students, Staff and Visitors during Shelter-in-Place
During an emergency, accounting for students, staff and visitors is an urgent priority. Follow these procedures for accounting for everyone.
- Teachers/staff move students to safe locations within building (e.g., away from outside walls and windows).
- Teachers keep their student roster with them.
- Designated school staff clear hallways and bathrooms and direct students to secure locations.
- Teachers/staff remain with students, take attendance and report missing students to the Site Administrator (Site Incident Commander) or Operations Team by any means possible.
- In case of missing student, Site Administrator attempts to locate and report any missing students to the Fire Department, Police Department and District Office.
- Site Administrator accounts for all staff and any visitors listed on the school visitor log or sign-in sheet.

4.4

Special Note: Sheltering Rooms

- Avoid overcrowding by preselecting 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 precut 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 hardwired 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.

4.5

Whenever an emergency situation presents itself such that it is safer for students and staff to remain inside the school building, the superintendent, principal or designee may order "Lockdown." "Lockdown" generally will be ordered when a situation presents a danger to a large portion of the student body. The Site Administrator may modify the lockdown or make a planned release from lockdown if the danger is contained or has subsided.

Lockdown Procedures:
- Keep all exterior doors locked
- NO person is allowed to enter or leave the building
- Make an announcement that children and staff may move within the building as the situation indicates (e.g., students may move from class to class, go to the bathroom)
- If Incident Commander deems it safe enough, staff/students can use site facilities
- Teachers are to continue as normally as possible with lesson plan
- Site Administrator will announce the "ALLCLEAR" when it is safe to resume normal school function

Lockdown During:
- Civil Unrest
- Police pursuit

Make an announcement over the PA system:
"Attention staff. Please listen closely. Please lock your classroom doors immediately. Lock windows. Move students away from windows."
Repeat Twice

NOTE: Direct teachers to continue as best they can until given the "All Clear" sign.

Procedures Accounting for Students, Staff and Visitors during Lockdown

During an emergency, accounting for students, staff and visitors is an urgent priority. Follow these procedures for accounting for everyone.

- If deemed safe to do so, Site Administrator will clear hallways and bathrooms and direct students to secure locations. Also, Site Administrators can allow teachers/staff and students use of facilities if safe
- Teacher lockdown, teachers/staff lock doors and move students to safety within the classroom
- Teachers/staff who are responsible for special needs students needing evacuation assistance must (1) supervise them (2) direct them to Evacuation Staging Areas, and (3) notify the Site Administrator
- Teachers/staff remain with students, take attendance, and report missing students to the Site Administrator (Site Incident Commander) or Operations Team by e-mail or phone
- In case of missing student, Site Administrator attempts to locate and report any missing students to the Fire Department, Police Department, District Office and Search & Rescue Team
- Site Administrator notifies emergency responders about any special needs students or staff awaiting evacuation assistance
- Site Administrator accounts for all staff and any visitors listed on the school visitor log or sign-in sheet
- For serious emergencies (fire, explosion, gun violence), Site Administrator checks the teacher's reported attendance against the secretary's updated student roster

4.6

Emergency Lockdown Procedures:
- Direct a sweep of the hallways and bathrooms, and move all students into secure rooms
- Teachers/staff/students lock and barricade all doors
- Keep Classroom doors locked and blinds down
- Direct the facility manager/staff to lock all exterior doors
- Direct teachers/staff to lock all interior doors
- Direct teachers/staff to lock all exterior windows
- Direct teachers/staff to create a U-shaped fort in the classroom, away from the entrance, and instruct students to hide inside the fort covered in a low position. Keep children out of sight
- Do not let visitors/students/staff enter or exit your classroom. Doors are to remain locked at all times
- Teachers/staff remain with students, take attendance and report missing students to the Site Administrator (Site Incident Command) or Operations Team by e-mail or phone
- Direct teachers/staff to instruct students to turn off all cell phones. Teachers/staff should use class phones or cell phones only to report information about the intruder or to report a serious injury. Otherwise, the office administrators will be the only ones to communicate with teachers and staff
- Direct teachers to keep computers on to communicate via e-mail
- Direct teachers/staff to turn off all lights and instruct students to remain calm and quiet
- NO person is allowed to enter or leave the building. Under no circumstances should students or staff outside classrooms be allowed to enter a classroom once Code RED Lockdown has been initiated. Doing so could jeopardize the safety of the students and staff within the room

An Emergency Lockdown MAY begin when The Site Administrator (Incident Commander) makes an announcement over the intercom:
"This is an Emergency Lockdown. Immediately close your doors and begin lockdown."
Repeat Twice

Place a large sign in the front entrance:
"This school is under emergency lockdown. No person may enter or leave. Please move away from the school building." Please contact_____ for further information"

NOTE: Do not place any signs under the door.

- In case of missing students, Site Administrator attempts to locate and report any missing students to the Fire Department, Police Department and District Office
- Direct teachers/staff to keep doors locked until proper law/fire/school administrator arrive and identify themselves with the code words. The code words will be both the current MONTH_____ and DAY_____
- The Site Administrator will advise staff to prepare for evacuation or other steps as required by emergency responders.
- Site Administrator accounts for all staff and any visitors listed on the school visitor log or sign-in sheet.
- In the event of a required evacuation, direct teachers/staff to lead students in evacuation of classrooms in orderly lines with their hands on their heads. Teachers/staff should instruct students to remove large clothing and take only necessary materials with them in their pockets. Do not bring any bags or containers outside during evacuation. Law/fire enforcements must visibly see that students are not concealing other weapons
- The Site Administrator will release students from lockdown in an orderly manner after consultation once law/fire officials deem site is safe.

4.7

EXAMPLE: Law enforcement identifies themselves with the code:

"NOVEMBER. Attention, this is the swat team. Please open the door"

Teacher/staff responds with the code:

"TUESDAY."

Proceed to open doors for the proper authorities.

Emergency Lockdown during:
• Shooter on campus
• Demonstration
• Terrorist attack

Earthquake

Duck and cover is a self-protective action called for whenever there is immediate danger from flying objects and/or falling debris. Usually initiated in earthquakes, it is an appropriate response for a number of different threats, such as severe weather or shooter-on-campus.

Duck, Cover and Hold on Procedures
- Sound alarm for situations other than earthquake
- Notify staff and students
- When the threat passes, make "All Clear" announcement and issue call to "Resume Regular Activities" or direct another response action (such as Evacuation, Cancellation or Closure of School Students, staff, and employees drop immediately to the floor and crawl under their desks (or a table or work bench). Use one hand to hold onto the furniture/table and the other to cover the back of your neck

Indoors
- Stay put until "All Clear" announcement is made
- Check for injuries and make sure everyone is accounted for

Hallways and Bathrooms
- Kneel next to a bare, inside wall and place your hands over the back of your neck
- Stay put until "All Clear" announcement is made
- Check for injuries and make sure everyone is accounted for

Outdoors
- Move away from trees, billboards, signs, buildings, electrical wiring and power poles
- Drop to the ground and cover the back of your neck with your hands
- Stay put until "All clear" announcement is made
- Check for injuries and make sure everyone is accounted for

Duck, Cover and Hold On during:
• Civil unrest
• Explosion
• Landslide
• Major earthquake
• National Security emergency
• Terrorism
• Transportation accident
• Winter storm

The call to "duck and cover" is usually initiated by classroom teachers. In the event of an earthquake, the ground-shaking initiates the Duck, Cover and Hold On procedures.

Make an announcement over the PA system*:
"Duck, cover, and hold on. Stand-by for further instructions." Repeat Twice
*If you do not have a PA system or bell code system, and it is safe to do so: send runners to each classroom with above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

NOTE: After an earthquake, remember to stay alert for aftershocks!

Fire or Explosion

Fire or Explosion

What: A fire is any destructive occurrence of flame and combustion. An explosion is a sudden, violent release of gas, heat, or energy. Examples of a fire or explosion include: a trashcan fire, burning building, smoke bomb, explosion in a chemistry lab, etc.

Why: A school building must be evacuated in the event of a fire or explosion.

Who: Any staff member must immediately report a fire or explosion. The Site Administrator must be notified immediately.

Response
- Assess the situation
- Call 911 if indicated
- Pull the fire alarm to initiate a building evacuation
- Call the District Office
- Take action to suppress the fire
- Follow fire evacuation procedures
- Direct all students and staff outside the building
- Direct students and staff to Outside Assembly Locations a minimum of 100 feet from the building
- Sweep all floors as the building is evacuated
- Check Evacuation Staging Areas
- Account for all students
- Account for disabled students at Evacuation Staging Areas
- Consult with Fire or E-Team to determine whether to evacuate to an Off-Site Emergency Evacuation Location, or if school is to be dismissed
- Reunite students and parents in a systematic manner, signing out all students to parents as indicated
- Do not re-enter the building until given an "all-clear" by the Fire Department and Facilities
- Document actions and complete School/Site Incident Report

Important Details

Re-entering the building:
Although the Fire Department may have extinguished a fire, the building may be unsafe for re-entry. After a fire, re-entry to the facility must be approved by Facilities.

Reporting fires:
All fires must be reported to the Fire Department. Even fires that are found already extinguished must be reported (e.g., a trash can fire that is found burned out in a bathroom).

Students with disabilities:
Notify the Fire Department immediately if students are waiting for assistance at Evacuation Staging Areas. The daily schedule of these students and staff is posted at the fire alarm panel.

Move a safe distance from the building: After evacuating, students should be moved away from busy streets or areas that may pose a safety concern. Move a minimum of 100 feet away from the school building.

Shelton School District Emergency Response Plan

Evacuation

This emergency response activity is initiated when it is determined that it is not safe to remain in school buildings or to stay on campus. In this situation, students and staff are moved to a safer location either on or off-site.

What:	A directive to evacuate that moves all students, staff, and visitors to safety outside the school building.
Why:	To evacuate when conditions outside are safer than those inside the building (e.g., fire, explosion, hazardous spill, bomb threat).
Who:	The Site Administrator/Principal (or their designee) is the only person who may give a directive to evacuate.
How:	Do NOT activate fire alarm. Notify the District Office

The Site Administrator decides the school must be evacuated and makes an announcement:
"Attention staff and students! Please listen closely. Teachers and students, evacuate the school immediately. Teachers, take your student roster and Classroom Kit with you. Proceed to your designated Outside Assembly Location. Please evacuate now."

Procedures for Evacuation:
- Activate the school "E-Team" and coordinators for assistance
- Take the emergency backpack/box and the ERP with you
- Confirm the building was swept to ensure no person is inside
- Confirm presence of special needs students or staff at Evacuation Staging Areas
- Collect Attendance from teachers and identify missing children
- Report missing children to the Police or Fire Incident Commander
- If Outside Assembly Locations are not safe:
    Inform District Office that you need assistance from Transportation
- Move children to an off-campus evacuation location on your ERP
- Implement procedures for reuniting students and parents if needed

Important Details

Building Re-entry:
Consult with Facilities and the Fire Department to determine when it is safe to re-enter the building

Reuniting students and parents:
Refer to the Preparedness section of this manual for procedures to reunite students with parents. All students must be accounted for and signed out in the school's binder, which has emergency contact information. Direct the Student-Parent Reunion coordinator to facilitate this task

Directed evacuation:
The fire alarm is not activated during a directed evacuation. The evacuation is ordered by announcement. Elevators remain functional

Evacuation is initiated in case of:
• Civil unrest
• Dam failure
• Explosion   **4.11**

• Fire on campus
• Flood
• Gas leak
• Hazardous materials incident
• Landslide
• Major earthquake
• National Security emergency
• Terrorism
• Transportation accident
• Wildland/urban interface fire
• Winter storm

NOTE: Make the megaphone announcement after the building evacuates

Procedure for Accounting for Students, Staff, and Visitors during an Evacuation

During an emergency, accounting for students, staff and visitors is an urgent priority. Follow these procedures for accounting for everyone.

- Teachers/staff supervise students' evacuation to Outside Assembly Areas and take the student roster with them
- Designated school staff sweep and clear school building
- Teachers/staff who are responsible for special needs students needing evacuation assistance must (1) supervise them (2) direct them to Evacuation Staging Areas, and (3) notify the Site Administrator
- Teachers staff remain with students, take attendance, and report missing students to the Site Administrator (Site Incident Commander) or Operations Team
- Site Administrator notifies emergency responders about any special needs students or staff awaiting evacuation assistance
- Site Administrator notifies emergency responders about any special needs students or staff awaiting evacuation assistance
- Site Administrator reports any missing students to the Fire Department, Police Department and/or Search and Accountability Team
- Site Administrator accounts for all staff and any visitors listed on the school visitor log or sign-in sheet
- For serious emergencies (fire, explosion, gun violence), Site Administrator checks the Teacher's reported attendance against the Secretary's updated student roster

Procedure for Accounting for Students, Staff and Visitors

In the event of a serious emergency, it is possible that the school may have to reunite student with parents outside of the regular school schedule. For example, this might happen if a police situation forces the lockdown of a school and the release of students is delayed beyond the school day. It may also be necessary if a fire at a school requires that students be evacuated to an alternative location. Student–Parent reunion may occur either at or away from the school site.

In general, students should only be released to a parent or guardian that is listed as an emergency contact in the student information system. Emergency situations call for the exercise of discretion and school officials will exercise due diligence in making sure students are returned safely to parents or guardians.

4.12

Procedures for Reuniting Students and Parents/Guardians:

If there is a need to reunite students and parents following an emergency situation, the following procedures are recommended:

- The Reunification Coordinator will coordinate the return of students to parents/guardians in partnership with the Site Administrator.
- School staff or their designees should use school binder with student's emergency contact information to call parents/guardians and request they pick up their child at a designated location.
- It may be helpful to use tables organized by student's last names (e.g. A-L, L-Z) to facilitate the reunification and sign-out process.
- School staff should have parents or guardians sign-out their child directly next to their child's name in the binder that has students' emergency contact information.
- School staff should confirm parent/guardian identity by requiring them to show a photo ID.
- Do not release any student without parent or guardian permission, and do not release a student to anyone other than those whose name(s) appear in the student's emergency contact information (unless a confirmed parent or guardian gives verbal permission over the phone).

4.13

Hazardous Material Spills

Hazardous Material Spills
> **What:** Hazardous Material Spill refers to the spill of products or compounds that are flammable, reactive, corrosive or toxic which may pose a substantial hazard to human health or the environment.
> **Why:** Hazardous material spills pose an immediate risk to safety
> **Who:** The Site Administrator should be notified immediately by any staff member aware of a hazardous material spill.

Response
- Do NOT try to clean up the spill.
- Do NOT pull the fire alarm (as it will lock the elevators).
- Call 911 to activate the Fire Department and HAZMAT.
- Call the District Office.
- Contain the hazardous material spill by closing doors and windows.
- Decide to clear a specific area or to evacuate the school and issue a directive.
- Identify (and get the names of) all students, staff, and visitors that have had contact with the hazardous material(s).
- Quarantine all exposed individuals in a designated room away from danger (so they be treated/decontaminated).
- Complete the School/Site Incident Report and the Pupil Accident Report.

Important Details

Re-entering the building
Affected rooms and or the school may NOT be re-entered until permission is given by Facility Services.

<div align="center">4.14</div>

Bomb Threat

Bomb Threat

What: A bomb threat is a threat that an explosion of some type will occur. The threat may be delivered in writing, or by email, video, telephone, etc.

Why: To gain as much information as possible about the threat and to act to move all students, staff and visitors to safety if necessary.

Who: The recipient of the threat must try to gain as much information about the threat as possible and immediately call 911 to report the bomb threat.

The Site Administrator or designee must take action to ensure the safety of everyone in the school. The Site Administrator may give an order to evacuate the school (Directed Evacuation) in an urgent emergency, but consultation with the District Office is advised.

Person Receiving Bomb Threat:
- Talk to caller; do not hang up; complete the Bomb Threat Checklist.
- Signal someone to call 911 while you are on the phone.
- Call 911 immediately.
- Call the District Office immediately.
- Notify the Site Administrator immediately.

Site Administrator:
- The Site Administrator decides if a lockdown or evacuation is needed.

For Lockdown:
- Make Announcement that all students are to remain in class.
- Sweep any potentially dangerous areas.
- Do NOT move or touch suspicious items such as packages or boxes.
- If a suspicious item is found, report the suspicious item to 911, Police, and/or Fire Department.
- Notify the District Office.
- Evacuate the area if indicated.
- Evacuate the school if indicated.

To Direct a School Lockdown, Announce:
"Attention staff. Please listen closely. Please lock your classroom doors immediately. Lock windows. Move students away from windows."

Important Details
Evacuation, lockdown, and/or search:
Consider having students remain in classrooms while a reasonable search is made. Do not put students in harm's way by having them evacuate through an area that could contain the bomb. Quickly sweep evacuation routes before allowing students through them.

Decision to cancel school:
Consider a plan to send students home if an explosive device is found or a more thorough search is necessary. Make decisions in collaboration with Superintendent, Police and or Fire Departments.

Evacuation:
- Prior to evacuation, sweep the evacuation routes to check for suspicious items (i.e., the bomb)

- Do NOT move suspicious items, packages, boxes, etc.
- Decide what evacuation routes should be used to avoid dangerous areas.
- Make Announcement to evacuate the building and specify by which routes.
- Do NOT allow students and staff into dangerous areas.
- Direct teachers to ensure students quietly exit the building.
- Account for all students and staff.
- Refer all media inquiries to the Public Information Officers.
- Work with Police, Fire and the District Office to determine if it is safe to reenter the building.

Decision to cancel school:
Consider a plan to send students home if an explosive device is found or a more thorough search is necessary. Make decisions in collaboration with Superintendent, Police and or Fire Departments

PA Announcement Sample Script

Teachers direct students to exit the building quietly:
"Attention staff and students! Please listen closely. Teachers and students, prepare to evacuate the building. Avoid the _____ area. Do NOT enter the _____ area. Do NOT use cell phones or pagers. Teachers, take your student roster with you. Proceed to your designated Outside Assembly Location. Please evacuate now."

(Optional) *"Students in the hallway, leave the building immediately and check in with the nearest teacher. Members of the school E-Team report to_____.")*

Repeat Twice

Suspicious Package/Mail/Email

Characteristics of suspicious letters or packages:
- Origin – Postmark doesn't match the city of the return address, name of sender is unusual or unknown, or no return address is given
- Postage – Excessive or inappropriate postage
- Balance – The letter is lopsided or an unusually thick weight or seems heavy for its size
- Contents – Stiffness or springiness of contents; protruding wires or components; oil on outer wrapping or envelope; feels like it contains powdery substance
- Smell – Particularly almond or other suspicious odors
- Writing – Handwriting of sender is not familiar or indicates a foreign style not normally received by recipient or cut-and-paste or run-on-block letters are used. Common words, names or titles are misspelled or special instructions like "fragile," "confidential," or "do not delay" are present. Title, but no name

If the letter or package is a mail bomb, the letter or package may also have:
- Protruding wires or aluminum foil
- Strange odors or stains
- Unusual amount of tape
- Buzzing, ticking, or a sloshing sound
- Irregular shape, soft spots or bulges
- Excessive weight for its size
- Letter bombs may feel rigid or appear uneven or lopsided

Shelton School District Emergency Response Plan

Gun or Weapon on Campus

Gun or Weapon on Campus Expanded Guidelines
If a teacher becomes aware of a firearm or weapon on campus, s/he should contact the front office immediately without alerting student(s) or the suspect(s), if at all possible. These are suggested methods of notification

What:	A weapon is considered a knife, firearm or similar appearing device that could be used to inflict harm and that is detrimental to the welfare or safety of students.
Why:	Any weapon on school grounds is dangerous! Immediate action must be taken to provide for safety.
Who:	Any staff member must report the presence of a weapon on school grounds. Notify the Site Administrator immediately. The Site Administrator must take immediate action to mitigate danger and ensure the safety of everyone in the school.
How:	When a Weapon is reported:

Response:
- Call 911/ Notify campus security officers.
- Notify the District Office.
- Keep reporting student(s) in the main office.
- Reporting student(s) may remain anonymous.
- Use extreme caution and do NOT confront the suspect.
- Determine if a Lockdown or Evacuation is needed.
- Consider having police investigate the situation.
- Conduct a thorough search of all school property, as indicated.
- Conduct a thorough search of personal property (backpacks, automobiles, jackets, purses, etc.).
- Conduct a thorough search of student, or delegate search of student to a police officer as indicated for obvious safety reasons.
- Follow all search procedures.
- Document that you are delegating search to a law enforcement officer given potential safety concern.

Student Observes Weapon

Send reporting student to the office if possible
- The student may remain anonymous

Teacher Observes/Learns of Weapon
- Send sealed message with trusted student to the Site Administrator.
- Seek assistance from another teacher to report the incident.
- Report your name and location.
- Give the name and a description of the suspect.
- Describe the type of weapon and location if possible.
- Discreetly call the police if possible.
- Wait for a response from administration.
- Use extreme caution; do not confront the suspect.

When a Weapon is Brandished
- Assess the situation
- Call 911 if possible

- Notify the District Office

The Site Administrator should decide to:
- Clear the site or evacuate
- Secure the area or initiate a lockdown
- Remain calm; avoid sudden moves or gestures
- Do NOT attempt to take the weapon from the individual
- Using a calm and clear voice, instruct the individual that they need to place the weapon down
- Use the individual's name while talking to

When a Weapon is Found
- Secure the area if a firearm is found; do not touch a firearm
- Confiscate any weapon that is not a firearm and secure as evidence
- If a weapon is found, call 911 or Police non-emergency as indicated
- Call the District Office
- Take statements from students and/or staff witnesses as indicated
- Follow appropriate discipline procedures and notify parent(s)
- Refer media request to the Public Information Officer
- Debrief all students or staff involved
- Provide for counseling services as needed

Shooting or Stabbing

A shooting refers to the discharge of a gun/firearm with or without injury to a person. A stabbing refers to an aggressive gesture with a knife or sharp weapon that causes injury to a person. Any staff member should call 911 and the District Office immediately in the event of a shooting or stabbing. The Site Administrator should be notified immediately.

Response
- Call 911 immediately
- Notify the District Office
- If known, describe assailant: age, height, weight, color of hair, color of eyes, clothing, and type of vehicle
- Provide for the ongoing safety of students and staff and initiate a Lockdown or Directed Evacuation if indicated
- Administer first aid as indicated
- Cooperate with Police action
- Do not disturb crime scene
- Identify witnesses and assist Police in taking statements
- Follow procedures to notify victim's parents/guardians (police may make notification)
- Follow procedures to notify assailant's parents/guardians (police may make notification)
- Document Action

RUN: Evacuate If Possible

- If there is considerable distance between you and the gunfire/armed person, quickly move away from the sound of the gunfire/armed person. If the gunfire/armed person is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
- Leave your belongings behind.
- Keep your hands visible to law enforcement.
- Take others with you, but do not stay behind because others will not go.
- Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the shooter.

HIDE: Hide silently in as safe a place as possible

- If the shooter is in close proximity and you cannot evacuate safely, hide in an area out of the armed person's view.
- Choose a hiding place with thicker walls and fewer windows, if possible.
- Lock doors and barricade with furniture, if possible.
- Turn off lights
- Silence phones and turn off other electronics.
- Close windows, shades and blinds, and avoid being seen from outside the room, if possible.
- If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.
- Remain in place until you receive an "all clear" signal.

4.20

FIGHT: Take action to disrupt or incapacitate the shooter

- As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
- Attempt to incapacitate or disrupt the actions of the shooter.
- Act with physical aggression toward the shooter.
- Use items in your area such as fire extinguishers or chairs.
- Throw items at the shooter if possible.
- Call 911 when it is safe to do so.

Immediately after an incident:

- Wait for Local Law Enforcement officers to assist you out of the building, if inside.
- When law enforcement arrives, students and employees must display empty hands with open palms.

Note:

- Understand that gunfire may sound artificial. Assume that any popping sound is gunfire.
- If there are two or more persons in the same place when a violent incident begins, you should spread out in the room to avoid offering the aggressor an easy target.
- Be mindful that violent attacks can involve any type of weapon, not just a gun. Knives, blunt objects, physical force or explosives can be just as deadly as a gun. The suggested actions provided here are applicable in any violent encounter.
- Plan ahead: Visualize possible escape routes, including physically accessible routes for students and staff with disabilities and others with limited mobility.

The Site Administrator decides the school must be evacuated and makes an announcement:
"Attention staff and students! Run, hide, fight immediately!

Threats

Threats

What: A threat is an expression of intent to harm a person or property. A threat can be spoken, written, or symbolic (e.g., a gesture). A threat can be direct, indirect, veiled or conditional (see Expanded Guidelines below).

Why: All threats must be taken seriously and evaluated to address safety concerns. Action must be taken to prevent harm from being carried out. A threat may be a crime.

Who: Any staff member must immediately report and respond to a threat. The Site Administrator should be notified immediately.

How:

Response

- Call the District Office
- Call 911 if there is imminent danger
- Detain the student making the threat to keep others safe from harm
- Do not allow access to backpack, purse, locker, and other personal property
- The Site Administrator should convene a school team to evaluate the threat
- Direct the building team to evaluate the threat
- Conduct search of school and personal property following procedures
- Receive findings from the threat assessment team
- Determine if disciplinary action and/or Police involvement is required
- Notify parents of situation, concerns, and course of action
- Complete School/Site Incident Report
- Send report the District Office

Important Details

Team Approach:
Threat assessment should not be performed by a single individual. There may be a coordinating staff member, but it is essential to share and discuss information with all members of the threat assessment team. This enhances decision making by ensuring that different perspectives are represented (e.g., psychological, administrative, medical, etc.) and discussed.

Access to weapons:
Depending on the nature of the threat, it is essential that a student's access to weapons, especially firearms, be evaluated. Consider access at the homes of parents, friends and relatives. Ask parents about weapons access and advise them about safe storage. Inform them that potential for dangerousness is highest when a child is in emotional distress and the child has access to a means to do harm.

Threats Expanded Guidelines

Guidance from the U.S. Department of Education
Two key publications guide the assessment of dangerous situations in schools. The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States (U.S. Secret Service, U.S. Department of Education, 2002) presents findings from a retrospective analysis of 37 incidents of targeted violence. This document reviews psychological and behavioral factors that have contributed to school related violence and provides recommendations for evaluating and preventing violence.

The second publication Threat Assessment in Schools: A Guide to Managing Threatening Situation and to Creating Safe School Climates (U.S. Secret Service, U.S. Department of Education, 2002) provides guidelines for evaluating threatening situations. The guide highlights the importance of a team approach to information seeking, evaluation, and intervention so that potential instances of targeted violence may be disrupted. It is strongly recommended that members of school threat assessment teams become familiar with these important publications.

Making a Threat versus Posing a Threat
All threats must be taken seriously and evaluated. The central question is whether a student poses a threat, not simply whether the student made a threat. Evaluators must seek to understand whether the student intends to follow through with his/her threat. Base your judgments on the student's communications and behaviors (i.e., what was said and what has been done). Determine the extent to which a student is progressing on a path towards a violent act. Is there evidence to suggest movement from thought to action?

Interviews
As part of a threat assessment, members of the school team will likely interview others that know the student or have information. For example, team members may contact previous schools or Juvenile Probation to ask about court/probation involvement. The team may also elect to interview students, teachers, the target of the threat, and parents to gather information to address concerns. Look for consistency in the information provided. This will give credibility to the team's conclusions.

When interviewing, ask about:
• What was said, who heard what was said, who saw what was done
• Whether students, teachers, or parents are worried or concerned
• The student's motives, behavior, and intentions
• Grievances and/or grudges
• How parents will assist you in searches, supervision, and intervention

Questions for Analyzing Information
The U.S. Secret Service and Department of Education recommend that these 11 questions be addressed when a student makes a threat:

1. What are the student's motives and goals?
Why did the student make a threat or behave in the manner they did? Does the student have a grievance or grudge? Against whom?

2. Have there been any communications suggesting ideas or intent to attack?
What, if anything, has the student communicated to others (targets, friends, other students, teachers, family) or written in a diary, journal, or website concerning their ideas and intentions?

4.23

3. Has the subject shown inappropriate interest in any of the following?
School attacks or attackers, weapons (including recent acquisition of any relevant weapon), or incidents of mass violence (terrorism, workplace violence, mass murderers)

4. Has the student engaged in attack-related behaviors?
These behaviors might include: developing an attack idea or plan; making efforts to acquire or practice with weapons; casing, or checking out possible sites and areas for attack; rehearsing attacks or ambushes

5. Does the student have the capacity to carry out an act of targeted violence?
Does the student have the means to do harm, such as access to a weapon

6. Does the student have a trusting relationship with at least one responsible adult?
Is the student emotionally connected to, or disconnected from, other students and adults?

7. Is the student experiencing hopelessness, desperation or despair?
Has the student experienced a recent failure, loss or loss of status?
Is the student now, or has the student ever been, suicidal?

8. Does the student see violence as an acceptable or desirable way to solve problems?
Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?

9. Is the student's conversation and "story" consistent with their actions?
Does the student's behavior and information from collateral interviews confirm or dispute what the student says is going on?

10. Are other people concerned about the student's potential for violence?
Are those who know the student concerned that he or she might take action based on violent ideas or plans?

11. What circumstances might affect the likelihood of an attack?
What factors in the student's life and/or environment might increase of decrease the likelihood that he or she will attempt to mount an attack at school?

4.24

Assault and Battery

Assault and/or Battery

What: Assault is alleged or actual physical contact causing bodily harm to another person. (If indicated, see procedures for Child Abuse/Sexual Assault)

Employee to Student: Any incident of alleged physical or extreme emotional abuse or neglect of a student by a school employee could be defined as assault

Student to Student: An incident in which a student is physically injured or in imminent danger of being injured

Why: A quick response will allow for treatment of injuries, possible referral to Police, a thorough investigation, and prevention or intervention.

Who: Any staff member must immediately report an alleged or actual assault. The Site Administrator should be notified immediately.

Response
- Notify the Site Administrator
- Always call the District Office
- Call 911 as indicated
- If not an emergency, call the Police on the non-emergency line
- Give description of assailant: age, height, weight, color of hair, color of eyes, clothing, and type of vehicle
- Administer first aid as indicated
- Provide for the ongoing safety of students and staff and initiate lockdown if indicated
- Follow procedures for notifying the victim's parents
- Follow procedures for notifying the assailant's parents
- Document actions and complete School/Site Incident Report

Important Details

Collaborate with Police:
Provide information to Police as required for investigative purposes.

Discipline:
Follow procedures for student discipline as indicated.

School Bus Accident or Field Trip Emergency

School Bus Accident or Field Trip Emergency

  What: A School Bus Accident refers to a crash or wreck of a school vehicle transporting staff or children. A Field Trip Emergency occurs when students or staff are injured during a field trip.

  Why: Accidents or injuries require an immediate emergency response. Pertinent departments and/or administrators should be notified. Parents or guardians must be notified.

  Who: Any staff member must immediately report a school bus accident or injury that occurs on a field trip. The Site Administrator should be notified immediately.

Response
- The Site Administrator will receive notification of accident/injury from the Transportation radio dispatcher including: Names of students and staff, names of injured, name of hospital to which students and staff were transported
- Immediately notify parents of all the students involved in the accident
- Immediately notify parents of all students transported to medical facilities so they may give permission for medical treatment
- In partnership with Transportation, arrange for school staff to go to medical facilities to assist parents and students being treated
- Direct that students may only be released to and signed out by authorized parent or guardian
- Direct staff to remain available at the school in support roles as indicated
- Consider activating the School or District Crisis Recovery Team
- Coordinate communication and release of information with the District Office
- Document actions

4.26

Missing or Lost Child

What: A missing or lost student is any child who cannot be located after s/he is known to have reported to school, been in route to or from school or boarded a school bus.

Why: A quick response is critical so that efforts can be made to locate the child immediately.

Who: Any staff member must immediately report a missing child. The Site Administrator should be notified immediately.

Response

- Notify the Site Administrator
- Immediately conduct a search of the school building (e.g., including closets, under desks, etc.) and the grounds
- Determine when the child was last seen
- Call the District Office
- Call 911 as indicated
- Ask teachers and staff about any problems that are known regarding the child
- Provide a school picture and full description of the child (age, height, weight, color of hair, color of eyes, clothing, time last seen, where last seen, home address) to assist campus security or Police
- Contact the parents of the child involved to establish a communication plan with them
- Maintain the classroom routine for the other children
- Document actions and complete School/Site Incident Report
- When the child is found, contact all appropriate individuals

Important Details

Support:
Keep in mind that the parents of an abducted child will experience a variety of strong emotions and need considerable support. Consider how you might best support parents or guardians during this difficult time. The District Crisis Recovery Team has a variety of support resources.

Communication:
Communication about the situation should be sensitive and discreet. Contact the District Office for assistance in drafting messages to parents and children. Route all communication through the Public Information Officer.

Custody Disputes:
Treat situations involving custody disputes as a possible abduction. Obtain records and clarify the custodial arrangement for a child. Seek consultation with legal services as indicated.

Shelton School District Emergency Response Plan

Student Abduction

Student Abduction

What: Child abduction occurs when any person takes a child without proper authorization. A child may be taken forcibly, by persuasion, or by enticement.

Why: Quick response is critical so that efforts can be made to locate the child.

Who: Any staff member must immediately report a child's abduction. The Site Administrator should be notified immediately.

Response

- Immediately call 911 to report the child's abduction
- Describe what happened and describe the abductor: age, height, weight, color of hair, color of eyes, clothing, vehicle type, and location
- Call the District Office
- Conduct immediate search of school buildings and grounds
- Identify witnesses and notify police who will question witnesses
- Provide a school picture and full description of the child (age, height, weight, color of hair, color of eyes, clothing) to assist the police
- Contact the parents of the child involved to establish a communication plan with them
- Move other children away from the area of the abduction
- Maintain the classroom routine for children
- Call an emergency staff meeting if appropriate
- Consider activating the School and District Crisis Recovery Team
- Document all actions and complete School/Site Incident Report
- When the child is found, contact all appropriate individuals

Important Details

Support:
Keep in mind that the parents of an abducted child will experience a variety of strong emotions and need considerable support. Consider how you might best support parents or guardians during this difficult time. The District Crisis Recovery Team has a variety of support resources.

Communication:
Communication about the situation should be sensitive and discreet. Contact the District Office for assistance in drafting messages to parents and children. Route all communication through the Public Information Officer.

Custody Disputes:
Treat situations involving custody disputes as a possible abduction. Obtain records and clarify the custodial arrangement for a child. Seek consultation with legal services as indicated.

<u>Child Abuse and Sexual Assault</u>

What: Child abuse is generally defined as non-accidental physical or mental injury caused by the acts or omissions of the child's parents or caretakers. Any injury inconsistent with an explanation of how the injury occurred may be considered child abuse. Child abuse includes the four following types of abuse:
  - Physical Abuse: Non-accidental physical injury to a child
  - Physical Neglect: Failure on the part of the child's caretaker to provide adequate food, clothing, shelter or supervision
  - Emotional Maltreatment: The constant belittling and rejecting of a child, not providing a positive emotional atmosphere
  - Sexual Abuse: Sexual exploitation, molestation, or prostitution of a child

Why: School personnel have a legal obligation to make a report if child abuse or neglect is suspected. Suspicion or knowledge of abuse or neglect must be reported to the police.

General Principles for Reporting:
  - Follow specific reporting procedures
  - After the probability of abuse or sexual assault has been established, school staff should not question the student further
  - Provide a confidential setting for a caseworker or police officer to interview the child
  - The principal may designate one staff person with whom the child is familiar to be present during the interview

No person within the school district has the authority to veto the reporting of child abuse!

Sexual Assault is any physical contact of a sexual nature to a student, with or without, physical force or violence.

Child Abuse and Sexual Assault—Response

Child Abuse by Family or Primary Caregiver
  - Notify the Police and/or Child Welfare Services
  - Complete the Child Abuse reporting form and send copies to appropriate departments
  - Parents will be notified by a caseworker after the report is made, not by school personnel

Child Abuse by Someone Other than the Primary Caregiver
  - Notify the Police

Child Abuse by a District Employee
  - Notify the Police
  - Notify the District Office
  - Complete a School Site/Incident Report
  - Send Report to appropriate district personnel
  - Decide in partnership with the Superintendent or designee who will notify parent or guardian

Sexual Assault by Student/Other
  - Notify the Police
  - Notify the District Office

4.29

- Complete a School Site/Incident Report
- Send report to
- Decide in partnership with the Superintendent or designee who will notify parent or guardian

Sexual Assault by a District Employee:
- Notify the Police
- Notify the District Office
- Complete a School Site/Incident Report
- Send report to appropriate district personnel
- Decide in partnership with the Superintendent or designee who will notify parent or guardian

If a Caseworker Has Not Responded by Dismissal Time:
- Site Administrator may send the student home if the student does not appear to be in imminent danger
- If the caseworker is on the way, remain with the student until the caseworker arrives
- If the student is afraid to go home, refuses to go home, or is determined to be in imminent danger, call the Police and remain with the student until the police arrive
- If the child is taken into custody by the Police, the Site Administrator should notify the parent or guardian by telephone
- If parents or guardians are not reachable, complete the Notification Card, make copies, seal it in an envelope, address it to parent or guardian, and deliver to their residence.

Important Details

Communication among departments:
It is essential that all relevant departments be involved in reports of child abuse or sexual assault. Communication between Principals, Superintendent, Human Resources, Legal Services, and other departments may be called for. Child Abuse and Sexual assault should always be reported to the Police.

Collaborate with Police:
Provide information to the Police as required for investigative purposes. Copies of a child abuse report should only be provided to police upon request.

When in doubt, report!

<u>**Suicide Threat or Suicide Attempt**</u>

Suicide Threat or Suicide Attempt
 What: Suicidal ideation is having thoughts of suicide. A suicide threat is an expression that a person intends to harm himself or herself. This may be a statement. A suicide attempt is taking action to end one's own life. These are all expressions of a need for help and support and reflect possible imminent danger.
 Why: Evaluation and intervention must be immediate to protect a child and/or others from injury or death.
 Who: Any staff member must immediately report a suicide threat or attempt. The Site Administrator should be notified immediately. The Site Administrator must ensure that the child is appropriately evaluated.

When a Student is thinking about Suicide:
- The Site Administrator must ensure the student is safe
- Assign a staff member to remain with the student
- Assign a school psychologist, social worker or nurse, or other professional with mental health training to evaluate the student
- Use the Suicide Risk Assessment form to assess the student
- Notify the parent or guardian of the situation in partnership with a specialized services staff member
- Review the Emergency Response Plan on the Suicide Risk Assessment form developed by specialized services staff
- Consider having the student sign the Student Safety Contract form
- Consider having the parents sign the Parent/Guardian Emergency Conference Notice
- If a specialized service staff member cannot be reached, consider calling psychological services, social work services, nursing services, the Police or 911

Important Details

Consider the impact on other students:
It is important to consider the impact of a particular student's suicidal thinking or attempt on other students. In some cases, a student's suicide attempt has led to suicide attempts by other students.

Parental involvement:
Parents should be contacted as soon as possible in every situation involving suicidal thinking on the part of their child. Their input and support is essential to providing support and services to address concerns about their child.

Chronic suicidal threats by a child:
On occasion, a child will make ongoing suicidal threats. This is a sign that serious mental health concerns are present. Every suicidal threat must be taken at face value and evaluated to determine whether the child is in danger. Keep in mind that circumstances may change from moment to moment. In chronic cases, the help of mental health professionals in the community should be obtained (e.g., the child's therapist) with the permission of the parent or guardian. Parents should also be included in developing an ongoing Emergency Response Plan for their child.

Suicide Threat or Suicide Attempt—Response

When a Student Makes a Suicide Attempt
- The Site Administrator must take action to ensure the student is safe
- Provide immediate first aid and call 911 if indicated

Shelton School District Emergency Response Plan

- Call the District Office
- Remove all students from the area
- Notify the student's parents/guardians immediately
- Consult with a mental health professional to evaluate the student and make recommendations

Legal Issues

Several court rulings provide best practice decisions guidelines for Site Administrators and staff to follow when intervening with students that are suicidal.

- Parents must be notified when a student is suicidal (Wagon Mound Public Schools, District of New Mexico, 1998)
- School districts must offer adequate supervision of students that are suicidal (Wyke V. Polk County School Board, 1997)
- Even if a student denies suicidal intent, and collaborative teams suspect otherwise, the obligation is to notify parents (Eisel V. Board of Education of Montgomery County, 1991)

Suicide Threat or Suicide Attempt Expanded Guidelines

When Assisting a Suicidal Student, DO
- Stay with the student at all times
- Use the Suicide Risk Assessment form to conduct your assessment
- Assess the student for depression and broadly assess mental health functioning (e.g., thinking, impulse control, etc.)
- Report suicidal ideation to parents or guardians
- Listen to what the student is saying and accept the student's feelings
- Observe the student's nonverbal behavior such as facial expressions and body language which may convey more than what the student says
- Determine if a student has a plan to commit suicide and access to the means to complete the plan
- Seek consultation from a mental health professional
- Be reassuring, positive, and offer hope
- Assure the student that you will keep him/her safe and will find help
- Emphasize that there are alternatives to suicide and that the student is not the first person to feel this way
- Talk to someone about your experience after the event

When Assisting a Suicidal Student, DON'T
- Leave the student alone (even for a moment) or send them back to class
- Make deals or be sworn to secrecy; suicidal ideation must be reported to parents
- Be judgmental, debate whether suicide is right or wrong, give advice or lecture on the value of life
- Let the student convince you that the crisis is over; make sure you inform parents and develop a Suicide
- Prevention Plan that is on the Suicide Risk Assessment protocol
- Try and do too much; your responsibility to the student is to listen, assess, support, and refer the student to a trained medical professional

If a Student Completes Suicide
The loss of a student is a tragic event that will impact a number of students and staff at a school. Compassion, sensitivity and discretion are called for when deciding how to provide a supportive response to students, staff, and parents.
- Convene your school crisis recovery team and plan how to support your school

- Do NOT release personal information about the student or state that the student completed suicide
- Contact the District Crisis Recovery Team for support and to plan information to release to parents
- Contact the District for assistance in developing information to release to parents, students, and possibly the community
- Consider discussing with a student's parents what information should be released about the student who has died

Preventing Contagion at a School

Suicide threats and attempts, or a completed suicide may strongly impact other students. If a student is suicidal, try to determine if other students may be impacted. If a student has completed suicide, try to identify those who had close relationships with the student to check their needs for support and to ensure they are not contemplating suicide.

- If indicated, offer counseling services to students who had close relationships with the student who completed suicide, or other students who have expressed suicidal thoughts
- Instruct staff to be aware of warning signs in other students
- Let staff know who to contact if they are concerned about students

4.33

Medical Emergency/Illness or Injury

All staff are encouraged to enroll in a First Aid, Cardio Pulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) course. Familiarize yourself with their locations of the first aid box and AED in your area in the event of a medical emergency.

If the medical emergency requires immediate medical attention or is life threatening, call 911 using a district phone. Give the following information:
- Your name
- Telephone number
- Location of the problem (using building address, floor and room number, if possible)
- Description of the situation
  NOTE: Do not hang up until the dispatcher advises you to disconnect
- Repeat your location

Do not attempt to move a person unless they are in immediate danger (i.e., fire, building collapse, etc.) Office personnel will respond with first aid equipment and will render basic first aid as necessary, and summon additional assistance as required (paramedics, etc.).

Avoid unnecessary conversation with, or about, the ill or injured person. You might add to the person's distress or fears, increasing the risk of medical shock. Limit your communication to quiet reassurances.

If the medical emergency is not life threatening, immediately contact the main office.

4.34

Seasonal Flu and Pandemic Influenza

Influenza or flu is a contagious respiratory illness caused by particular strains of viruses. Seasonal flu occurs every year, typically in the fall and winter. Pandemic flu is different. It is a global outbreak of the influenza disease that occurs when a new influenza virus appears in the human population. Because people have little or no immunity to the new strain, serious illness can occur, and the virus can spread easily and rapidly from person to person without a vaccine immediately available.

In the event of a pandemic outbreak in the United States, the district will work closely with the state medical community to determine the best course of action to reduce the risk of infection.

Prevention recommendations:
- Get a flu shot when they are available
- Keep immune systems strong with regular exercise, nutritious foods, sufficient sleep and plenty of fluids
- Wash hands frequently with soap and water and avoid touching your eyes, nose, or mouth. Germs are often spread when a person touches something that is contaminated with germs, and then touches his or her eyes, nose or mouth
- Avoid sharing eating utensils, water bottles, or towels without first washing these items with soap and hot water.
- Clean surfaces soiled with bodily fluids with a household disinfectant. (Use glove while cleaning)
- Cover your mouth and nose with tissue when coughing or sneezing. Throw tissue in trash after use. If tissue is not available, direct the cough or sneeze into the bend of your elbow, not into your hand
- Stay home from work, classes or errands when sick with a fever or actively coughing
- Avoid close contact with people who are sick

Severe Weather

What:	Severe weather is any weather condition (e.g., high winds, snow) that may cause injury to students and staff or damage to structures. Different types of weather call for different types of action.
Why:	To protect human life, ensure safety and protect property.
Who:	The Site Administrator or designee must take action to respond to severe weather conditions (i.e., Lockdown/Shelter-in-Place).
How:	For Extreme Weather Watch:

Response:
- Keep the Weather Radio on in the school office
- Continue monitoring
- The Site Administrator should listen to alerts from the city/county and take any necessary action
- Make an announcement to move all students and staff to their classrooms
- Use a megaphone to direct parents, bus personnel and visitors to come inside the building from the school grounds
- Direct teachers to take attendance and report missing children
- Do NOT activate the fire alarm
- Make announcements to keep teachers and staff informed of current status
- Decide whether to have students Lockdown/Shelter-in-Place
- Close all exterior doors
- Close all interior doors
- Move children and staff from rooms on the perimeter, glass-walled rooms or rooms with skylights to designated safe areas within the school (e.g., hallways, basement).
- Get emergency supplies

Weather Radio:

The Weather Radio is to be located in the school office and turned on at all times.

All school sites should have a NOAA weather radio.

After the Storm Passes
- Check all reports from staff for injuries and damage to the building
- If the building is damaged, direct building maintenance staff to turn off all gas and electric at main disconnects if doing so is safe
- Evacuate the building if the building is damaged and unsafe
- Do not allow students or staff to walk through water because of the danger of live electrical wires
- Call the District Office with school conditions and safety updates
- Call 911 if appropriate
- Make an "all clear" announcement after danger has passed

For High Winds
- The Site Administrator should direct students to move inside the building
- Direct students to stay away from windows

4.36

For Hail
- The Site Administrator should direct students to move inside the building
- Direct students to stay away from windows

For Snow
- The Site Administrator should consult with the Superintendent regarding possible school closing

For Flood and Water Damage
Serious water damage can occur from many sources: burst pipes, fire sprinkler activation, clogged drains, broken skylights and windows, construction projects, major rainstorms, water main breaks, or loss of power.

If a water leak occurs:
- Call the main office; they will call Maintenance and give the following information:
  - Your name
  - Telephone number
  - Location of the leak (building, floor, number, etc.)
  - Severity of the leak
  - Indicate whether any people or equipment are involved or are in imminent danger
- If you know the source of the water and are confident of your ability to stop it (unclog drain, turn off water), do so cautiously
- If there are electrical appliances or outlets near the leak, avoid contact
- If there is any possible of danger, evacuate the area
  - If you can do so safely:
    - Secure vital equipment, records, and hazardous materials by moving them to higher, safer ground
    - Shut off all non-essential equipment
  - Locate those persons with special needs, and provide assistance if possible. Otherwise, provide their location to emergency responders.

Severe Weather Expanded Guidelines

Inside Safe Assembly Locations are General
- Internal hallways
- Internal classrooms without glass walls
- A basement if quickly accessible and internally safe
- An internal stairwell if glass is not present

Inside Safe Assembly Locations Should Not Be
- Classrooms or rooms with high profile ceilings, such as gyms and auditoriums
- Classrooms with an outside wall and/or windows
- Adjacent to an entrance or exit doors with glass inserts
- Adjacent to atriums, skylights, glass walled classrooms

Teacher Guidelines When Directed to Shelter-in-Place
- Take an attendance sheet with you
- Make sure the classroom door is closed after the last person has left the room
- Check to make sure all students are out of bathrooms
- Instruct the students to line up and sit down against the inside wall of the hallway
- Teachers will keep students calm   **4.37**

Power Outage
Power outages can be caused by a variety of circumstances. Stay in place until told to move.

Be prepared:
- Keep a flashlight with spare batteries immediately accessible
- Know how to locate the closest exit

If a power outage occurs:
- Remain calm
- Assess the extent of the outage in your area
- Report the outage to the main office
- Help persons in darkened work areas move to safety
- Unplug personal computers and non-essential equipment, turn off light switches
- Open windows for additional light and ventilation
- Do not light candles or other types of flames for lighting

Emergency Generators:
Some buildings in campus are equipped with emergency generators that activate automatically in the event of an outage. If your building has a generator:

- Become familiar with the location of electrical outlets provided with emergency power
- Ensure that critical equipment is plugged in to emergency outlets
- Do not use emergency power outlets for non-critical equipment if it can be avoided

Additional information for labs:
- Keep lab refrigerators/freezers closed during the outage
- Secure all vital equipment, records, experiments, and hazardous materials if safe to do so
- Store all chemical in their original or marked containers and fully open all fume hoods. If this is not possible, or natural ventilation is not adequate, evacuate the area until power is restored.

Shelton School District Emergency Response Plan

Cancellation/Closure of School

During School Hours
Schools are closed or classes cancelled when it is ***unsafe*** for students and staff to be there due to road closures, power outages, severe weather, earthquakes, etc. Schools may also be closed if the campus is needed for public sheltering or wide-scale public health measures.

Cancellation/Closure Procedures
- Notify District Office
- Notify staff and students
- Check for injuries and make sure everyone is accounted for
- Activate Parent Telephone Alert System (parent phone tree, (if one is in place)
- Prepare for Student Release

Involved in School Cancellation/Closure
- Management/Command
- Operations: Student Release

School may be cancelled/closed *during* school hours if there is:
• Civil unrest
• Dam failure
• Explosion
• Flood
• Hazardous materials incident
• Landslide
• Major earthquake
• National Security emergency
• Pandemic influenza
• Radiological incident
• Terrorism
• Transportation accident
• Tsunami
• Wildland/urban interface fire
• Winter storm

Announce over the PA system:
"Your attention please. Your attention please. We will be initiating school closure and student release procedures. Teachers and students should remain in their classrooms until notified that student release teams are in place."

Or, send runners to each classroom with above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

Post signs in school office and main entry points:
"School Closed. For more information, call_____ or tune your radio to_____"

Cancellation/Closure of School *BEFORE* the school day

If conditions warrant the cancellation of school prior to the beginning of the school day, the superintendent normally requests the following protocol be utilized. The utilization of this procedure will ensure that all authorized school closure announcements are properly communicated to media representatives.

Cancellation Procedures
- District Office will start phone tree
- Automated phone call to all staff and parents

School may be cancelled/closed BEFORE the school day begins, if there is:
- Civil unrest
- Dam failure
- Explosion
- Flood
- Hazardous materials incident
- Landslide
- Major earthquake
- National Security emergency
- Pandemic influenza
- Radiological incident
- Terrorism
- Transportation
- Tsunami
- Wildland/urban interface fire
- Winter storm

Shelton School District Emergency Response Plan

Searches

Appropriate searches must be performed when a student makes a threat. Keep in mind that the student has expressed an intention to harm property or person. A search is an essential step to ensure that the student does not have access to a means to follow through with their threat

What:
- A search refers to the careful and thorough examination/inspection of school property, personal property, or an individual and their personal effects. A search is justified when there is reasonable suspicion that the search will turn up evidence of a violation of the law or school rules.

   A search is reasonable when (1) the action was justified at its inception; and (2) the search was conducted was reasonably related in scope to the circumstances justifying the search.

Why:
- School officials may take necessary action to provide a safe and effective learning environment for students and staff. It may be necessary for school personnel to search the person and or the personal property of a student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff.

Who:
- The Site Administrator and/or designees (e.g., Assistant Principles, Student Advisors, Security Staff, etc.) should conduct an appropriate search.

How:
- The Site Administrator should determine if there is reasonable suspicion that a search will turn up evidence that the student has violated school policy or the law
- Justify the search at inception (i.e., the beginning based on observations, information received from students or staff, a student's behavior or writings, odors, or physical characteristics such as bloodshot eyes or slurred speech)
- Document reasonable suspicion
- All school district property, including any room closet locker, desk, computer equipment, book, and electronically recorded information, is subject to search at any time
- Upon request, any student shall make his or her motor vehicle available for search if it is on school grounds
- Backpacks, purses, briefcases, lunchboxes or other similar containers brought onto school property are subject to search at any time
- A search of a student should be conducted in a private and secure location such as the main office
- Direct that two staff should be present during a search from the inception of the search until evidence is properly secured
- Direct that a search of a student should be conducted and witnessed by two members of the same sex if possible
- Conduct the search outside of the presence of other students; never search a student in front of another student

NOTE: Conduct a search where contraband or evidence may be reasonably found.

Searches Expanded Guidelines

Best Practice Procedures for Conducting Student Searches
- Designate an individual to be responsible for seized contraband
- Always require an adult witness to be present during the entire search
- Search in ways that cause the least amount of embarrassment to the student
- Escort the student directly from class to the place where the search is to be conducted
- No "Strip Searches"

Factors to Consider in Determining Whether a Search is "Reasonable"
- Your level of suspicion
- The reliability and probative value of information that is to justify the search
- The nature of the infraction
- The prevalence and seriousness of the problem
- The age, history and school record of the student
- The exigency requiring the search to be conducted without delay
- Your prior experiences with the student

Important Details

Delegation of search to police:
In cases of potential danger (e.g., an allegation that a student is in possession of a firearm), a school official may request that a Police officer be present at a search conducted by a school official. In cases of potential danger, a school official may also elect to delegate a search to a Police officer. Document the circumstances that justify the search at inception. Also document that a school official is delegating the search to a Police officer based on serious danger concerns.

Possible Basis for Reasonable Suspicion
- Possession of cigarette rolling papers
- Presence in a school restroom without a pass coupled with nervous behavior, where restrooms are frequently scenes of drug activity
- Previous misbehavior and unusually heavy use of a public restroom
- Furtive gestures (i.e., stealth, surreptitious, or shifty gestures)
- Drug paraphernalia observed through a car window
- Observation of a request to sell drugs
- A record of concealed weapons plus suspicious behavior
- Observation of smoking and the odor of marijuana
- Bulging pockets plus possession of a large sum of money
- An objectionable odor suggestive of contraband
- An anonymous tip with corroborative evidence
- Information from a reliable student or third-party informant
- A Police tip
- Secretive movements and flight from instructors

Search of a Locker
- Lockers should not be shared by students, since this confuses ownership issues
- The student should be present when a locker is searched but not allowed near the locker
- Witnesses should arrange themselves so they can see both the locker search and the student's face

4.42

- Start from the top of the locker, working down
- Do not replace item in the locker until it is empty

Search of a Student
- Student searches should be conducted in a private area where there will not be interruptions
- Have student remove all outer clothing such as a coat, sweater, hat and shoes
- Have student remove all objects from pockets; lay these aside until student is searched
- Conduct the search of the student's person working from top to bottom on each side
- Check middle of back, inside forearms and thighs
- Instead of patting material, crush the cloth in articles of clothing; flat objects may be easily overlooked by just a pat
- Don't stop if contraband is found; continue until all objects have been investigated
- Turn attention to items that had been set aside; items that could conceal contraband should be taken apart or, in the case of books, thumbed through
- Remember that the scope of the search must be reasonably related to the circumstances which justified the search

Vehicle Searches
- The vehicle must be on school property
- Student should be present at time of search
- Any illegal object in plain sight can justify the search
- The automobile should not be damaged by the search
- Conduct a thorough search of the vehicle

Shelton School District Emergency Response Plan

Communicating with the Media

What: It is essential that information be managed responsibly in a crisis. The inappropriate release of inaccurate or confidential information may seriously compromise an effective emergency response. The Site Administrator should coordinate messages and the release of information with the District Office or refer inquires directly to that office.

Why: Parents/guardians and community members will receive reliable and useful information about an unfolding situation. The release of information will be coordinated among schools and departments.

Who: All staff should coordinate the release of information with the designated PIO officer

The Site Administrator Should:

- Notify the District Office of the emergency. The District Office will identify its own PIO officer if the scope is larger than the school-site
- Coordinate with the PIO Officer the release of all information regarding a crisis (including the release of information about students)

The PIO officer will

- Field all media inquiries and requests for interviews
- Coordinate with responding agencies to determine appropriate release of information
- Develop key messages
- Provide timely and accurate official statements, news releases, fact sheets, website notices and letters to families and employees as events unfold
- Schedule media briefings or news conferences to provide updates and address rumors
- Serve as official spokesperson and identify other spokespeople (if appropriate)
- Provide guidance and training for additional spokespeople (if appropriate) and provide general guidelines to district staff for working with the media
- Establish a single area or onsite "camp" for media and regulate access to district property
- Manage media coverage (if appropriate) and arrange coverage (if appropriate) of memorial services and special events

Coordinating the Release of information:

The District Crisis Recovery Team and the PIO Officer will coordinate the release of information regarding an emergency or crisis. The District Crisis Recovery Team maintains a variety of materials that may be provided to parents regarding the impact of traumatic events on students and recovery.

Employee Personal Preparedness

There are some simple steps you can take as an individual to help meet any emergency, whether a natural disaster or civil disturbance.

- Be sure that the district/building has your correct current address, phone number, and emergency notification information. If you expect to stay somewhere other than your home in an emergency, be sure your supervisor knows how to reach you.
- Develop a personal emergency plane with your family. Be sure to include pets.
- Establish an out of state contact. If families become separated, everyone has one point of contact. Often out-of-state phone lines continue to function.
- If you have children, talk with your schools or day-care providers about emergency procedures.
- Make sure you have adequate supplies at home and in your car for emergencies.
  - Keep your car's gas tank at least half full at all times.
  - Be sure you have plenty of gas t get to your destination, even with major traffic delays.
  - Have enough cash on hand for several days.
  - Keep adequate prescriptions on hand.
  - Keep an emergency kit at home with 72 hours supply of food (canned goods, granola bars, etc.) and emergency water (Minimum 1 gallon per person/per day).
  - Remember pet food, if applicable.
  - Regularly check the batteries (extra batteries) in your portable radios, smoke detectors and flashlights.
  - Be sure the fire extinguisher in your home and car are in working order.
  - Keep a change of clothes in your car and at work.
  - Regularly conduct drills to practice your plan.
- Know how to shut off utilities (gas, water, electricity) if necessary.
- Inventory your possessions using a video or still camera and store in a safe location.
- Collect important documents (insurance policies, home title, wills) and store them in a safe or safety deposit box.
- Have identification and important phone numbers accessible.
- Program emergency contact numbers in your cell phone using ICE, ICE1, ICE2, ICE3 (in case of an emergency).
- If you normally use public transportation, consider making arrangements to ride with someone else as a contingency plan.
- If a decision is made to close the district, go directly to your planned destination. Do not make side trips. Notify a relative or friend that you arrived safely.
- If you are in doubt about whether to report to work, watch the local TV channels, listen to the radio and/or you will get an automated call from the district.

There are several on-line resources for building your personal emergency kit for disasters.

www.ready.gov/build-a-kit

Section 5

Recovery

RECOVERY:

Recovery
Responding to Trauma and Returning to Learning

Introduction to Trauma and Crisis Recovery
A fundamental goal of the Shelton School District is to provide students with the opportunity to learn and achieve to the best of their abilities in school environments that are safe and secure. Physical and psychological security are essential components of school learning environments. This is because a sense of psychological security is a basic human need. When safety and security needs are met, students are free to explore, engage in learning, and actualize their full potential. This is what we mean by "safe and effective learning environments" for every child, every day.

Sometimes serious danger threatens a school, whether it is a natural disaster such as a flood or earthquake, or a person-caused event such as a school shooting or gang violence. Exposure to danger (e.g., gang violence), life-threatening experiences (e.g., a school bus accident), and traumatic events (e.g., a suicide) impact our sense of psychological security and challenge our ability to cope.

This Crisis Recovery section of the Emergency Response Plan will:
- Provide information about the impact of trauma on students and schools.
- Describe the District Crisis Recovery Team (DCRT)
- Describe School Crisis Recovery Teams (SCRT)
- Provide the Site Administrator and the School Crisis Recovery Team Coordinator with resources to share with parents and students.
- Assist the Site Administrator and the School Crisis Recovery Team Coordinator in managing the crisis recovery phase of a traumatic event with the goal of returning to learning as quickly as possible.

It is the goal of the crisis recovery teams to ensure that protocols and procedures are followed so that schools may return to a "safe and effective learning environment" in a timely manner while also providing follow-ups with school staff, students, and parents at the impacted school site(s).

CRISIS RECOVERY TEAMS
District Crisis Recovery Team
The District Crisis Recovery Team is an on-call, volunteer team that is staffed by professional staff and community partners who have extensive experience in crisis recovery.

The District Crisis Recovery Team (DCRT) provides support to schools to help manage and address the emotional impact of a crisis. District Crisis Recovery Team members will help teachers talk to their students, provide direct services to students, support parents in addressing concerns about their children, and make referrals to treatment resources in the community. The DCRT will provide support to a school when invited by the Site Administrator (Principal) or when directed by the Superintendent. The District Crisis Recovery Team always coordinates its response and services with the Site Administrator and the School Crisis Recovery Team (SCRT).

The DCRT supports schools, staff, students and families by providing assessment services, interventions and linkages to resources in the community.

School Crisis Recovery Team
The Site Administrator establishes a School Crisis Recovery Team at the beginning of each school year when the school's Emergency Management Plan is developed. As part of the School's "E-Team," the School Crisis

Recovery Team Coordinator is responsible for coordinating the school's response to a traumatic event, assessing its psychological impact on students, staff, and parents identifying needed resources, and providing assessment and intervention as indicated. School Crisis Recovery Teams are staffed by specialized services staff (e.g., School Psychologists, Social Workers and/or Nurses) and other building staff with mental health training (e.g., School Counselors and School Based Health Center staff). Site Administrators should take care to select staff that have high credibility, display a sense of responsibility, think and act well under stress, maintain confidentiality and work well with students and families.

The purposes of these teams are:
- Assist with coping and understanding of reactions to danger and traumatic stress
- Support the emotional stabilization of students, teachers and parents and restore psychological security
- Restore a safe and effective learning environment

Responsibilities
- Establishes procedures to guide the work of the DCRT
- Maintains linkages to partner agencies that support a crisis recovery response (i.e., mental health)
- Maintains a list of appropriate mental health resources in the community
- Maintains letters and handouts for students, teachers and parents regarding trauma and recovery
- Organizes crisis recovery training opportunities
- Notifies all members of the on-call DCRT when there is an emergency
- Notifies appropriate offices and personnel (i.e., Superintendents, Facilities, PIO, etc.) as indicated
- Ensures that team members debrief after each crisis recovery response
- Receives a written summary from DCRT Team Leaders about response to a critical event

District Crisis Recovery Team Membership
The District Crisis Recovery Team is an on-call, volunteer team that is primarily composed of School Psychologists, Social Workers, School Counselors and Nurses, but includes volunteers from other disciplines as appropriate.

The DCRT is comprised of about three (3) members
- A responder from the Employee Assistance Program may join the DCRT on every crisis call to provide support to team members and school personnel
- School Principals release volunteer members of DCRT from their assigned school whenever there is a need for a crisis recovery response

How the District Crisis Recovery Team Works
The DCRT works closely with Site Administrators to develop an appropriate recovery plan for each school.

District Crisis Recovery Team Responsibilities
- Site Administrators will contact the District EOC who will contact members of the DCRT
- The Site Administrator will provide information to the DCRT Team Leader to include:
  - Factual information
  - History of incident (if applicable)
  - Family information (e.g., siblings, etc.) and requests
  - Community knowledge of incident, current rumors current needs of students, staff, parents and community
- The DCRT Team Leader, the Site Administrator, and the School Crisis Recovery Coordinator will set a meeting time at the school to plan the specific response at the school.

5.2

- All on-call DCRT members will attend the school planning meeting and implement a crisis recovery response
- The DCRT Team Leader will maintain communication with the relevant departments as appropriate
- The DCRT Team Leader will submit a written report to the District superintendent regarding the crisis recovery response at the school and needed follow-up

To Mobilize the DCRT
Site Administrators request the District Crisis Recovery Team through the DCRT Team Leader and notify the District EOC.

When the traumatic event is not an emergency (e.g., the loss of a teacher to cancer), the Site Administrator may contact the DCRT Team Leader directly for support

School Crisis Recovery Teams
As part of his/her emergency management planning, the Site Administrator establishes a School Crisis Recovery Team at the beginning of each school year. This occurs when the Site Administrator designates roles for the School Emergency Response Team – the "E-Team." As part of this process, the Site Administrator must designate a School Crisis Recovery Team Coordinator and assist him/her in carrying out the following responsibilities

Establishing a School Crisis Recovery Team
- Identify the School Crisis Recovery Team Coordinator
- This person will coordinate the in-school crisis recovery response and interface with the DCRT when they are involved
- Identify additional School Crisis Recovery Team members with mental health or counseling training.
- These individuals will provide support to students, staff and parents
- Provide orientation for School Crisis Recovery Team members and discuss how to coordinate with the District Crisis Recovery Team. The team needs to know what to expect before a crisis
- Review the District Crisis Recovery Team Protocol
- Each School Crisis Recovery Team needs to know how to interface with the DCRT

Deciding if District Crisis Recovery Team Support is Needed
The most urgent priority during a crisis is to provide for safety and account for all students. The work of crisis recovery begins as soon as students are safe and accounted for.

The Site Administrator must initially decide if the crisis recovery response can be managed by the School Crisis Recovery Team or if the expertise of the District Crisis Recovery Team is needed. The District Crisis Recovery Team will provide different types of assistance depending on the nature of the emergency or crisis. The DCRT will provide a range of support services for individual crises and school-wide emergencies. In the event of a large scale crisis that would overwhelm District resources, the District Crisis Recovery Team will provide support services in partnership with County, City and State agencies. The DCRT will coordinate crisis recovery efforts in a large scale emergency.

Key Factors in the Decision to Request the DCRT
School Crisis Recovery Team Manages the Crisis if…
- The emergency or crisis is relatively small scale (e.g., a student breaks an arm; a teacher is in a car accident)

Shelton School District Emergency Response Plan

- The emergency or crisis involves one student or a few students (e.g., a student who previously attended the school dies; a teacher has a death in the family)
- The impact of the emergency or crisis is limited (e.g., a student with a broken arm is transported to the hospital; a lost student is found)

Call the District Crisis Recovery Team if…
- The emergency or crisis is very serious and moderate to large scale (e.g., a student may have been abducted; a student is hit by a car; a student dies on school grounds)
- The emergency is serious and/or involves multiple students (e.g., a student commits suicide; two students are killed in their neighborhood in a shooting incident)
- The emergency or crisis affects the school and/or community and may take time to resolve (e.g., an earthquake at a school, a car careens into a playground and injures multiple students; students witness a tragic event)

Responding to a Crisis
Making a plan is the first step to beginning the recovery process. If the crisis is managed by the School Crisis Recovery Team, then the SCRT will develop a plan. If the District Crisis Recovery Team is involved, the DCRT will work together with the Site Administrator and the SCRT to develop a recovery plan. The work of crisis recovery begins as soon as students are accounted for and safe.

Recommendations for Responding to a Crisis
- Decide if you need the support of the District Crisis Recovery Team
- Use the District Crisis Recovery Team protocol to develop a recovery response.
- The Site Administrator will make this plan with the SCRT if the SCRT will manage crisis recovery
- The Site Administrator must be present to make this plan with the DCRT if the District Team will be involved
- Contact the School Crisis Recovery Team Coordinator and all mental health specialists (e.g., school psychologists, Social Workers, School Counselors, Nurses) if they are out of the building on the day of the crisis
- If practical, consult with the District Crisis Recovery Team before making any announcements to staff, students, or parents
- Consider who should contact families of impacted students to obtain information and/or to determine their wishes regarding the release of information
- Identify students or staff who may be in need of services
- Implement the crisis recovery plan (e.g., letters to parents, interventions for students, etc.)
- Plan for follow-up with impacted students and staff as indicated

Working with County and Community Agencies
The DCRT Team Leader maintains partnerships with the following agencies to support crisis recovery in the event of an emergency:
- ESD 113 Behavioral Health Services
- Catholic Community Services
- Catholic Community Services
- Behavioral Health Resources
- Children's Crisis Stabilization Program

5.4

School Emergency Response Protocol (SERP)

Purpose
To establish a procedure for school personnel to request mental health services following a critical incident which impacts the school community beyond the ability of the school and its district to provide these services in an effective and timely manner.

Critical incidents of this magnitude include school shootings, homicides and suicides of school community members, sudden deaths and life threatening injuries, violent acts resulting in trauma, natural disasters and school site emergencies.

This protocol describes a procedure for principals or designees to request mental health services for the school community following such a critical incident or event.

Protocol

STEP1   Principal or designee notifies school district office of the critical incident.

STEP2   School district Superintendent or designee determines whether or not the incident can be adequately responded to with school and district resources.

STEP3   If the school district Superintendent and district DCRT Team Leader determine that the critical incident is, indeed, beyond the school and the district's capacity to provide an adequate mental health response, the DCRT Team Leader will contact the school's site coordinators to inform them of the district's decision to coordinate with the community mental health team.

In the event of a school shooting or other incident requiring school evacuation, the District Operations Chief will specify the time and location of the school's "release site" where students will be reunited with family members.

STEP 4   When the incident is likely to significantly impact many individuals in the school community, written materials should be immediately distributed to parents, staff, teachers and students. Such materials may be requested from the OSPI.

STEP 5   The DCRT Team Leader will notify members of the School Emergency Response Team, as needed, to report to the school or to the release site. The School Emergency Response Team is an inter-agency effort comprised of mental health clinicians from the community.

STEP 6   Once School Emergency Response Team members arrive at the designated site, they will report to the DCRT Team Leader to be briefed regarding the incident and to receive their initial assignment in responding to the incident. Each Team member will arrive on site in possession of his/her agency photo identification badge.

STEP 7   Subsequent to the initial provision of mental health services, the school or DCRT Team Leader will meet with School Emergency Response Team managers to review the activation process as well as discuss the need for additional mental health services which Team members might provide to the school community.

5.5

Section 6

Job Descriptions & Check Lists

Job Descriptions & Check Lists

Job Descriptions and Supply Checklists

ACTIVATION OF AN INCIDENT COMMAND CENTER
An Incident Command Center will be activated when an emergency situation occurs of such magnitude that it will require a large commitment of resources over an extended period of time.

INCIDENT COMMAND CENTER LOCATIONS
The command center location will be determined depending on the emergency situation and the facility/site affected. Once a unified command is established with responding agencies the command center will be determined by the overall Incident Commander.

ICS MANAGEMENT TEAM INCIDENT COMMANDER
The Incident Commander (IC) is the person responsible for the conduct of emergency/disaster operations on-site. The IC's first "job" is to activate the Incident Command Center. During the emergency/disaster, the IC oversees and directs response activities until relieved by an alternate IC, is dismissed by the District Superintendent, or replaced by someone of higher authority (Emergency Response Personnel). While on duty, the IC is charged with ensuring the safety of students, staff, volunteers and campus visitors. Lead by example: your behavior sets the tone for staff and students.

Start-up Actions/Activation Responsibilities:
☐ Open "Go-Kit" and put on personal safety equipment and identification.
☐ Assess type and scope of emergency
☐ Determine level of threat to people and facilities
☐ Contact emergency response agencies
☐ Take charge of the situation until emergency response agencies arrive
☐ Implement appropriate emergency plan and hazard specific procedures
☐ Establish the immediate priorities
☐ Set up an Incident Command Center
☐ Develop and communicate an incident Action Plan with objectives and a time frame to meet those objectives
☐ Coordinate activities for all Command and General staff
☐ Establish organization and Incident Command System assignments
    1. Fill in "Incident Assignments" Form
    2. Appoint a backup or alternate IC
☐ Coordinate with key personnel and officials
☐ Keep school superintendent informed of incident status
☐ Approve the use of volunteers to assist with the incident
☐ Authorize the release of information to the media
☐ Maintain activity log (this job usually delegated to an Incident Scribe)

Operational Duties:
☐ Create Action Plan for each specific time period
☐ Continue to monitor and assess total situation
☐ View site map periodically for Search and Rescue progress and damage assessment information

CL-1

- ☐ Check with section chiefs for periodic updates
- ☐ Reassign personnel as needed
- ☐ Consider areas with additional security/safety needs
- ☐ Develop and communicate revised incident action plans as needed
- ☐ Authorize release of information
- ☐ Utilize IC back up; plan and take regular breaks, 5-10 minutes/hour, relocate away from the Command Post
- ☐ Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- ☐ Release staff/volunteers as appropriate
- ☐ Remain on site and in charge until redirected or released by the Superintendent of Schools

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

Closing down/Deactivation
- ☐ At the direction of the Superintendent of School, deactivate the entire emergency response. If the Fire Department or other outside agency call an "ALL CLEAR," contact the District Office before taking any further action
- ☐ Authorize deactivation of emergency response activities/personnel as appropriate
- ☐ Ensure that any open actions not yet completed will be taken care of after deactivation
- ☐ Initiate recovery operations
- ☐ Ensure the return of all equipment and reusable supplies to Logistics
- ☐ Close out all logs. Ensure that all logs, reports and other relevant documents are completed and submitted to the Administration/Finance-Documentation Team
- ☐ Proclaim termination of the emergency with appropriate notifications
- ☐ Leave contact information in case you need to be reached

GO-KIT
- ☐ School Emergency Plan
- ☐ Campus map
- ☐ Staff and student roster
- ☐ Job description for all ICS team members/Org Chart
- ☐ Walkie talkie/Family Radio Service (UHF Band), two-way radios
- ☐ Battery-operated AM/FM radio w/extra batteries
- ☐ Bullhorn
- ☐ Whistle
- ☐ Pens, pencils, paper and clipboard
- ☐ Disaster response forms
- ☐ Vest and/or ID badge
- ☐ Hard hat/safety equipment
- ☐ Master Keys

CL-2

Other Equipment and Supplies:
☐ School district radio
☐ Table and chairs (if Command Center has to be moved outside)

Forms
☐ Operation Center Staffing List
☐ Incident Action Plan
☐ Section Team Task Form
☐ Situation Reports
☐ Incident Briefing Logs
☐ Activity Log
☐ Message Forms

Shelton School District Emergency Response Plan

ICS MANAGEMENT TEAM   PUBLIC INFORMATION OFFICER (PIO)

The Public Information Officer (PIO) is the school district's official spokesperson during emergency/disaster operations. The Public Information Officer is responsible for handling the media and developing press releases under the direction of the Incident Commander (This role could be filled by the Incident Commander, or a designee who conveys information provided from the Incident Commander. The Incident Commander is usually the Principal or Superintendent until a representative from Fire or Police arrives on scene and a decision is made as to who will be the official spokesperson).

Start-up Actions/Activation Responsibilities:
- Open Go-Kit and put on personal safety equipment and PIO identification
- Meet with IC and Management Team
- Determine a possible "news center" site as a media reception area (located away from the Command Center). Get approval from the IC. Send team of media escorts to the center
- Determine from the Incident Commander if there are any limits on information release and obtain approval for all media releases
- Develop incident relevant information for use in media briefings
- Access current media list, cover letters, email addresses and fact sheets (in PIO GO-KIT)
- Notify media of activities and conduct media briefings
- Arrange for tours, interviews or briefings that may be required
- Maintain current information summaries and/or displays on the incident and provide information on incident status and changes. Statements must be approved by the IC, given out at regular intervals, and should reflect accurate information relayed in a reassuring manner and avoiding speculative comments. (SEE GUIDELINES FOR SPEAKING TO THE PRESS)
- Send out "ALL STAFF" messages describing desired action
- Open and maintain position activity and communications log

Operational Duties:
- Remind all school site/staff volunteers to refer all questions from media, students, parents or general public to the PIO
- Get updates from the IC frequently
- Schedule regular press conferences
- Get approval of IC for all press releases/statements (SEE GUIDELINES FOR SPEAKING TO THE PRESS)
- Utilize PIO back up; plan and take regular breaks, 5-10 minutes/hour
- Ensure announcements and other information are translated into other languages as needed
- Monitor news broadcasts about the incident. Correct any misinformation heard. Create a Website link from District home page to Incident Press Releases

Closing Down/Deactivation
- At the Incident Commander's direction, release PIO staff no longer needed
- Return equipment and reusable supplies to Logistics
- Close out all logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Administration/Finance-Documentation Team. Be sure all logs are consistent with names, sites, and other terms

CL-4

☐ Leave contact information in case you need to be reached
☐ Conduct an internal and external debriefing

Aftermath:
☐ Remain updated on any subsequent actions taken
☐ Consult with the District legal counsel if appropriate before releasing any information
☐ If allowed, arrange for media interviews with District personnel
☐ Send follow-up releases highlighting stories such as "acts of heroism" to media outlets
☐ Send follow-up "All staff" update
☐ Update the Website with same information

GO-KIT
☐ Job description clipboard
☐ School Emergency Plan
☐ Vest and/or ID badge
☐ Hard hat/safety equipment
☐ AM/FM Radio (w/batteries)
☐ Walkie talkie/Family Radio Service (UHF Band)
☐ Clipboard and paper
☐ Pens/Sharpies/Dry Erase Markers
☐ Scotch tape/masking tape/duct tape
☐ Scissors
☐ School site maps and regional/neighborhood maps
☐ Media Contact Information and sample press releases

Other Equipment and Supplies:
☐ Newsprint or dry erase board and portable easel
☐ "Media Here" Sign

Forms
☐ Disaster Public Information Release Worksheet
☐ Sample Press Release
☐ Section Team Task Form
☐ School Profile or School Accountability Report Cards
☐ Activity Log
☐ Message Forms
☐ Directory of Media Contact Numbers

Media Release Policy Example:
• The public has the right and need to know important information related to emergencies at any site as soon as it is available for release.

CL-5

ICS MANAGEMENT TEAM   PUBLIC INFORMATION OFFICER (PIO)

- The PIO acts as the official spokesperson for the District in any emergency situation. If the situation includes PIO from community responders they will work jointly with one PIO designated as the official spokesperson for the incident.
- News media can play a key role in assisting the ICS by releasing emergency/disaster related information to the staff, general public and parents. Information released must be consistent accurate and timely.

GUIDELINES FOR SPEAKING TO THE PRESS

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

- ☐ READ all press statements
- ☐ Re-state the nature of the incident; its cause and time of origin
- ☐ Describe the size and scope of the incident
- ☐ Report on the current situation and requested actions – condition of the school site, evacuation progress, care being given, injuries, student release location, lock down procedures, etc.
- ☐ Speak about the resources being utilized in response activities. Best routes to and from affected site. Background information if appropriate
- ☐ Reassure the public that everything possible is being done

- ☐ DO NOT release any names
- ☐ When answering questions be complete and truthful, always considering confidentiality and emotional impact.
- ☐ Avoid speculation; bluffing, lying, talking "off the record," arguing, etc
- ☐ Do not use the phrase "no comment". Remember that after the incident is over, the District will rely heavily on the goodwill of the media to relay its messages
- ☐ Set up press times for updates
- ☐ Control media location

SAMPLE PRESS RELEASE

Event: <u>**EARTHQUAKE**</u>   Date: <u>**MARCH 1, 2008**</u>

Release #: <u>**001**</u>   Time: <u>**8:00 A.M.**</u>

TITLE OF RELEASE: <u>LARGE EARTHQUAKE CAUSES MODERATE DAMAGE TO ABC ELEMENTARY SCHOOL IN MASON COUNTY</u>

FOR IMMEDIATE RELEASE

EXAMPLE…….At 5:25 a.m. on March 1, 2008 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC ELEMENTARY SCHOOL located at 1234 Anywhere Blvd. in Shelton, WA. There are no reports of injuries available. Search and Rescue crews are searching the building at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 101 leading to the

CL-5

school has been damaged and is closed. The public is asked to remain clear of the area to allow emergency responders to access the site. Parents are asked NOT to go to the school as this will hamper rescue efforts.

School Districts throughout the county are instructed to call in to the District office – (360) 426-   - to report any damage or injuries to their own buildings or their school sites following established school closure procedures.

Due to the magnitude of the earthquake and the damage throughout the county, the Mason County Operational Area Emergency Operations Center has been activated. Additional information can be obtained by calling the at _____Further details will be provided when available.

Next Scheduled Release: As needed

Shelton School District Emergency Response Plan

ICS MANAGEMENT TEAM   LIAISON OFFICER

The Liaison Officer is the point of contact for outside Agency Representatives offering organizational assistance during school site emergency response. The Liaison Officer creates a communication link between School Incident Commander and outside agencies.

Start-up Actions/Activation Responsibilities:
- ☐ Open Go-Kit and put on personal safety equipment and Identification
- ☐ Obtain a briefing from the Incident Commander
- ☐ If a unified command is established, then act as the liaison between the District and community responders/agencies
- ☐ Obtain list of contacts for assisting/cooperating outside agency representatives
- ☐ Maintain activity log, identify yourself as the liaison officer on the organizational chart in the Incident Command Center
- ☐ Read the entire Action Checklist
- ☐ Assign staff to the assistant liaison position as necessary.
- ☐ Obtain equipment and supplies

Operational Duties:
- ☐ If no unified command has been established, and as directed by the Incident Commander, report to the fire/police command center and establish communication between the District Incident Commander and the community responder Incident Commander
- ☐ Maintain communications until the incident is closed or until a unified command is established
- ☐ If a unified command is established, then act as the liaison between the District and the community responder/agencies
- ☐ Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- ☐ Ensure the coordination of efforts by keeping the IC informed of agency action plans
- ☐ Provide periodic updates to agency representatives as necessary
- ☐ Provide a contact point, as needed

Closing Down/Deactivation
- ☐ At the Incident Commander's direction, direct staff members to sign out, release staff and deactivate the Liaison Officer position
- ☐ Return equipment and reusable supplies
- ☐ Close out Activity Log and return to Administration/Finance- Documentation Team

GO-KIT
- ☐ Job description clipboard
- ☐ School Emergency Plan
- ☐ Vest and/or ID badge
- ☐ Hard hat/safety equipment
- ☐ Pens, paper and clipboard
- ☐ Response Forms
- ☐ Walkie talkie/Family Radio Service (UHF Band), two-way radio communication

CL-7

Forms
- ☐ Incident Action Plan
- ☐ Section Team Task Form
- ☐ Situation Reports
- ☐ Incident Briefing Logs
- ☐ Activity Log
- ☐ Message Forms

Shelton School District Emergency Response Plan

ICS MANAGEMENT TEAM   SAFETY OFFICER

The Safety Officer's function is to develop, recommend, and enforce measures to assure the safety of all personnel. Responsible for the physical and emotional needs of responders. Small sites may have to utilize everyone in a safety role. District personnel may provide safety function.

Start-up Actions/Activation Responsibilities:
- Open Go-Kit and put on personal safety equipment and I.D.
- Identify yourself as the Safety Officer on the Organizational Chart
- Read the entire Action Checklist
- Obtain a briefing from the Incident Commander
- Obtain equipment and supplies
- Open and maintain position activity log. Maintain all required records and documentation to support the history of the emergency or disaster.
  Document:
  1. Messages received
  2. Action taken
  3. Decision justification and documentation
  4. Requests filled

Operational Duties:
- Maintain incident records and track response activities
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled
- Monitor emergency response activities for safety and appropriate use of equipment.
- Roam and ensure people have breaks if needed
- Identify and mitigate hazardous or potentially hazardous situations
- Exercise emergency authority to stop, prevent or modify all unsafe operations
- Investigate accidents that have occurred within the incident area
- Anticipate situation/problems before they occur
- Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- Keep the IC apprised of and alert to any potential problems
- Participate in planning meetings. Anticipate potential safety issues
- Utilize Safety back up; plan and take regular breaks, 5-10 minutes/hour
- Notify insurance company/insurance joint powers authority of loss/damage to property or persons

Closing Down/Deactivation
- At the Incident Commander's direction, deactivate the Safety Officer position and release staff. Direct staff members to sign out
- Close out Activity Log and relay pertinent information to the Administration/Finance- Documentation Team
- Return equipment and reusable supplies

GO-KIT
- School Emergency Plan
- Job Description clipboard

CL-9

ICS MANAGEMENT TEAM   **SAFETY OFFICER**

- ☐ Response Forms
- ☐ Vest and/or ID badge
- ☐ Hard hat/safety equipment
- ☐ Pens, paper and clipboard
- ☐ Walkie-talkie/Family Radio Service (UHF Band)

Forms
- ☐ Incident Action Plan
- ☐ Section Team Task Form
- ☐ Situation Reports
- ☐ Incident Briefing Logs
- ☐ Activity Log
- ☐ Message Forms

Shelton School District Emergency Response Plan

The Operations Section Teams or "doers" perform the actual service functions required to control and/or respond to the incident. The Operations Section works in conjunction and cooperation with the responding agencies.

OPERATIONS SECTION CHIEF

The Operations Team Chief assists in the development and supervision of the action plan's implementation; manages District/site emergency operations and services; requests resources needed to implement the Operation's Section goals as a part of the Incident Action Plan development; evaluates risks related to emergency operations and employee safety; and manages, oversees and initiates operation teams designated to carry out the following assigned duties:
  • Account for students, staff and visitors
  • Site/building safety, security and evaluation
  • Special Needs Coordination
  • Coordinates supervision of students until their release to parents
  • Set up student release and parent reunification
  • Creating assembly, shelter or evacuation site
  • Sets up First-aid stations
  • Search and locate

Start-up Actions/Activation Responsibilities:
☐ Open Go-Kit and put on personal safety equipment and I.D.
☐ Check with Incident Commander for situation briefing
☐ Obtain necessary equipment and supplies from Logistics
☐ Establish the Operations Section and develop appropriate action plans
☐ Assume the duties of all Operations positions until staff is available and assigned
☐ Evaluate and act on operations information
☐ Decide on a priority basis what must be done and keep Incident Command informed of pertinent conditions and/or situations
☐ Coordinate activities with Planning/Intelligence, Logistics, and Administration/Finance as necessary
☐ Open and maintain position activity log

Operational Duties:
☐ Determine needs and request resources
☐ As personnel are assigned, brief them on the situation and supervise their activities
☐ Keep the Operations Teams informed of shifting tasks/priorities as dictated by the situation or the Management Team
☐ Activate and deactivate operational strike teams as needed
☐ Report information about activities, events, and occurrences to the Incident Commander and/or appropriate section chiefs
☐ Consider areas with additional security/safety needs
☐ Make sure that Operations staff are following standard procedures, using appropriate safety gear, and documenting their activities

CL-11

☐ Schedule breaks and reassign Operations staff within the section as needed
☐ Utilize Operations back up; plan and take regular breaks, 5-10 minutes/hour
☐ Maintain activity log
☐ Participate in Incident Action Planning and regular briefings

Closing Down/Deactivation
☐ At the Incident Commander's direction, release Operations staff no longer needed.
☐ Direct staff members to sign out
☐ Direct the return of all equipment and reusable supplies to the Logistics Team
☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Administration/Finance- Documentation Team
☐ Leave contact information in case you need to be reached

GO-KIT
☐ School Emergency Plan
☐ Job description clipboard
☐ Vest and/or ID badge
☐ Hard hat/safety equipment
☐ Pens, pencils, paper and clipboard
☐ Walkie talkie/Family Radio Service (UHF Band)/Nextel phone
☐ Bullhorn
☐ Campus supply storage lists
☐ School site maps and regional/neighborhood maps, aerial photos
☐ Response Forms

Forms
☐ Action Plan
☐ Section Team Task Form
☐ Situation Status Report Form
☐ Activity Log
☐ Message Forms

Shelton School District Emergency Response Plan

INCIDENT COMMAND   ASSEMBLY/SHELTER TEAM

The Assembly/Shelter Team Coordinator is responsible for providing for the safe sheltering and care of students and staff while on-site during an emergency. This person is also in charge of facilitating campus evacuation when the school site is deemed to be unsafe by the Management Team. In an emergency, teachers will account for and supervise all students. The Assembly/Shelter team will collect attendance sheets from all teachers and monitor student and teacher needs.

Start-up Actions/Activation Responsibilities:
- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and put on personal safety equipment and I.D.
- Open and maintain position activity log
- Assess available personnel and make appropriate assignments
- If designated assembly/shelter site is destroyed or inaccessible, consult with Operations Section Chief and determine alternate location(s)
- Initiate shelter set-up or, if evacuating: Confirm that assembly area and routes to it are safe
- Gather all supplies from storage locker(s) and transport to assembly/shelter site
- Collect Attendance Record from teachers
- Count/observe classroom evacuations (make sure all exit)

Operational Duties:
- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the disaster
- Monitor safety/well being of students and staff in shelter or assembly area
- Oversee the procurement and distribution of food and water
- Direct set-up of sanitary facilities when necessary
- Maintain and update student and staff population log
- Coordinate Student Release with Parent/Student Reunification Team Leader when directed by Operations Section Chief
- Administer minor first aid, as needed

Closing Down/Deactivation
- Close shelter per direction of Operations Section Chief
- Break down and clean up shelter
- Releases staff and volunteers per direction of Operations Section Chief
- Ensure close-out of all logs and turn them over to Administration/Finance-Documentation Team
- Make sure all equipment and re-usable supplies are returned to Logistics

GO-KIT
- Job description clipboard
- Team Checklist and Contact Information
- Roster of students and staff
- Whistles
- Battery operated radio w/batteries
- Campus and neighborhood maps

CL-13

- ☐ Masking and/or Duct tape
- ☐ Walkie-talkie/Family Radio Service (UHF Band)
- ☐ Hard hat and vest/safety equipment
- ☐ Facility and supply storage maps
- ☐ Pens, pencils, paper and clipboard
- ☐ Bullhorn
- ☐ Response Forms

Other Equipment and Supplies:
- ☐ Table and Chairs
- ☐ File Boxes
- ☐ Laptop computer
- ☐ Sanitation Supplies

Forms
- ☐ Activity Log
- ☐ Message Forms
- ☐ Action Plan
- ☐ Section Team Task Form
- ☐ Situation Status Report Form
- ☐ Injury and Missing Persons Report
- ☐ Notice of First Aid Care

CL-14

OPERATIONS SECTION   FIRST AID TEAM

The First Aid Team Coordinator is responsible for coordinating campus emergency medical response. This responsibility includes determining when the scope of an emergency exceeds the capabilities of his/her team and notifying the Incident Commander of the need for outside assistance. The First Aid Team Leader is also charged with calling for and directing the establishment of an onsite morgue when warranted. The First Aid Team is responsible for safely providing on-site emergency medical response and first aid during response activities.

Start-up Actions/Activation Responsibilities:
- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and put on personal safety equipment and I.D.
- Open and maintain position activity log
- Determine if medical needs exceed scope of on-site team (if so, have Operations Section Chief notify Management Team)
- Assess available personnel and make appropriate assignments
- Facilitate set-up of first aid treatment area; away from media center and student release site. Area should be accessible to emergency vehicles
- Gather all supplies and personal safety equipment and transport to site of first aid station
- Establish entry or "triage" station adjacent to first aid treatment area and assign 2 people to this station
- Set-up areas for "immediate" and "delayed" treatment and assign 2 staff per station
- Set-up morgue (if needed)
- Direct Crisis Recovery Team to set-up intervention/counseling area

Operational Duties:
- Oversees/monitors the assessment, care and treatment of patients
- Ensures caregiver and rescuer safety (use of rubber gloves for protection from body fluids; replace with new gloves for each new patient)
- Maintain open line of communication with Search/Accountability and Crisis

Recovery Team Leaders
- Keeps Section Chief updated on current situations, injuries and deaths
- Provides staff for "field" injury response/treatment
- Requests additional personnel from Logistics
- Reports deaths immediately to Section Chief (by runner, NOT over the radio)
- Determines need for morgue set-up and chooses location
- Monitors situation for communicable diseases
- Check-in with Student Release and Assembly/Shelter Team Leaders regarding the health care needs of students and staff with known medical conditions
- Administer appropriate first aid
- Maintain accurate treatment records
- Monitor/assess patients at regular intervals
- When transportation becomes available, facilitate patient evacuation and note status on triage tag; do not send any campus records off-site with patient
- If injured student is transported off campus, send student emergency card with him/her

CL-15

☐ Do not announce names of those injured or deceased over walkie-talkies or two way radios

Triage Entry Area (staffed with minimum of 2 trained staff or volunteers)
☐ One team member assesses (and/or confirms) patient triage category
☐ Second team member logs patients' names on form—First Aid Care Form (completed forms are forwarded to First Aid Team Leader)

Treatment Areas "Immediate" and "Delayed" (each staffed with minimum of 2 trained staff or volunteers)
☐ Assign one team member to conduct "head-to-toe" assessment
☐ Second team member logs patients' names on triage tag and on on-site treatment form—Medical Treatment Victim Log (completed forms are forwarded to First Aid Team Leader)

Morgue Area
☐ Set up morgue area in isolated site away from media, parent, and assembly areas
☐ Morgue Area should be vehicle accessible
☐ Maintain unauthorized persons out of morgue
☐ Maintain respectful environment
☐ After pronouncement or determination of death:
  • Confirm that the person is actually dead
  • Do not remove the body until directed by Command Center.
  • Do not remove any personal effects from the body. Personal effects must remain with the body at all times
☐ As soon as possible, notify Operations Chief, who will notify the Command Center, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. They will notify the Coroner
☐ Keep accurate records and make available to law enforcement and/or the Coroner when requested
☐ Write following information on two tags:
  • Date and time found
  • Exact location where found
  • Name of decedent, if known
  • If identified; how, when, by whom
  • Name of person filling out tag
☐ If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue
☐ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body. Store separately near the body

Closing Down/Deactivation
☐ Oversee the closing of the first aid station and direct the proper disposal of hazardous waste
☐ Releases medical teams per direction of IC

CL-16

☐ Ensure close-out of all logs and turn them over to Administration/Finance-Documentation Team
☐ Makes sure all equipment and re-usable supplies are returned to Logistic

GO-KIT
☐ Job description Form
☐ Team Checklist and Contact Information
☐ School Emergency Plan
☐ School Site Map
☐ Hard hat/vest/safety equipment
☐ Response Forms
☐ Rubber gloves (2 boxes)
☐ Roster of students and staff
☐ Walkie-talkie/Family Radio Service (UHF Band)
☐ Student Emergency Contact Cards
☐ Pens, pencils, sharpies, paper and clipboard
☐ Duct Tape
☐ Quick reference medical guides

Other Equipment and Supplies:
☐ Table and chairs
☐ Campus First Aid Kit (*see recommended supply list)
☐ Ground cover/tarps
☐ Stretchers
☐ Blankets

Forms
☐ Notice of First Aid Care
☐ Medical Treatment Victim Log
☐ Section Team Task Form
☐ Situation Status Report Form
☐ Activity Log

OPERATIONS SECTION   FACILITIES & SECURITY TEAM

The Facilities & Security Team Coordinator is responsible for assessing, identifying and mitigating (to the extent possible) campus hazards, during and immediately following an on-site disaster/emergency. This team is also responsible for campus security for the duration of the incident, or until first responders assume that responsibility. The Facilities & Security Team is responsible for assessing, identifying and mitigating (to the extent possible) campus hazards, during and immediately following an on-site disaster/emergency. **Take no action that might endanger you. Do not work beyond your expertise.**

Start-up Actions/Activation Responsibilities:
- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and put on personal safety equipment and I.D.
- Check radios and flashlights
- Open and maintain position activity log
- Assess available personnel and make appropriate assignments
- Survey on-campus hazards and prioritize team response
- Work in pairs

Operational Duties:
- As you do the following, observe the site and report any damage by radio to the Command Center
- Verify the shut-off of utilities as necessary
- Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- Determine integrity of on-campus water system and report this information to the Operations Section Chief
- Shut down electricity only if building has clear structural damage or advised to do so by Command Post
- Direct the suppression of small fires
- Coordinate the location of existing and potential hazards
- Facilitates emergency vehicle access to the campus
- Oversees/Monitors campus security/perimeter control
- Secures school campus and buildings from un-authorized access
- Survey buildings for potential hazards and post warnings with signs and yellow caution tape
- Provide clear routes for campus access for emergency response vehicles
- Establish and maintain campus security/perimeter control
- Secure school campus and buildings from un-authorized access by locking gates
- Verify that building is "locked down" and report same to Command Post
- Cooperate/support First Aid, Student Release, Communications and Search/Accountability Teams
- Direct all requests for information to the Public Information Officer

Closing Down/Deactivation
- Releases staff and volunteers per direction of IC
- Ensures close-out of all logs and turns them over to Administration/Finance- Documentation Team
- Makes sure all equipment and re-usable supplies are returned to Logistics

GO-KIT
- Team Checklist and Contact Information
- Utility shut-off map/checklists

CL-18

OPERATIONS SECTION MAINTENANCE/FIRE/SITE SECURITY TEAM

- ☐ Walkie-talkie/Family Radio Service (UHF Band)
- ☐ Response Forms
- ☐ DANGER placards
- ☐ Caution Tape
- ☐ First Aid Kit
- ☐ Duct tape and sharpies
- ☐ Facility and supply storage maps
- ☐ Pens and pencils
- ☐ Job description clipboard
- ☐ Hard hat, vest and safety equipment
- ☐ Leather Gloves, dust masks ☐
- ☐ Safety Goggles

Other Equipment and Supplies
- ☐ Wrenches and assorted tools
- ☐ Sturdy Shoes
- ☐ Fire suppression gear
- ☐ Master keys
- ☐ Fire Extinguisher

Forms
- ☐ Damage Assessment
- ☐ Section Team Task Form
- ☐ Situation Status Report
- ☐ Activity Log
- ☐ Message Forms

Shelton School District Emergency Response Plan

OPERATIONS SECTION   SEARCH AND RESCUE TEAM

The Search and Rescue (S & R) Team Coordinator is responsible for coordinating all on-site search and rescue efforts. This responsibility includes identifying search and rescue priorities and making team assignments. **Take no action that might endanger you. Do not work beyond your expertise.**

Start-up Actions/Activation Responsibilities:
- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and put on personal safety equipment and I.D.
- Open and maintain position activity log
- Assign staff and volunteers to teams (record names and assignments in log)
- Ensure all teams are properly outfitted
- Visually inspect outgoing teams' gear and perform radio check. Distribute a map to each team delineating their area of responsibility
- Make sure search teams have school site maps and are clear on their assignment

Operational Duties:
- Dispatch teams to high priority areas first; assign teams to routine campus S & R after priority areas have been secured
- Team chief remain at the Command Center to stay in contact with the S & R Teams
- Ensure teams' progress is recorded in log and on site map as they call it in (mark rooms with "C" as they are reported "clear")
- When injured staff or students are located, check in with Operations Section Chief and dispatch First Aid Team as needed
- Keep triage tally on the map
- Report all gas leaks, fires, and structural damage to the Maintenance/Fire/Site Security Team
- Inspect the exterior of each building for structural integrity before entering
- Identify unsafe areas with caution tape (DO NOT enter unsafe buildings)
- Search *ONLY* structurally sound buildings using S & R protocol (see attached)
- As searched rooms have been cleared, call in report to the S & R Team Leader ("Room B-2 is clear.") When entering a room, place a chalk mark or duct tape strip on the front of the door. When exiting, place a second chalk mark or duct tape strip through the initial mark to form an X. This indicates that the room has been cleared.
- When injured students or staff are located, call in their condition and location to S & R Team Leader (Use proper protocol, i.e., no names are broadcast over the radio.)
- Note damage and triage tally on your team map and relay information to S & R Team Leader
- Arrange activities and keep students reassured

Closing Down/Deactivation
- Record the return of all S & R teams
- Direct team to return all equipment to Logistics
- Turn all maps and logs into Administration/Finance- Documentation Team

GO-KIT
- Job description clipboard

CL-20

- ☐ Response Forms
- ☐ Team Checklist and Contact Information
- ☐ Roster of students and staff
- ☐ School Disaster Plan
- ☐ Hard hat, vest and safety equipment
- ☐ Walkie-talkies/Family Radio Service (UHF Band)
- ☐ Duct tape and sharpies
- ☐ Backpacks for gear/first aid supplies
- ☐ Whistles
- ☐ Clipboards, paper and pens
- ☐ Rubber gloves/dust masks
- ☐ Map of school
- ☐ Leather gloves
- ☐ Basic first aid kit

Other Equipment and Supplies:
- ☐ Table and chair
- ☐ White Board or newsprint flipchart
- ☐ Markers erasable or permanent
- ☐ Sturdy shoes/boots
- ☐ Plastic buckets for tools/gear
- ☐ Blankets
- ☐ Fire extinguishers
- ☐ Flashlights w/batteries
- ☐ Master keys and bolt cutter
- ☐ Crowbars and fire axes
- ☐ Shovels and ropes
- ☐ Caution tape and barricades

Forms
- ☐ Damage Assessment
- ☐ Situation Status
- ☐ Activity Log

- ☐ Message Forms
- ☐ Injured and Missing Person's Report

CL-21

INCIDENT COMMAND   LOGISTICS SECTION

The Logistics Section Team are responsible for obtaining any needed resources for the incident, including personnel. Managed by the Logistics Chief, they are the "getters" who are responsible for coordinating personnel, emergency supplies, and transportation

LOGISTICS SECTION   LOGISTICS CHIEF

The Logistics Section Chief is responsible for providing or acquiring all materials, equipment, personnel, services, and facilities necessary to support response efforts. Manages, oversees and initiates logistics team designated to carry out
the following assigned duties:
- • Supplies and Staffing
- • Communication
- • Transportation

Start-Up Actions:
- ☐ Open Go-Kit and put on personal safety equipment and identification
- ☐ Read position description
- ☐ Check in with Incident Commander for situation briefing
- ☐ Open and maintain position activity log
- ☐ Open supplies container or other storage facilities as directed by the IC.
- ☐ Begin distribution of supplies and equipment as needed
- ☐ Ensure that the Command Post and other facilities are set up as needed.
- ☐ Activate Team Leaders
- ☐ Assume lead of all Logistics teams until staffed

Operational Duties:
- ☐ Ensure that Command Center and other facilities are properly set-up
- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities utilizing the position checklists
- ☐ Meet with team leaders and assist them in initiating their team's response activities
- ☐ Coordinate supplies, equipment, and personnel needs with the Incident Commander
- ☐ Oversee distribution of supplies and equipment where and as needed
- ☐ Maintain security of stored supplies and equipment
- ☐ Schedule breaks and re-assign Logistics staff as needed
- ☐ During an emergency of extended duration, ensure adequate supply of food and potable water to emergency workers and people who have been relocated to shelters
- ☐ Utilize Logistics back up, plan and take regular breaks, 5-10 minutes/hour
- ☐ Establishes communications systems between students, management team, staff and parents

Closing Down/Deactivation
- ☐ Release Logistics Teams when directed by IC
- ☐ Secure all equipment and reusable supplies
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Administration/Finance-Documentation Team

CL-22

GO-KIT
- ☐ School Emergency Plan
- ☐ Map of facility
- ☐ Pens and pencils, paper
- ☐ Hard hat, vest and safety equipment
- ☐ Walkie-talkie/Family Radio Service (UHF Band), Two-way radio
- ☐ On-campus supply storage list(s)/map
- ☐ Job description clipboard
- ☐ Clipboards with volunteer sing-in sheets,
- ☐ Master keys
- ☐ Response Forms

Other Equipment and Supplies:
- ☐ Table and chair
- ☐ Container or other storage facility for emergency supplies

Forms
- ☐ Emergency Supply Inventory
- ☐ Message Forms
- ☐ Situation Status Report
- ☐ Activity Log
- ☐ Action Plan
- ☐ Section Team Task Form
- ☐ Financial Tracking Form
- ☐ Envelope for Receipts

CL-23

LOGISTICS SECTION   COMMUNICATION TEAM

The Communications Team Coordinator is charged with establishing, coordinating, and directing verbal and written communications on-site and with the District Office. If the District Office cannot be contacted, communications may be made with outside agencies when necessary.

Start-up Actions/Activation Responsibilities:
☐ Attend a briefing with the Logistics Section Chief and other Logistics Team Leaders
☐ Open Go-Kit and put on personal safety equipment and I.D.
☐ Open and maintain position activity log
☐ Set-up and test communications equipment
☐ Locate Communications "center" in quiet location in proximity to Command Center
☐ Assign staff and volunteers to appropriate positions
☐ Advise Logistics Section Chief when communications center is "operational"

Operational Duties:
☐ Coordinate all communications between IC Center and District Office
☐ Ensure all communications (incoming and outgoing) are being properly logged (date/time/originator/recipient)
☐ Oversee message relay via runners
☐ Monitor radio station(s) for local emergency news on KMAS 1030 AM
☐ Dispatch runners as needed to relay messages to Management Team, Section Chiefs, and Team Leaders, as needed
☐ Generate Site Status Report when directed by the IC
☐ Refer all media requests to the PIO

Closing Down/Deactivation
☐ Release staff and volunteers per direction of Logistics Section Chief
☐ Close out all logs and pending messages, and turn over to Administration/Finance- Documentation Team
☐ Return all equipment and supplies to Logistics

GO-KIT
☐ Job description clipboard
☐ Team checklist and contact information
☐ Walkie-talkies/Family Radio Service (UHF Band)
☐ Map of facility
☐ Pens, pencils, paper, and clipboards
☐ Hard hat and vests/safety equipment
☐ Response Forms
☐ Tables and chairs
☐ File boxes

Forms
☐ Situation Status Report
☐ Message Forms
☐ Activity Log   **CL-24**

LOGISTICS SECTION   SUPPLIES AND FACILITIES TEAM

The Supplies and Facilities Team Coordinator is responsible for ensuring that all requests for personnel, facilities, equipment, supplies, and materials necessary to support response efforts are being filled.

Start-up Actions/Activation Responsibilities:
☐ Attend a briefing with the Logistics Section Chief and Transportation Team Leader
☐ Open Go-Kit and locate all supplies
☐ Open and maintain position activity log
☐ Assess available personnel and make appropriate assignments
☐ Gather all team supplies and personal safety gear
☐ Open storage facility/containers

Operational Duties:
☐ Maintain security and oversee the distribution of supplies and equipment
☐ Coordinate the assignment of staff and volunteers
☐ Stay in contact with Section Chief about the needs of other sections and teams
☐ Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed

Closing Down/Deactivation
☐ Release staff and volunteers when directed by Logistics Section Chief
☐ Makes sure all equipment and unused/re-usable supplies are safely and securely stored
☐ Ensures close-out of all logs and turns them over to Administration/Finance- Documentation Team

GO-KIT
☐ Job description clipboard
☐ Team Checklist and Contact Information
☐ Map of facility
☐ Pens and pencils, paper
☐ Walkie-talkie/Family Radio Service (UHF Band)
☐ On-campus supply storage list(s)/map
☐ Communications log
☐ Hard hat, vest and safety equipment
☐ Response Forms

Other Equipment and Supplies:
☐ Table and chair
☐ Phone
☐ Computer or laptop

Forms
☐ Emergency Supply Inventory
☐ Situation Status Report
☐ Message Forms
☐ Activity Log

CL-25

LOGISTICS SECTION   TRANSPORTATION TEAM

The Transportation Team Coordinator is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities includes directing buses and trucks to areas where they are needed to ferry students, staff and/or supplies.

Start-up Actions/Activation Responsibilities:
- ☐ Open Go-Kit and put on personal safety equipment and I.D.
- ☐ Attend a briefing with the Logistics Section Chief and the Supplies and Facilities

Staffing Team Leader
- ☐ Hard hat, vest and safety equipment
- ☐ Open and maintain position activity log

Operational Duties:
- ☐ Implement various components of the transportation plan
- ☐ Access the need and direct the use of vehicles on campus
- ☐ Stay in contact with Section Chief about the needs of other sections

Closing Down/Deactivation
- ☐ Release staff and volunteers per direction of IC
- ☐ Arrange for the return of vehicles to vendors
- ☐ Ensure close-out of all logs and turn them over to Administration/Finance Team

Documentation Team
- ☐ Make sure all equipment and re-usable supplies are safely and securely stored

GO-KIT
- ☐ Job description clipboard
- ☐ Team Checklist and Contact Information
- ☐ School Disaster Plan
- ☐ Map of facility
- ☐ Hard hat, vest and safety equipment
- ☐ Walkie-talkie/Family Radio Service (UHF Band)
- ☐ Pens and pencils, paper
- ☐ Response Forms
- ☐ Resource List of Transportation Contacts

Other Equipment and Supplies:
- ☐ Table and chair
- ☐ Phones

Forms
- ☐ Situation Status Report
- ☐ Message Forms/Activity Log

CL-26

INCIDENT COMMAND   PLANNING/INTELLIGENCE SECTION

The function of the Planning /Intelligence Team is to define and measure the incident. Responsibilities of this team include keeping a written record of all actions taken to respond to the incident, debriefing, and coordinating the mental health recovery team.

PLANNING/INTELLIGENCE   SECTION CHIEF

The Planning/Intelligence Section Chief is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources, as well as maintenance of accurate records and site map. Provides ongoing analysis of situation and resource status and assist the Incident Commander in developing an Incident Action Plan. When appropriate, this section will also prepare briefings for the Incident Commanders related to new or updated intelligence.

Start-up Actions/Activation Responsibilities:
☐ Open Go-Kit and put on personal safety equipment, ID or Vest
☐ Read position description
☐ Check in with Incident Commander for situation briefing
☐ Coordinate activities with Logistics, Operations, and Finance/Administration as necessary.
☐ Open and maintain activity log
☐ Activate personnel and make appropriate assignments
☐ Assist the IC in developing Action Plans

Operational Duties:
☐ Collects and processes situational information about the incident
☐ Establishes information requirements and reporting schedules for Planning
☐ Determines need for any specialized resources in support of the incident and request the Logistics section to provide it.
☐ Reports any significant changes in incident status
☐ Reassign out-of-service personnel already on-site to the IC organizational positions as necessary.
☐ As personnel are assigned, brief them on the situation and supervise their activities
☐ Assemble information on alternative strategies
☐ Consider areas with additional security/safety needs.
☐ Evaluate need to communicate with other District sites
☐ Utilize Planning back up; plan and take regular breaks, 5-10 minutes/hour.
☐ Provide for the opening and maintenance of the master incident time log
☐ Ensure all radio and verbal communications are recorded
☐ File all reports as they are turned in. Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.
☐ Record appropriate response-related information on site map (and keep it current)
☐ Keep IC apprised of response-related information as it comes in
☐ Anticipate situations and potential problems and develop contingency plans
☐ Assists with medium/long range planning related to ongoing incident and school recovery (logistical) issues.
☐ Arranges for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/services.

CL-27

Aftermath:
- ☐ Assist IC in developing plan for internal and external aftermath.
- ☐ Access resources needed e.g.: Counseling support, county chaplaincy, other needs

Closing Down/Deactivation
- ☐ Release Planning/Intelligence Teams when directed by Incident Commander
- ☐ Direct the return of all equipment and reusable supplies to the Logistics Team
- ☐ Complete/close-out all logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Administration/Finance-Documentation Team
- ☐ Collect/call-in paperwork from each deactivating section
- ☐ Securely package all response-related documents for storage.

GO-KIT
- ☐ School Emergency Plan
- ☐ Team Leader Checklist
- ☐ Team Checklist and Contact Information
- ☐ Campus phone directory
- ☐ Map of facility
- ☐ Pens and pencils, paper
- ☐ Hard hat, vest and safety equipment
- ☐ Walkie-talkie/Family Radio Service (UHF Band)
- ☐ On-campus supply storage list(s)/map
- ☐ Job description clipboard
- ☐ Master keys

Other Equipment and Supplies:
- ☐ Table
- ☐ Chair

Forms
- ☐ Activity Log
- ☐ Debriefing Log
- ☐ Section Team Task Form
- ☐ Situation Status Report
- ☐ Action Plan
- ☐ Message Forms

CL-28

PLANNING/INTELLIGENCE   INCIDENT LOG SCRIBE

The Incident Log Scribe's function is to keep a written record of all communications and actions related to the incident. The scribe attaches to the Incident Commander and records all appropriate information. Depending upon the incident, Operations and Logistics Chiefs may have a scribe as well.

Start-up Actions/Activation Responsibilities:
- ☐ Open Go-Kit and put on personal safety equipment and I.D.
- ☐ Obtain equipment and supplies
- ☐ Identify self to the Incident Commander
- ☐ Put on ID

Operational Duties:
- ☐ Team with the Incident Commander or other assigned personnel
- ☐ Maintaining and periodically distributing a situation report
- ☐ Gathering incident related information from other teams for entry into the Incident Command Post log
- ☐ Referring newsworthy information to the Public Information Officer
- ☐ Ensuring that all messages are properly routed
- ☐ Document in writing all actions and communications (including the time) ordered and received by the Incident Commander or other assigned personnel

Closing Down/Deactivation
- ☐ Transcribe notes; make copies of transcription and original notes and keep as backup; turn in transcribed notes to the Incident Commander or Administration/Finance Documentation Team, as directed
- ☐ Return equipment and reusable supplies; replace supplies as needed

GO-KIT
- ☐ Job description clipboard
- ☐ Response Forms
- ☐ ID
- ☐ Clipboard, pens, pencils, paper
- ☐ Watch or stopwatch
- ☐ Flashlight/reading light
- ☐ Digital Camera

Forms
- ☐ Activity Log
- ☐ Operation Staffing List
- ☐ Message Forms
- ☐ Section Team Task Form
- ☐ Situation Report

Shelton School District Emergency Response Plan

PLANNING/INTELLIGENCE   DOCUMENTATION TEAM

The Documentation Team coordinator is responsible for the collection, evaluation, documentation and use of all information about the development of the incident and the status of resources.

Start-up Actions/Activation Responsibilities:
☐ Open Go-Kit and put on personal safety equipment and I.D.
☐ Check in with Planning/Intelligence Chief for situation briefing
☐ Obtain necessary equipment and supplies from Logistics
☐ Determine whether there will be a Finance/Administration Section. If there is none, the Documentation Team Coordinator will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

Operational Duties:
☐ Maintain time log of the Incident, noting all actions and reports
☐ Record content of all radio communication with district or Emergency Operations Center representative
☐ Record verbal communication for basic content
☐ Log in all written reports
Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all originals notes and records- they are legal documents.
☐ Keep all documents in safe storage during emergency
☐ Photograph all damage

Closing Down/Deactivation:
☐ Collect and file all paperwork and documentation from deactivating sections
☐ Securely package and store these documents for future use
☐ Return equipment and reusable supplies to Logistics

GO-KITS
☐ Walkie-Talkie/Family Radio Service (UHF Band)
☐ File box(es)
☐ Pens and paper
☐ Response Form

Forms
☐ Emergency Time/Situation Report
☐ Activity Log
☐ Student Accounting Forms
☐ Message Forms
☐ Situation Status Report

INCIDENT COMMAND   ADMINISTRATION/FINANCE SECTION

The Finance/Administration Section is responsible for managing all financial and legal aspects of an incident, prepares proclamations, emergency ordinances, etc. This team is responsible for collecting data, scribe records, expenses, etc., either during or after the incident. Coordinates the follow up paperwork and reports. Works closely with other Management Chiefs to provide personnel information, resource information, money/credit if needed. Provides an official record of the event.

Gathers pertinent financial information from briefings with government agencies such as local Incident Command Centers, State Office of Emergency Services and Federal Emergency Management Agency (FEMA) representatives.

ADMINISTRATION/FINANCE   SECTION CHIEF

The Administration/Finance Section Chief is responsible for overseeing the financial tracking, procurement, and cost analysis related to the disaster or emergency, as well as maintenance of financial records, tracking and recording staff hours.

Start-up Actions/Activation Responsibilities:
- Open Go-Kit and put on personal safety equipment and identification
- Read position description
- Check-in with IC for incident briefing
- Open and maintain activity log
- Activate Team
- Initiate response activities (set-up work station)

Operational Duties:
- Assume all duties of Recordkeeping Team until staff arrive
- Schedule breaks and re-assign staff as needed
- Open and maintain section logs
- Confer with IC on delegation of purchasing authority
- Determine appropriate purchasing limits
- Meet with Operations and Logistics Section Chiefs to determine financial and administrative support needs.
- Determine future Finance/Administration Section personnel and support needs
- Prepare proclamations, emergency ordinances and other legal documents required by the Board of Trustees and Director of Emergency Services
- Advise the Board of Trustees and the IC Team of the legality, legal implications and politics of contemplated emergency actions.
- Develop rules, regulations and laws required for acquisition and control of critical resources.
- Develop the necessary ordinances and regulations to provide legal basis for evacuation and/or population control
- Ensure investigation of all accidents and prepare necessary claims
- Document for cost reimbursement
- Ensure section logs are completed
- Participate in Action Planning meetings

CL-31

☐ Utilize back up; plan and take regular breaks, 5-10 minutes/hour
☐ Photograph all damage

Closing Down/Deactivation
☐ Release Finance/Administration Team when directed by IC
☐ Direct the return of all equipment and reusable supplies to the Logistics Team
☐ Close logs. Collect, file and secure all logs, reports, and response-related documentation
☐ Assign any open actions to appropriate personnel

GO-KIT
☐ Job description clipboard
☐ Vest and/or ID badge
☐ Hard hat
☐ Clipboard w/pad and pens/Sharpies
☐ Walkie-talkie/Family Radio Service (UHF Band)
☐ School Emergency Plan
☐ File folders and boxes
☐ Response Forms
☐ Digital Camera

Other Equipment and Supplies
☐ Table and chair

Forms
☐ Activity Log
☐ Message Forms
☐ Action Plan
☐ Situation Status
☐ Emergency Time/Situation Form

CL-32

ADMINISTRATION/FINANCE   RECORDKEEPING TEAM

The Recordkeeping Team coordinator is responsible for ensuring that records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims, and cost recovery are maintained during campus emergencies. Collects all logs, equipment use information, purchase orders, receipts or other finance related information for documentation of District costs related to the emergency or disaster.

Start-up Actions/Activation Responsibilities:
☐ Open Go-Kit and put on personal safety equipment and I.D.
☐ Attend a briefing with Finance/Administration Section Chief
☐ Locate and set up work space
☐ Activate personnel and make appropriate assignments
☐ Check with Documentation coordinator to collect records and information related to personnel time keeping

Operational Duties:
☐ Monitor the tracking of staff and volunteer hours
☐ Monitor the tracking of response-related requests and purchases
☐ Facilitate the processing of purchase requests from Logistics Section Chief

Closing Down/Deactivation
☐ Release staff and volunteers per direction of Section Chief
☐ Make sure all equipment and unused supplies are returned to Logistics
☐ Complete/close-out all logs and turn them over to Administration/Finance-Documentation Team

GO-KIT
☐ Walkie-talkie/Family Radio Service (UHF Band)
☐ Job description clipboard
☐ File Boxes
☐ Vendor contracts/Mutual aid agreements list
☐ Pens and pencils, paper
☐ Hard hat and vest

Other Equipment and Supplies:
☐ Table, chair
☐ Computer or laptop

Forms
☐ Activity Log
☐ Damage Assessment
☐ Emergency Time/Situation Form
☐ Operation Center Staffing List
☐ Section Team Task Form
☐ Situation Status Report

CL-33

ACTION: CANCELLATION/CLOSURE OF SCHOOL -During School Hours

Schools are closed or classes cancelled when it is unsafe for students and staff to be there due to road closures, power outages, severe weather, earthquakes, etc. Schools may also be closed if the campus is needed for public sheltering or wide scale public health measures.

WHEN TO CANCEL/CLOSE YOUR SCHOOL

- Active Shooter
- Civil Unrest
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- National Security Emergency
- Pandemic Influenza
- Radiological Incident
- Terrorism
- Transportation Accident
- Wildland/Urban Interface Fire
- Winter Storm
- Extended Power Outage

CANCELLATION/CLOSURE PROCEDURES

☐ Contact District Office to obtain permission or collaborate on decision to close school
☐ Notify Staff and Students
    a. Make an announcement over the PA:
       "Your attention please. Your attention please. We will be initiating school closure and student release procedures. Teachers and students should remain in their classrooms until notified that student release teams are in place."

OR

    b. Send runners to each classroom with above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
☐ Activate Parent Alert System (parent phone tree, if one is in place or other method)
☐ Post "School Closed" signs in school office and main entry points (Provide information on how to get additional information such as an emergency phone number, radio station, etc.)
☐ Prepare for Student Release

SECTIONS ACTIVATED IN SCHOOL CANCELLATION/CLOSURE

- Management
- Operations: Student Release

NOTE
The conversion of a school campus for purposes of public sheltering or mass prophylaxis must be initiated by the District Superintendent/Designee at the request of the Department of Emergency Services, the American Red Cross, or the Department of Health Services.

CL-34

ACTION: CANCELLATION/CLOSURE OF SCHOOL - Before the School Day *Begins*

If conditions warrant the cancellation of school prior to the beginning of the school day, the District superintendent normally requests the following protocol be utilized. The utilization of this procedure will ensure that all authorized school closure announcements are properly communicated to media representatives.

WHEN TO CLOSE YOUR SCHOOL
- Civil Unrest
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- National Security Emergency
- Pandemic Influenza
- Radiological Incident
- Terrorism
- Transportation Accident
- Wildland/Urban Interface Fire
- Winter Storm

CANCELLATION PROCEDURES
☐ School site administrator is to notify District Office
☐ District Office will notify the
☐ Notify Staff (use staff phone tree, if one is in place or other method)
☐ Activate Parent Alert System (parent phone tree, if one is in place or other method)
☐ Assign someone to go to the school/district site to post a notice of school closure and contact numbers to call for information (if safe to do so)

SECTIONS ACTIVATED IN SCHOOL CLOSURE
- Management

Shelton School District Emergency Response Plan

ACTION: SHELTER-IN-PLACE

Whenever an emergency situation presents itself such that it is safer for students and staff to remain inside the school building, the superintendent, principal or designee may issue an order to "shelter-in-place." This action is initiated when there has been an accidental or intentional release of a chemical, radiological, or biological contaminant in the vicinity of the school. "Shelter-in-place" may also be called for in response to terrorist activities.

WHEN TO SHELTER-IN-PLACE
- Civil Unrest
- Explosion
- Hazardous Materials Incident
- National Security Emergency
- Radiological Incident
- Terrorism
- Transportation Accident
- Biological Incident

SHELTER-IN-PLACE PROCEDURES
☐ Notify District Office
☐ Notify Staff and Students
    a. Make an announcement over the PA:
       "Your attention please. Your attention please. Due to the

       _____

       Students and staff should immediately prepare to shelter-in-place and stand-by for further instructions."

OR

    b. If you do not have a PA system and it is safe to do so: send runners to each classroom with above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on campus programs and offices are also notified.

☐ Order facilities manager or custodian to shut down air circulation system
☐ Turn on radio and monitor updates
☐ Activate Parent Alert System (parent phone tree, if one is in place or other method)
☐ Post signs on exterior windows, if there is time and it is safe to do so

"This School is Sheltering-in-Place. Do Not attempt to enter any office or building."

IN CLASSROOMS AND OFFICES
☐ Post "shelter-in-place" sign on exterior door or window (if it is safe to do so)
☐ Shut doors and all windows (pull draperies or close blinds)
☐ Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
☐ Take out class roster and take roll
☐ Wait for an announcement or communication of "all clear" before releasing anyone or opening doors and windows

CL-36

ACTION: **SHELTER-IN-PLACE**

IN THE CAFETERIA, LIBRARY OR GYMNASIUM
- ☐ Move students and staff into a hallway or small room
- ☐ Shut doors and all windows (pull draperies or close blinds)
- ☐ Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
- ☐ Write down names of everyone in the room or collect sign in sheets
- ☐ Wait for an announcement or communication of "all clear" before releasing anyone or opening doors and windows

OUTDOORS
- ☐ Move inside the nearest building
- ☐ Follow procedures above

SECTIONS ACTIVATED IN SHELTER-IN-PLACE
- Management
- Operations (if long duration)
- Logistics (if long duration)
- Planning/Intelligence (if long duration)
- Finance/Administration (if long duration)

NOTE
A request to "shelter-in-place" is usually of short duration (a few hours), so there is little danger that you will run out of oxygen or suffocate. In the event of an extended "shelter-in-place," there will be access to food and water in classroom and/or school emergency kits.

CL-37

ACTION: LOCKDOWN

Lockdown is the response action initiated when schools are faced with extremely violent behavior, armed intruders, an on-campus hostage situation, snipers, or police activity in the vicinity that could threaten the safety of students and staff. Lockdowns are serious business. When a superintendent, principal, or designee initiates a lockdown it means that there is an immediate and possibly life-threatening situation on campus.

WHEN TO INITIATE LOCKDOWN
• Civil Unrest
• National Security Emergency
• Nearby Law Enforcement Action
• Shooter or Intruder on Campus
• Terrorism

LOCKDOWN PROCEDURES
☐ Notify District Office
☐ Notify Staff and students
    a. Make an announcement over the PA:
    "LOCKDOWN-LOCKDOWN!!! Your attention please. Initiate lockdown procedures immediately and stand-by for further instructions."

    Remember to lockdown your office!

☐ Designate an individual to Call 9-1-1 and stay on the phone with the operator.
☐ *Sit tight!* When law enforcement arrives on campus they will give you instructions

IN CLASSROOMS AND OFFICES
☐ Shut and lock doors and all windows (pull draperies or close blinds and blacken any doorway windows). DO NOT open the door for anyone or peek out windows until "All Clear" signal is given
☐ Move all students and staff away from windows and stay low (below window line)
☐ Turn off lights
☐ Keep calm and quiet
☐ Post green sign if everyone is OK or red sign if students are missing/injured on exterior door or window (IF it is safe to do so)
☐ **REMAIN** in classrooms and offices until the "All Clear" signal is given or you are escorted out by first responders

IN THE CAFETERIA, LIBRARY OR GYMNASIUM
☐ Shut and lock doors and all windows (pull draperies or close blinds and blacken any doorway windows)
☐ Move all students and staff away from windows and stay low (below window line)
☐ Turn off lights
☐ Keep calm and quiet
☐ Post green sign if everyone is OK or red sign if students are missing/injured on exterior door or window (IF it is safe to do so)
☐ **REMAIN** in place until the "All Clear" signal is given or you are escorted out by first responders

OUTDOORS

☐ **IMMEDIATELY** move inside the nearest building

☐ Follow procedures above

☐ **REMAIN** in place until the "All Clear" signal is given or you are escorted out by first responders

SECTIONS ACTIVATED IN LOCKDOWN

• Management

• Operations: Maintenance/Fire/Site Security, Assembly/Shelter, Crisis Intervention, First Aid, Student Release (these teams will ONLY be activated when it is safe to do so)

ADDITIONAL LOCKDOWN PROCEDURES

Short-term lockdown (less than 8 hours)

Open emergency supply box/kit if needed

Long-term lockdown (more than 8 hours)

Open emergency supply box/kit and set-up latrine system

After "All Clear" Signal is given

☐ Activate Parent Alert System (parent phone tree, if one is in place or other method)

☐ Prepare Student Release Team for orderly release

☐ Initiate contact with Crisis Intervention Team for grief support, trauma recovery, etc. if necessary

NOTE

"Lockdown," like "Drop and Cover," can be initiated by a teacher or employee in response to violent behavior, shots fired, or any other activity that threatens the safety of students and staff. When initiated by a teachers or staff, it is their responsibility to get a message to the school office about the nature of the incident, when it is safe to do so.

Shelton School District Emergency Response Plan

ACTION: EVACUATION

This emergency response activity is initiated when it is determined that it is not safe to remain in school buildings or to stay on campus. In this situation, students and staff are moved to a safer location either on or off site.

WHEN TO EVACUATE YOUR SCHOOL

- Civil Unrest
- Dam Failure
- Explosion
- Fire on Campus
- Flood
- Gas Leak
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- National Security Emergency
- Terrorism
- Transportation Accident
- Wildland/Urban Interface Fire
- Winter Storm

EVACUATION PROCEDURES

REMEMBER TO TAKE YOUR PERSONAL BELONGINGS WITH YOU (SUCH AS PURSES AND CAR KEYS) WHEN YOU EVACUATE!!

ON-SITE EVACUATION

- ☐ Notify District Office
- ☐ Sound alarm
- ☐ Notify Staff and students
     a. Make an announcement over the PA:
         "Your attention please. Your attention please. Due to the
_____, students and staff should proceed immediately to the primary (or secondary) evacuation site."

OR

If you do not have a PA system and it is safe to do so: send runners to each classroom with above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

- ☐ Classroom teachers are to make sure that emergency supplies are brought out to the evacuation site along with their "go-kit" and Quick Reference Guide

- ☐ When all classrooms have arrived at the evacuation site, have teachers take roll and determine if anyone is missing. Add names of guests/visitors

CL-40

☐ Hold up green sign if everyone is accounted for or hold up red sign if students or staff are unaccounted for or injured

☐ Mobilize Operations Teams for Student Release

☐ Activate Parent Alert System (parent phone tree, if one is in place or other method)

OFF-SITE EVACUATION

☐ Notify District Office

☐ Activate Transportation Plan

☐ Post sign in school office with directions to evacuation site along with any emergency numbers to call for additional information

☐ Sound alarm

☐ Notify Staff and students

Make an announcement over the PA:

"Your attention please. Your attention please. Students and staff should proceed immediately to the off-site evacuation staging area."

OR

If you do not have a PA system and it is safe to do so: send runners to each classroom with the evacuation information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

☐ Have teachers take roll as student's board buses or are waiting at the evacuation staging area. Missing students should be immediately reported to the EOC. Add names of guests/visitors that were in your classroom.

☐ Hold up green sign if everyone is accounted for or hold up red sign if students or staff are unaccounted for or injured

☐ Mobilize Operations Teams for Student Release

☐ Activate Parent Alert System (parent phone tree, if one is in place or other method)

SECTIONS ACTIVATED IN EVACUATION

• Management

• Operations: Maintenance/Fire/Site Security, Assembly/Shelter, Student Release, First Aid

• Logistics: Transportation Team

CL-41

ACTION: RETURN TO CLASSROOM/REVERSE EVACUATION

This emergency response action is designed to immediately bring people indoors from outside. Reverse evacuation is often called for in circumstances of severe weather and whenever law enforcement or firefighting activities near the school could pose a threat to students and staff.

WHEN TO INITIATE REVERSE EVACUATION

- Civil Unrest
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- National Security Emergency
- Radiological Incident
- Terrorism
- Transportation Accident
- Wildland / Urban Interface Fire
- Winter Storm
- Intruder/shooter on Campus

REVERSE EVACUATION PROCEDURES

- ☐ Sound Alarm, if available
- ☐ Notify Staff and students
    a. Make an announcement over the PA:
    "Your attention please. Students and staff should return to your classrooms or offices immediately and stand-by for further instructions."

OR

    b. If you do not have a PA system, use Bell Code System to alert all areas of the campus.

OR

    c. If it is safe to do so, you can send runners to all outdoor fields with above information.

- ☐ Notify District Office
- ☐ Once threat passes, issue "All clear" to resume regular activities

OR

- ☐ Initiate Student Release
- ☐ Activate Parent Alert System *(parent phone tree, if one is in place or other method)*

SECTIONS ACTIVATED IN REVERSE EVACUATION

- Management
- Operations: Maintenance/Fire/Site Security, Assembly/Shelter, Student Release

CL-42

ACTION: EARTHQUAKE

Drop, cover and hold is a self-protective action called for whenever there is immediate danger from flying objects and/or falling debris. Usually initiated in earthquakes, it is an appropriate response for a number of different threats, such as severe weather or shooter-on-campus.

The action to "drop, cover and hold" is normally initiated by classroom teachers or it may be initiated by the incident itself, such as shaking in an earthquake or the sound of gunfire. ***Instruct all students and staff to act immediately when they become aware of the danger and not to wait for someone to tell them!!***

WHEN TO DROP, COVER AND HOLD
- Civil Unrest
- Explosion
- Landslide
- Major Earthquake
- National Security Emergency
- Shooter/Intruder on Campus
- Terrorism
- Transportation Accident
- Winter Storm

DROP, COVER AND HOLD PROCEDURES
- ☐ At the first sign of shaking or imminent threat, all students and staff should immediately ***drop to the floor, hold on to the closest piece of furniture*** (desk or chair) or other stable object and ***cover the back of their necks with their free hand/forearm.***
- ☐ Stay in this position until the threat passes and an "All Clear" announcement has been made – either through the PA system or via runners.
- ☐ The main office should then make the announcement to "Resume Regular Activities" or direct another response action (such as Evacuation, Cancellation or Closure of School)

INDOORS
- ☐ Students and staff should drop immediately to the floor and crawl under their desks (or, a table or a work bench). Use one hand to hold onto the furniture/table and the other to cover the back of your neck.
- ☐ Stay put until "All Clear" announcement is made and then wait for additional instructions for next actions to take.
- ☐ Check for injuries and make sure everyone is accounted for.

HALLWAYS AND BATHROOMS
- ☐ Kneel next to a bare, inside wall and place your hands over the back of your neck
- ☐ Stay put until "All Clear" announcement is made
- ☐ Wait for instructions for next actions to take
- ☐ Check for injuries and make sure everyone is accounted for

OUTDOORS
- ☐ Move away from trees, billboards, signs, buildings, electrical wiring and power poles

CL-43

☐ Drop to the ground and cover the back of your neck with your hands
☐ Stay put until "All Clear" announcement is made
☐ Wait for instructions for next actions to take
☐ Check for injuries and make sure everyone is accounted for

SECTIONS ACTIVATED IN DROP, COVER AND HOLD
• Management
• Operations *(as needed)*
• Logistics *(as needed)*
• Planning/Intelligence *(as needed)*
• Finance/Administration *(as needed)*

NOTE
After an earthquake, remember to stay alert for aftershocks!

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus should be on students and the physical school site, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff and responders. One of the major goals of recovery is to provide a caring and supportive school environment. Financial recovery and protection of the district's assets are also crucial to the overall restoration of the educational process.

RECOVERY ACTION CHECKLIST
- ☐ Assemble the Crisis Intervention Team as needed.
- ☐ Strive to return to learning as quickly as possible.
- ☐ Restore the physical school site, as well as the school community.
- ☐ Restore communications systems.
- ☐ Institute data recovery procedures.
- ☐ Make arrangements for alternative housing for classes and offices, if necessary.
- ☐ Monitor how staff are assessing students for emotional impact of the crisis.
- ☐ Identify what follow up interventions are available to students, staff and first responders.
- ☐ Conduct debriefings with staff and first responders.
- ☐ Assess curricular activities that address the crisis.
- ☐ Allocate appropriate time for recovery.
- ☐ Plan how anniversaries of events will be commemorated.
- ☐ Capture "lessons learned" and incorporate them into revisions and trainings.
- ☐ Complete all paperwork and reports for financial aid for disaster relief if available.
- ☐ Work with local or state emergency services professionals to maximize your cost recovery efforts.

Plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. District-level counselor 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 planning, you may want to review the credentials of service providers and certify those that will be used during recovery.

During the preparedness phase, local vendors who can assist in recovery efforts should be identified. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration, structural engineers, tree damage/repair/removal, etc. should be arranged for in advance of an emergency situation.

Assemble the School Crisis Recovery Team. A School Crisis Recovery Team, or SERT, is composed of individuals at either the district or school level involved in recovery. In one model, there is a centralized SERT at the district level, which serves all schools in that district. In another model, the district trains school-based SERTs. Even when crisis intervention teams exist within individual schools, it may be necessary for the superintendent or designee to allocate additional resources on an as-needed basis.

CL-45

Service providers in the community may want to assist after a crisis. With prior planning, those with appropriate skills and certifications may be tapped to assist in recovery. This will help district and school personnel coordinate activities of the community service providers and see that district procedures and intervention goals are followed.

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. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Provide information on the incident to the appropriate person(s) in the EOC. Follow the chain of command in the plan when providing information about an incident. All information is to be disseminated through the PIO position in the EOC. It is important to have a single message being sent out to parents, staff, the community and the media. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the school and district are providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of communication into languages other than English depending on the composition of the communities feeding the affected school(s). Be sure to consider cultural difference when preparing these materials.

Focus on the building, as well as people, during recovery. Following a crisis, buildings and their grounds may need repairing, renovation or repainting/re-landscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged. You can use the Safety and Security Assessment Form.

Provide assessment of emotional needs of staff, students, families and responders. Assess the emotional needs of all students and staff, and determine those who need intervention by a school counselor, social worker, school psychologist or other mental health professional. Arrange for appropriate interventions by school or community-based service providers. In addition, available services need to be identified for families who may want to seek treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

Provide stress management during class time. 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. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences. Engage older adolescents in group discussions, and address any issues of guilt ("I could have taken some action to change the outcome of the crisis").

Take as much time as needed for recovery. An individual recovers from a crisis at his or her own pace. Recovery is not linear. After a crisis, healing is a process filled with ups and downs. Depending on the traumatic

CL-46

event and the individual, recovery may take months or even years.

Remember anniversaries of crises. Many occasions will remind staff, students and families about crises. The anniversary of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incident. This underscores the notion that recovery may take a longer time than anticipated.

Staff members need to be sensitive to their own as well as the students' reactions in such situations and provide support when necessary. School crisis planning guides suggest holding appropriate memorial services or other activities, such as planting a tree in memory of victims of crises. Trauma experts discourage memorials for suicide victims to avoid glorification and the sensationalizing of these deaths.

Evaluate. Evaluating recovery efforts will help prepare for the next crisis. Use several methods to evaluate recovery efforts. Conduct brief interviews with emergency responders, families, teachers, students and staff. Focus groups may also be helpful in obtaining candid information about recovery efforts. The following are examples of questions to ask:

- ☐ Which classroom-based intervention proved most successful and why?
- ☐ Which assessment and referral strategies were the most successful and why?
- ☐ What were the most positive aspects of staff debriefings and why?
- ☐ Which recovery strategies would you change and why?
- ☐ Do other professionals need to be considered to help with future crises?
- ☐ What additional training is necessary to enable the school community and community at large to prepare for future crises?
- ☐ What additional equipment or resources are necessary to support recovery efforts?
- ☐ What other planning actions will facilitate future recovery efforts?

Recovery may seem like an end, but it is also a beginning. You must close the loop on the circle. A critical step in crisis planning is to evaluate each incident. What worked? What didn't work? How could you improve operations? Take what you have learned and start at the beginning. Update and strengthen the plan so that in a crisis, no child is left behind.

ADDRESSING THE NEEDS OF INDIVIDUALS WITH DISABILITIES

All school Emergency Operations Plans must include procedures to address the needs of students, staff and visitors with disabilities during a disaster. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand. Because our schools may, at one time or another, have staff, students or visitors who need evacuation assistance, all schools must have a plan that includes the needs of individuals with disabilities.

This checklist indicates those steps necessary to address the needs of those with disabilities. The training materials that are part of the pre-plan include detailed information and guidelines for developing and implementing an effective plan.

☐ Assess classrooms and offices for unsecured, non-structural hazards, potentially blocked exits and other issues that could put students and staff at risk of injury in a fire, earthquake or other emergency.
☐ Take mitigation measures to eliminate or reduce hazards.
☐ Develop a list of individuals needing evacuation assistance and update regularly.
☐ Establish Evacuation Staging Areas.
☐ Establish a Buddy System and assign an adult to assist a disabled individual in exiting the building or getting to an Evacuation Staging Area.
☐ Test your evacuation plan.
☐ Finalize Your Evacuation Plan.
☐ Train staff in evacuation procedures.
☐ Include procedures for evacuating individuals with disabilities in regular fire, earthquake and all other drills and exercises.
☐ Review Evacuation Procedures for Individuals with Disabilities annually and make changes as necessary.

Section 7

Forms

Forms

ACTION PLAN	DISTRICT/SCHOOL:

FOR OPERATIONAL PERIOD:	PREPARED:
FROM: *Date* **TO:** *Date* *Time* *Time*	*Date* *Time*

GENERAL OBJECTIVES

OBJECTIVES should be stated in measurable terms to allow for evaluation of progress.

Each TASK assigned to Sections should address a specific OBJECTIVE.

WEATHER FORECAST FOR OPERATIONAL PERIOD

SAFETY MESSAGE

ATTACHMENTS (✓ IF ATTACHED)

❑ Current Situation Report	❑ Task Assignments	❑ Traffic/Staging Area Map
❑ _____	❑ _____	❑ _____
❑ _____	❑ _____	❑ _____

PREPARED BY (Planning Section Chief):	Approved by (EOC Director/IC):
Date and Time:	Date and Time:

F-1

EOC STAFFING LIST	DISTRICT/SCHOOL:

FOR OPERATIONAL PERIOD:	
FROM: *Date* TO: *Date* *Time* *Time*	PREPARED: *Date* *Time*

MANAGEMENT SECTION	OPERATIONS SECTION
Incident Commander	Operations Section Chief
District Incident Commander	Assembly/Shelter Coordinator
Public Information Officer	Reunification Coordinator
Liaison Officer	First Aid Coordinator
Safety Officer	Facilities & Security Coordinator
Legal	Search and Accountability Coordinator
	Crisis Intervention Team

PLANNING & INTEL SECTION	LOGISTICS SECTION
Planning & Intel Section Chief	Logistics Section Chief
Documentation Coordinator	Communications Coordinator
Incident Scribe	Supplies and Staffing Coordinator
	Transportation Coordinator
	Others:

AGENCY REPRESENTATIVES	FINANCE & ADMIN SECTION
	Administration & Finance Chief
	Recordkeeping Coordinator
Approved by:	**Prepared by:**

❑ **If additional space is needed, ✓box and use reverse side of this sheet**

F-2

EOC SECTION TASKS	DISTRICT/SCHOOL:	Part A

For Op Period from: *Date*　　　　*Time*　　　　to: *Date*　　　　*Time*

MANAGEMENT SECTION	Assigned To:

PIO	Assigned To:

SAFETY OFFICER	

LIAISON OFFICER	

OPERATIONS SECTION	Assigned To:

F-3

EOC SECTION TASKS	DISTRICT/SCHOOL:	Part B

For Op Period from: *Date* **Time** **to:** *Date* *Time*

PLANNING SECTION	Assigned To:

LOGISTICS SECTION	Assigned To:

FINANCE SECTION	Assigned To:

F-4

Shelton School District Emergency Response Plan

EOC Management Situation Report (page 1 of 2)

DATE:	TIME:		REPORT NO.	Reporting Period
PREPARED BY:			EVENT:	
EOC Director/IC (Shift_____)				

EOC ACTIVATION/DECLARATIONS/ORDINANCES		
ACTIVATION/DECLARATION/ORDINANCE	**SUBJECT MATTER**	**DATE/TIME**
EOC ACTIVATION		
LOCAL EMERGENCY DECLARATION		
BOARD OF SUPERVISORS CONFIRMATION		
COUNTY DECLARATION		
GUBERNATORIAL DECLARATION		
PRESIDENTIAL DECLARATION		
SMALL BUSINESS ADMIN. DECLARATION		
RESOLUTION OR ORDINANCE NO.		
RESOLUTION OR ORDINANCE NO.		

ACTION PLAN OBJECTIVES FOR TOMORROW (EOC DIRECTOR/INCIDENT COMMANDER)

F-5

Shelton School District Emergency Response Plan

SAFETY MESSAGE   (SAFETY OFFICER)

LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER)			
ORGANIZATION/AGENCY	NAME	EOC LOCATION	CONTACT NUMBER
Fire Department			
Police Department			
Sheriff Department			
American Red Cross			
State Patrol			
EMS Superintendent			
Transit			
OSPI			
Mental Health			

DISTRIBUTION:
- All Section Chiefs
- All Operations Team Leaders
- All Management Section staff
- Documentation Team
- _____
- _____
- _____

F-6

SCHEDULED BRIEFINGS (EOC Director/IC - PLANS CHIEF/PIO)				
BRIEFING TYPE	**FREQUENCY**	**TIME**	**LOCATION**	**BRIEFER**
Section Chiefs	2/Daily			EOC Director/IC /Plans Chief
Team Leaders	2/Daily			Plans Chief
Media	2/Daily			PIO

SCHEDULED MEETINGS (EOC Director/IC - PLANS CHIEF/PIO)				
MEETING TYPE	**FREQUENCY**	**TIME**	**LOCATION**	**FACILITATOR**
Planning Meeting	2/Daily			EOC Director/IC /Plans Chief

Shelton School District Emergency Response Plan

SECTION ACTIVITY LOG

SECTION:	LOCATION:	PAGE ___ OF ___ PAGES	
SECTION CHIEF/TEAM LEADER:		FROM:	TO:

TIME	INCIDENTS, MESSAGES, NOTES	ACTION TAKEN	INITIA
Completed by:		Position Title:	Date:

F-8

SITUATION STATUS REPORT INITIAL

- INITIAL ASSESSMENT -

District/School _____ Team: _____

Completed by _____ Date _____ Time _____

Immediate Assistance Required

_____ None _____ Medical _____ Fire

_____ Search & Rescue _____ Support Personnel _____ Other

Condition of Students

_____ All Accounted For _____ No Injuries _____ No immediate help required

_____ Missing (number)

Names

_____

_____

_____

_____

_____

_____ Trapped in Building: (number)

Names

_____

_____

_____

_____

_____

_____ Injured (number) _____ Number Requiring Immediate Medical Attention

Type of Injury **Names**

_____ _____

_____ _____

_____ _____

_____ _____

_____ Deceased: (number) **Names**

_____

_____

F-9

Condition of Staff or Visitors

_____ All Accounted For   _____ No Injuries   _____ No immediate help required

_____ Missing (number)   Names

_____

_____

_____

_____

_____ Trapped in Building (number)   Names

_____

_____

_____

_____ Injured (number)_____ Number Requiring Immediate Medical Attention

Type of Injury   **Names**

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____Deceased: (number)   **Names**

_____

_____

Condition of School Building and Grounds
e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

_____   _____

_____   _____

_____   _____

Condition of Neighborhood

e.g.: fallen power lines, debris-cluttered streets, etc.

_____   _____

_____   _____

_____   _____

F-10

SITUATION STATUS <u>UPDATE</u> REPORT

District/School _____ Team: _____

Completed by _____ Date _____ Time_____

_____Number of children remaining at school

_____ Number of Staff or Visitors remaining at school

_____Number of staff members remaining to care for children

_____Assistance Required:

_____ water

_____ food

_____ blankets

_____ additional personnel (number) to assist in student care

_____Other:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

F-11

STAFF SIGN IN/SIGN OUT LOG

DATE: _____   EVENT: _____

SECTION: _____ TEAM: _____ TEAM LEADER: _____

Time IN	Print Name/SIGNATURE	Time OUT	INITIALS	Destination Upon Check Out and Contact Info
	Print _____ Signature _____			
	Print _____ Signature _____			
	Print _____ Signature _____			
	Print _____ Signature _____ Signature _____			
	Print _____ Signature _____			
	Print _____ Signature _____			
	Print _____ Signature _____			
	Print _____ Signature _____			

This form is to be filled out as a roster of all team members reporting to a team assignment. Each person is to sign in upon being assigned to a team and sign out when released by the Team Leader. Upon check-out, individuals should list their intended destination (if possible) and contact information in case they need to be reached. The Team Leader is responsible for making sure this form is filled out and is kept current.

F-12

STUDENT REQUEST FORM

STEP 1. Fill in one form for each student requested. PLEASE PRINT CLEARLY. LEAVE GREY CELLS BLANK FOR STAFF USE.

STEP 2. Give Request Form and your photo ID to staff at the Request Gate.

STEP 3. Move to the Release Gate. Please leave the campus as soon as you are reunited with the requested student(s).

STUDENT	GRADE	FOR STAFF USE
DATE/TIME	TEACHER	PHOTO ID VERIFIED BY
REQUESTED BY		AUTHORIZATION? ❑Yes ❑No
		MEDICAL NEEDS
(Print name)		
I assume custody of the student named above as parent, guardian or authorized adult. (circle one)		PHOTO ID VERIFIED 2x BY
_____ (Signature)		STUDENT STATUS (check one) ❑ RELEASED ❑ CUSTODY ISSUES ❑ ABSENT ❑ ❑ MEDICAL/FIRST AID ❑ UNACCOUNTED-MISSING
DESTINATION	PHONE NO.	NOTES
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? ❑ Yes ❑ No		TIME RELEASED

F-13

Shelton School District Emergency Response Plan

Student Release Log

Student Release Form # _____

Student Name	Date/Time Released	Signature of Parent or Guardian

F-14

STAFF TRAINED IN FIRST AID AND CPR

NAME	Dept.	Contact Info.	First Aid Cert. Date	CPR Certified Date

F-15

MEDICAL TREATMENT LOG

Date: _____

Patient Name	Time:	Description of Treatment	Triage Category	Initials

F-16

Shelton School District Emergency Response Plan

TAG

Patient Name:

Filled out by:

IMMEDIATE

Life Threatening

Respirations – Over 30/Minute

Profusion – Over 2 Seconds

Injuries:

TRIAGE TAG

Patient Name:

Filled out by:

MINOR

Walking Wounded

All Walking Wounded are Classified as Minor.

Injuries:

TRIAGE TAG

Patient Name:

Filled out by:

DELAYED

Serious, Not Life Threatening

Respirations – Under 30/Minute

Profusion – Under 2 Seconds

Injuries:

TRIAGE TAG

Patient Name:

Filled out by:

DEAD

No Respirations

Shelton School District Emergency Response Plan

MEDICAL TREATMENT FORM

Treatment provided by: _____

Time of treatment:_____

Describe treatment: _____

_____

_____

_____

_____

_____

Confirm triage category: _____

UPDATES: _____

_____

MEDICAL TREATMENT FORM

Treatment provided by: _____

Time of treatment:_____

Describe treatment: _____

_____

_____

_____

_____

_____

Confirm triage category: _____

UPDATES: _____

_____

MEDICAL TREATMENT FORM

Treatment provided by: _____

Time of treatment:_____

Describe treatment: _____

_____

_____

_____

_____

_____

Confirm triage category: _____

UPDATES: _____

_____

_____

_____

_____

_____

_____

MEDICAL TREATMENT FORM

Treatment provided by: _____

Time of treatment:_____

Describe treatment: _____

_____

_____

_____

_____

_____

Confirm triage category: _____

UPDATES: _____

_____

_____

_____

_____

_____

_____

F-18

Injury and Missing Person's Report

School: _____ **Room Number:** _____

Teacher's Name: _____ **Date:** _____

INJURED		
Name	**Type of Injury**	**Location**

F-19

Individual Medical Treatment Log

Date: _____   Time: _____

General Information

Name: _____

GENDER:
☐ Male
☐ Female

Address: _____

City: _____   Zip Code: _____E-Mail: _____

Home Phone Number: _____Cell Phone Number: _____

Date of Birth: _____Student I.D.#: _____

Height: _____Weight: _____   Blood Pressure: _____   Resting Pulse: _____

Medical Treatment During Incident:

Type of Injury	Treatment Administered	Treatment Administered by:

Medication Administered or Prescribed:

Medication Name	Dosage	Frequency	Side Effects (Known and potential)	Reason for taking

F-20

Shelton School District Emergency Response Plan

EMERGENCY TIME/SITUATION FORM	
NAME/I.D.#:	
CONTACT INFO:	Home Phone: Cell Phone: Address:
HOURS WORKED:	Arrived at: Departed at: **Total Hours Worked:**
ICS/VOLUNTEER ROLE:	
DESCRIPTION OF DUTIES:	
PERSONAL EXPENDITURES:	
INJURIES:	
OTHER DETAILS:	

Signature of Staff/Volunteer:

_____ _____
PRINT NAME   DATE

_____ _____
SIGNATURE   DATE

Authorized by:

_____ _____
PRINT NAME   DATE

_____ _____
PRINT NAME   DATE

F-21

Shelton School District Emergency Response Plan

ANY PIECE OF PAPER CAN BE USED TO RELAY MESSAGES – HOWEVER, YOU MUST BE SURE TO IDENTIFY WHEN A MESSAGE IS CONFIDENTIAL

General Message Form

- -

Cut here

CONFIDENTAL Message Form

F-22

AFTER ACTION REPORT TEMPLATE

SCHOOL/DISTRICT: _____

DATE(S) OF INCIDENT: _____
_____

SUMMARY OF INCIDENT: _____
_____
_____
_____
_____
_____
_____
_____
_____

MANAGEMENT SECTION SUMMARY:

EOC Director/Incident Commander(s): _____
_____

Summary: _____
_____
_____
_____
_____
_____
_____
_____
_____

PIO(s): _____
Summary: _____
_____
_____
_____
_____
_____
_____

Liaison Officer(s): _____
Summary: _____
_____
_____
_____
_____
_____

AFTER ACTION REPORT

F-23

Shelton School District Emergency Response Plan

Safety Officer(s): _____

Summary: _____

_____

_____

_____

_____

MANAGEMENT SECTION LESSONS LEARNED: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

OPERATIONS SECTION SUMMARY:

OPERATIONS SECTION CHIEF(s): _____

_____

Summary: _____

_____

_____

_____

_____

_____

_____

_____

Assembly and Shelter Team Leader(s): _____

Summary: _____

_____

_____

_____

_____

_____

_____

_____

F-24

Communications Team Leader(s): _____

Summary: _____

_____

_____

_____

_____

_____

Crisis Intervention Team Leader(s): _____

Summary: _____

_____

_____

_____

_____

_____

First Aid Team Leader(s): _____

Summary: _____

_____

_____

_____

_____

_____

Light Search and Rescue Team Leader(s): _____

Summary: _____

_____

_____

_____

_____

_____

Maintenance/Fire/Site Security Team Leader(s): _____

Summary: _____

_____

_____

_____

_____

_____

Student Release/Staff Accounting Team Leader(s): _____

Summary: _____

_____

_____

F-25

Shelton School District Emergency Response Plan

OPERATIONS SECTION LESSONS LEARNED: _____

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

LOGISTICS SECTION SUMMARY:

LOGISTICS SECTION CHIEF(s): _____

_____

Summary: _____

_____
_____
_____
_____
_____
_____
_____

Supplies and Staffing Team Leader(s): _____
Summary: _____

_____
_____
_____
_____

Transportation Team Leader(s): _____
Summary: _____

_____
_____
_____
_____
_____

F-26

Shelton School District Emergency Response Plan

LOGISTICS SECTION LESSONS LEARNED: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PLANNING/INTELLIGENCE SECTION SUMMARY:

PLANNING/INTELLIGENCE SECTION CHIEF(s): _____

Summary: _____

_____

_____

_____

_____

_____

_____

_____

Documentation Team Leader(s): _____
Summary: _____

_____

_____

_____

_____

Situation Status Team Leader(s): _____
Summary: _____

_____

_____

_____

_____

F-27

Shelton School District Emergency Response Plan

PLANNING/INTELLIGENCE SECTION LESSONS LEARNED: _____

_____
_____
_____
_____
_____
_____
_____
_____
_____

FINANCE/ADMINISTRATION SECTION SUMMARY:

FINANCE/ADMINISTRATION SECTION CHIEF(s): _____

Summary: _____

_____
_____
_____
_____
_____
_____
_____

Recordkeeping Team Leader(s): _____

Summary: _____

_____
_____
_____
_____
_____

FINANCE/ADMINISTRATION SECTION LESSONS LEARNED: _____

_____
_____
_____
_____

F-28

POSITIVE RESULTS: _____

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

ITEMS FOR CORRECTION/IMPROVEMENT: _____

_____
_____
_____
_____
_____
_____
_____
_____

Estimated date for completion of corrections/improvements: _____

COMMENTS: _____

_____
_____
_____
_____
_____
_____
_____

_____   _____
Signature of EOC Director/Incident Commander   Date

_____   _____
Signature of Planning/Intelligence Chief   Date

F-29

Shelton School District Emergency Response Plan

Emergency Supplies Inventory   Food and Water

Suggested quantities are for <u>100</u> people for a period of <u>72</u> hours.

Food

Item	Recommended Quantity	Quantity on Hand
Raisins - boxed and dated	20 lbs.	_____
Large potatoes - canned and dated	60 cans	_____
Large soups - dated	60 cans	_____
Stewed tomatoes - dated	20 cans	_____
Large canned beans - dated	20 cans	_____
Large mixed fruit or fruit - dated	60 cans	_____
Large peanut butter	20 tubs	_____
Crackers	2 cases	_____
Canned fruit juice	2 cases	_____
Sugar cubes	4 boxes	_____

Note: Military rations (MREs) may be substituted for the above items in order to maximize shelf life and storage space.

Water **Item**	Recommended Quantity	Quantity on Hand
Drinking water – based on 2 quarts per person-per day	150 gallons	_____

Note: Commercially packaged water (Aqua Blocks or bottled water) may be substituted for the above item in order to maximize shelf life and storage space.

Shelton School District Emergency Response Plan

Emergency Supplies   *ASSEMBLY/SHELTER*

Suggested quantities are for <u>100</u> people for a period of <u>72</u> hours.

<u>Item</u>	<u>Recommended Quantity</u>	<u>Quantity on Hand</u>
Blankets	100	_____
Large battery operated radio with batteries or hand crank radio	1	_____
Heavy duty flashlights with spare batteries and bulbs or hand crank flashlights	4	_____
Whistles (for communicating with staff and students)	4	_____
Clipboards	4	_____
Ink pens	6	_____
Medium garbage bags	4 packages (40 count)	_____
Large 3-ply garbage bags	4 packages (20 count)	_____
Plastic buckets - 5 gallon	6	_____
Pads of paper	4	_____
Scotch tape	4 rolls	_____
Bed sheet strips (to be used as optional bandages)	4	_____
Plastic cups	6 packages (100 count)	_____
Paper plates	6 packages (100 count)	_____
Plastic spoons, knives and forks	6 packages (100 count)	_____
Can openers - manual	5	_____
Portable toilet kit	2	_____
Activities or games for children	5	_____

F-31

Shelton School District Emergency Response Plan

Item	Recommended Quantity	Quantity on Hand
First Aid Handbook (current, Red Cross)	1	_____
Alcohol	4 bottles	_____
Alcohol prep	4 boxes - 100 count	_____
Aluminum foil - 18 inches wide	4 rolls	_____
Antibiotic solution (Betadine)	4 bottles	_____
Aromatic spirits of ammonia	4 boxes - 10 count	_____
Band-Aids - assorted sizes	8 boxes	_____
Bandage - ACE wrap, Kerlix, Kling, or other conforming bandage of several widths - 2, 3, 4, 6 inch)	4 boxes each	_____
Bandage scissors - blunt nose type	9 pairs	_____
Bandage, triangular - 36 x 40 x 55 inch	30	_____
Basin, emesis - disposable	10	_____
Blankets - space or disposable	150	_____
Blood pressure cuff with manometer	6	_____
Burn sheets - sterile, disposable	4 packages	_____
Cervical collar - small, medium & large	4 each	_____
Cotton balls - unsterile	4 large packages	_____
Disinfectant - hand washing	4 gallons	_____
Dressings - 2x2's, 3x3's & 4x4's sterile	4 boxes each	_____
Dressings - 5x9's & 8x10's sterile	4 boxes each	_____
Dressings - eye pad, oval sterile	15 boxes	_____
Dressings - gauze 3x36 inch sterile	4 boxes	_____
Ipecac	4 bottles	_____
Kleenex	10 boxes	_____
Marking pens - skin	6	_____
Needles - for removing splinters & glass	4 packages	_____
Note pads	20	_____

Shelton School District Emergency Response Plan

Item	Recommended Quantity	Quantity on Hand
Pack - cold Temp-Aid	1 case	_____
Paper cups	4 boxes	_____
Pack - hot Temp-aid	1 case	_____
Paper bags	4 boxes	_____
Paper towels	4 cases	_____
Pencils or ball point pens	4 packages	_____
Petroleum jelly	4 large jars	_____
Pitcher or jar with cover - can be used as a measuring device	4 one quart size	_____
Q-tip swabs	6 packages	_____
Safety pins - assorted sizes	6 packages	_____
Saline - 1 tsp. per quart sterile water = normal saline	4 boxes	_____
Sanitary napkins - can be used for heavy bleeding wounds	2 cases	_____
Spine board - long and short	2 each	_____
Splints - inflatable, boards, magazines or other	Several sets	_____
Standard surgical gloves - medium and large	4 boxes	_____
Table	4	_____
Thermometer - oral - Tempa-dot, disposable	4 boxes each	_____
Toilet tissue	4 cases	_____
Tongue depressors	4 packages	_____
Towelettes - moist	15 boxes	_____
Treatment log	1	_____
Triage tags (from Office of Emergency Services)	150	_____
Tweezers - large	9 pairs	_____
Tylenol (15 grains)	6 bottles	_____
Water purification tablets, or	4 bottles	_____
Household bleach (6 drops in 1 gallon of water)	2 gallons	_____

Shelton School District Emergency Response Plan

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police 1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: _____ Time: _____

Time Caller Hung Up: _____

Phone Number Where Call Received: _____

Ask Caller:

- Where is the bomb located? (Building, Floor, Room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

_____

_____

_____

_____

Information About Caller:

- Where is the caller located? (Background and level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds:	Threat Language:
☐ Accent	☐ Animal Noises	☐ Incoherent
☐ Angry	☐ House Noises	☐ Message read
☐ Calm	☐ Kitchen Noises	☐ Taped
☐ Clearing throat	☐ Street Noises	☐ Irrational
☐ Coughing	☐ Booth	☐ Profane
☐ Cracking voice	☐ PA system	☐ Well-spoken
☐ Crying	☐ Conversation	
☐ Deep	☐ Music	
☐ Deep breathing	☐ Motor	
☐ Disguised	☐ Clear	
☐ Distinct	☐ Static	
☐ Excited	☐ Office machinery	
☐ Female	☐ Factory machinery	
☐ Laughter	☐ Local	
☐ Lisp	☐ Long distance	
☐ Loud		
☐ Male	**Other Information:**	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

Homeland Security

Shelton School District Emergency Response Plan

Section 8

Glossary

The Language of Emergency Response

Acronyms

ARC	American Red Cross
CERT	Community Emergency Response Team
DES	County Department of Emergency Services
DHS	Department of Homeland Security
DO	District Office
DPH	Department of Public Health
DSW	Disaster Service Worker
EAS	Emergency Alert System
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
FEMA	Federal Emergency Management Agency
HAZMAT	Hazardous Materials
ICS	Incident Command System
LOG	Logistics
MOU	Memorandum of Understanding
NIMS	National Incident Management System
OP AREA	Operational Area
OPS	Operations
PA	Public Address
PIO	Public Information Officer
S&R	Search and Rescue
SOP	Standard Operations Procedure
SIT STAT	Situation Status
WMD	Weapon of Mass Destruction

Shelton School District Emergency Response Plan

Glossary of Common Emergency Response Terms

Action Plan - the plan prepared on-site by the EOC Director/Incident Commander and Planning/Intelligence Chief that will guide response to the emergency at hand.

Activate - is the verb used to describe the intention of implementing the emergency plan.

American Red Cross - a national volunteer agency that provides disaster relief.

Damage Assessment - the process used to determine the amount and severity of damage caused by a disaster or emergency.

Disaster - a sudden, calamitous event that causes damage, loss, and destruction to people and property.

Disaster Service Worker - refers to any public employee or any unregistered person impressed into service consequent to a state of emergency.

Emergency - a condition of disaster or extreme peril to the safety of persons and property.

Emergency Operations Center - the location from which centralized management is performed during emergency response.

Emergency Operations Plan - the plan that each district/school has and maintains for responding to disasters and/or school crisis.

EOC Director/IC - the individual responsible for the overall management during an emergency response requiring an EOC activation. In a Unified Command situation, this function may be performed by two or more individuals representing multiple agencies. Sometimes is referred to as the Incident Commander as well.

Exercise - a simulated emergency situation designed to evaluate an organization or agency's level of preparedness.

Federal Disaster Assistance -refers to the federal government's in-kind and financial assistance provided to disaster victims, the state, or local government agencies through the Federal Disaster Relief Act.

First responder - a collective term used to describe law enforcement, fire, EMS, public works, and public health personnel; those agencies generally first on the scene during emergencies. Hazard   any source of danger or element of risk to people, property, or the environment.

Hazard - Mitigation any measure taken that attempts to eliminate or reduce the potential for damage or injury from a disaster.

Incident - an occurrence or event, natural or man-made, that requires action by emergency personnel.

G-2

Incident Command System - the national standard for on-scene emergency management.

Management by Objectives - a top-down management activity that involves a three-step approach to problem-solving: establishing the objectives, selecting the appropriate strategy(ies) to achieve those objectives, and providing the direction of or assignments associated with the selected strategy.

Mass Care Facility - a location where food, lodging, clothing, first aid, welfare inquiry, and social services are available to victims of disaster.

Mass Prophylaxis - distribution of medicines, vaccinations or inoculations to the public on a mass scale in response to a public health threat.

Media - refers to any/all of the means of disseminating information and instructions to the public: radio, television, newspapers or the web.

Memorandum of Understanding - a pre-existing agreement between agencies to render support (personnel, equipment or facilities) during times of emergency.

Mitigation - the pre-event actions taken to lessen the effects and impact of a disaster.

Operational Area - an intermediate level of the state emergency organization, consisting of a county and all of the political subdivisions/special districts within its boundaries.

Pandemic - a global outbreak of disease when a new virus emerges that affects a large portion of the human population for which there is little or no immunity.

Preparedness - refers to the entire spectrum of planning and training that ensures emergency readiness.

Recovery - those activities associated with "getting back to business" after an emergency; the long-term plan.

Response - those activities undertaken to address the immediate short-term effects of an emergency or disaster. Response activities include actions taken to save lives, protect property and meet basic human needs.

Section - within ICS, the organizational level with responsibility for a major functional area of incident response: Management/Command, Operations, Planning/Intelligence, Logistics,   Finance/Administration.

Section Chief - the ICS title given to those individuals responsible for the command of a functional section.

Triage - a process of rapidly classifying patients on the basis of urgency of treatment.

Threats - those situations or circumstances (i.e., earthquake, flood, fire, hazmat incident, winter storm, etc.) that are likely to occur within, or affect, the Operational Area.

Section 9

THE GUIDELINES FOR DEVELOPING AN
EVACUATION PLAN FOR INDIVIDUALS WITH DISABILITIES

GUIDELINES FOR DEVELOPING AN EVACUATION PLAN
FOR INDIVIDUALS WITH DISABILITIES

Introduction

For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments cannot receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional, or cognitive disabilities may need to have safety and emergency procedures taught in language/terms they understand. Because all schools may, at one time or another, have staff, students or visitors who need evacuation assistance, all schools must have an evacuation plan for individuals with disabilities.

Buildings with Inaccessible Exits for Individuals with Disabilities

For multi-story buildings and single-story buildings with exits not at grade, or ground level, emergency exits usually are provided at stairways. In a fire and/or smoke emergency situation when the fire alarm has been activated, the elevators will automatically descend to the ground level floor and lock with the doors remaining in the open position. This makes the stairway the only path available to leave a multi-story building.

In an emergency situation that is not due to a fire or smoke condition, but does require the evacuation of the building, and the fire alarms have not been activated, the elevators should be used to expedite the evacuation of individuals with disabilities.

In newer buildings stairways are designed to provide a safe means of isolating building occupants from smoke and fire. Upon entering the stairway, people are more protected from heat and smoke until they reach the ground floor and safety. However, in many older buildings, stairways are open and provide no protection from smoke and fire. Protected exit stairways may or may not have additional floor space where people can stand or park a wheelchair on the landing while they await assistance. If people using wheelchairs attempt to remain on small landings, they may restrict the path down the stairs for other people as well as jeopardize their own safety.

For buildings with inaccessible exits, site administrators must establish Evacuation Staging

Areas Definitions

Buddy - An adult assigned to assist an individual in exiting the building or getting to an Evacuation Staging Area. For example, buddies may be assigned to individuals with visual impairments or learning, emotional or cognitive disabilities. When a student is taken to the Evacuation Staging Area, the "Buddy" must remain with the student until the Evacuation Staging Area Supervisor arrives.

Evacuation Staging Area – An area, close to an exit, where people who are unable to use stairs may remain temporarily to await further instructions or assistance from rescue personnel in evacuating the building. It should be noted that for the purpose of this document and other DPS emergency procedural documents the term "Rescue Assistance Staging Area" is the same as an "Evacuation Staging Area".

Evacuation Staging Area Supervisor - A staff member assigned to be present and supervise an Evacuation Staging Area during a building evacuation. The supervisor is responsible for supervision, control and assistance within the Evacuation Staging Area. The supervisor is responsible for reporting the

---

names of occupants of the Evacuation Staging Area to the principal or designee using the established means of two-way communication (see Communication in Step Two). The Evacuation Staging Area Supervisor must remain with the student(s) until relieved by the Fire Department personnel who will transport the individual with disabilities out of the building.

Vestibule - The area located at an exit between the outside and inside sets of doors.

Step-By-Step Guidelines

The following step-by-step guidelines are intended to help site administrators with the process of developing an evacuation plan for individuals with disabilities.

Step One – Develop a List of Individuals Needing Evacuation Assistance

Develop a list of individuals (including those temporarily disabled by injury, ie. a broken leg) who will need assistance in evacuating the building in the event of an emergency. This list must include:
   • Students, staff, volunteers, and visitors.
   • Buddies and their backups assigned to assist these individuals in emergencies.
   • The daily schedule of students and staff with disabilities.
   • Evacuation Staging Area supervisors and their assigned areas.

The list must be posted at the Fire Alarm Panel and updated daily to include visitors and to note that day's absences. This list will assist your local fire company when they respond to an emergency. **See Appendix A** for a copy of the form to be placed in the main office.

Staff must remain cognizant that students will participate in a variety of activities during the school day, week in different areas of the building. The plan must anticipate and address the various scenarios. For example, while students might be assigned to a center program classroom that is on the ground level of the building, the plan should anticipate that even students with profound disabilities can and will participate in activities in other parts of the building (music, library, physical education, inclusion, etc.).

Step Two – Establish Evacuation Staging Areas

•   Assess your building for exits that have stairs or steps either inside or outside the building that would prevent an individual with a mobility impairment from exiting to a safe distance from the building (i.e., inaccessible exits).

•   Establish Evacuation Staging Areas in all buildings with inaccessible exits for individuals with disabilities. See the definitions listed above and the criteria below for help in establishing Evacuation Staging Areas. When you have determined the locations of your Evacuation Staging Areas, install temporary signage to test your plan (see Step Four).

Location – An Evacuation Staging Area needs to be as close to an exit as possible. The area must not encroach on the required exit path out of the building. Consider locations in the following order:
   1. A portion of a landing within an enclosed stairway.
   2. A vestibule located at an exit enclosure and constructed to fire-resistive standards.
   3. A room or area (e.g., a classroom) that is adjacent to an exit stairway.

Size of Area – An Evacuation Staging Area must be large enough to accommodate at least two mobility

8.2

 Shelton School District Emergency Response Plan

impaired individuals and their assistants without blocking doors or stairs that other occupants would be using to exit the building. Evaluate the number and distribution of individuals needing evacuation assistance in your building to determine whether a larger area is needed. A space about 30" by 48" is needed for one wheelchair. Evacuation Staging Areas cannot be used for storage, even of lightweight movable items.

Number of Areas – Designate at least two (2) Evacuation Staging Areas on each upper floor of the building. Additional Evacuation Staging Areas may be needed on ground and upper floors near inaccessible exits depending on the size and layout of the building.

Signage – Two types of signage are required: (1) Signage that directs building occupants to the Evacuation Staging Areas; and (2) Signage that identifies the designated Evacuation Staging Area.

Communication – A method of two-way communication shall be provided in each Evacuation Staging Area. Telephones, two-way radios, cell phones and other communication systems may be considered.

When an Evacuation Staging Area is not needed – When individuals with disabilities are able to evacuate the building directly outside to a safe designated area.

Step Three – Draft Your Evacuation Plan
When you have determined the location of your Evacuation Staging Areas, draft your Evacuation Plan for Individuals with Disabilities (see Appendix B for a sample plan). The Plan must include the following:

  • A copy of the list of Individuals Needing Evacuation Assistance (see Step One).
  • Instructions for placing the list in the main office and updating it.
  • Floor plans indicating the location of Evacuation Staging Areas.
  • Assignment of staff members as Evacuation Staging Area Supervisors (see Definitions).
  • Assignment of buddies (see Definitions) to individuals needing assistance exiting the building or getting to an Evacuation Staging Area.
  • Fire Drill/Building Evacuation Procedures.

Step Four - Test Your Evacuation Plan
  • Contact your local Fire Department to review your Draft Evacuation Plan and Evacuation Staging Areas. Coordination with the local fire companies is necessary to ensure the safe evacuation of individuals with disabilities. Make revisions as necessary within the existing format of the Sample Plan in Appendix B.
  • Post temporary signage to test your Evacuation Plan. Make copies of the signs in and tape them to the walls in the appropriate locations (see section on Signage under Criteria for Evacuation Staging Areas).
  • Follow the site Fire Exit Drill Procedure to test your evacuation plan for individuals with disabilities. The local fire companies should be present at these practice drills. Notify the Risk Management office if there are any questions or issues that arise during the testing. Please document all testing for future reference. The monthly fire drills may be used for the testing of this evacuation plan.

8.3

Step Five - Finalize Your Evacuation Plan

- Revise your Draft Evacuation Plan, if necessary, and incorporate your finalized Evacuation Plan for Individuals with Disabilities into your school's Emergency Procedures and Plans. Send an electronic copy and one signed copy to your district office.

- Revise the Evacuation Plan Maps for your building(s) to show routes to Evacuation Staging Areas.

Step Six – Emergency Procedures Training and Fire Drills
The principal or site administrator is responsible for ensuring that staff, students and volunteers are trained in the emergency evacuation procedures. Specifically, individuals with disabilities must be trained in the emergency evacuation procedures which accommodate their specific disability. These procedures must be practiced. Use the sample form in Appendix C for student and parent acknowledgement of the emergency evacuation plan.

Procedures for evacuating individuals with disabilities shall be incorporated into regular fire drills and practiced with each fire drill. For schools with individuals needing evacuation assistance, the local fire companies should be present for at least one fire drill per year. It is important that fire department personnel participate in the practice evacuation of individuals needing assistance. Contact the local fire companies in advance to schedule these drills.

Step Seven – Annual Review of the Evacuation Plan
Before the beginning of each school year, schools are required to review, revise if necessary and submit an electronic copy along with one signed copy of their evacuation Plan for individuals with disabilities to their district office. These plans will be reviewed and approved by the local fire department jurisdiction annually.
- Revise the list of individuals who will need assistance in evacuating the building in the event of an emergency and post the up-to-date copy in the main office (see Step One).
- Revise the Evacuation Plan (see Steps Three, Four and Five) and notify District Office of any changes.
- Incorporate the revised Evacuation Plan for Individuals with Disabilities into the Emergency Procedures and Plans for the school.

Shelton School District Emergency Response Plan

APPENDIX A

LIST OF INDIVIDUALS NEEDING EVACUATION ASSISTANCE

8.5

APPENDIX B

EVACUATION PLAN FOR INDIVIDUALS WITH DISABILITIES

List of Individuals Needing Evacuation Assistance
A list of all individuals needing evacuation assistance, including those temporarily disabled by injury, **shall be placed in the main office**. The list shall include the following:
- Students, staff, volunteers and visitors
- Daily schedule of these individuals
- Names of buddies, if any, assigned to assist these individuals
- Names of Evacuation Staging Area Supervisors and their assigned locations

Evacuation Staging Areas
The locations of Evacuation Staging Areas are indicated on the attached floor plans and are as follows:

Emergency Evacuation Staging Area(s)
(Within the building, 2 per floor, min.)

Ground Floor Locations:

Location 1:_____

Location 2:_____

Second Floor Locations:

Location 1:_____

Location 2:_____

Evacuation Staging Area Supervisors
A different staff member shall be assigned to supervise each Evacuation Staging Area. Evacuation Staging Area Supervisors and their assigned locations are included on the List of Individuals Needing Evacuation Assistance (copy attached to this plan). The supervisor shall be responsible for supervision, control and assistance within the Evacuation Staging Area. The supervisor shall report the names of occupants of the Evacuation Staging Area to the principal or designee outside the building by [school's designated means of two-way communication].

Evacuation Staging Area Supervisors shall vacate the building only when all of the following conditions are met:
- No students are present in the Evacuation Staging Area
- All students with disabilities are accounted for, and determined none will be coming to the room.
- The principal or designee has authorized the Evacuation Staging Area Supervisor to evacuate the room.
- Safe exit is possible. **8.6**

Evacuation Staging Area Supervisors

Ground Floor:

Name _____ Position _____

Name _____ Position _____

Name _____ Position _____

Second Floor:

Name _____Position _____

Name _____ Position _____

Name _____ Position _____

Assignment of Buddies
Adults shall be assigned as buddies to individuals who need assistance in exiting the building or getting to an Evacuation Staging Area. Assigned buddies are included on the List of Individuals Needing Evacuation Assistance (copy attached to this plan).

Building Evacuation and Fire Drill Procedures
At the sounding of the alarm, all students with disabilities who are able to do so without assistance shall evacuate the building to a safe designated area. Students who are unable to evacuate the building shall report to the nearest accessible Evacuation Staging Area. Students with buddies who are able to evacuate the building with assistance shall evacuate the building to a safe designated area. Buddies shall remain with the students until they are in a safe designated area. Students who need assistance getting to an Evacuation Staging Area shall be accompanied by their buddies to the nearest Evacuation Staging Area.

The principal or designee shall take this plan (including the up-to-date List of Individuals Needing Evacuation Assistance and floor plans showing location of Evacuation Staging Areas) outside the building to meet the Fire Department. The Evacuation Staging Area Supervisors shall report the names of the occupants of the Evacuation Staging Areas to the principal or designee, who will report this information to the Fire Department. The principal or designee shall provide the Fire Department with the names of individuals needing evacuation assistance who are not yet accounted for.

8.7

APPENDIX C

STUDENT ACKNOWLEDGEMENT OF EMERGENCY EVACUATION PLAN

_____
[NAME OF SCHOOL]

STUDENT ACKNOWLEDGEMENT OF EMERGENCY EVACUATION PLAN

I have been briefed/instructed/informed of the emergency evacuation procedures at [name of school].

In an emergency evacuation or fire drill, I will [evacuate the building to the safe designated area] [proceed to the nearest accessible Evacuation Staging Area].

Once I have reported to the safe designated area outside [or once I have reported to the Evacuation Staging Area], I will follow the teacher's [Evacuation Staging Area Supervisor's] instructions.

I, _____, have read this notification and have demonstrated an understanding of the procedures in the event of an emergency evacuation.

_____   _____
Student's Signature   Date

_____   _____
Principal or Designee   Date

_____   _____
Parent or Guardian   Date

_____   _____
Parent or Guardian   Date

INDIVIDUAL STUDENT EVACUATION PROCEDURE: SPECIAL NEEDS

The following evacuation plan is designed specifically for _____. 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.

Name of Student:	School:
Date Procedure Completed:	Procedure Revision Dates:
Site Special Needs Safety Coordinator	Site Principal
Type of Evacuation Equipment:	Location of Evacuation Equipment:

TIME	ROOM	PRIMARY PERSON	BACKUP PERSON
Start Time to End Time			
Primary Evacuation Route: Secondary Evacuation Route:			
Start Time to End Time			
Primary Evacuation Route: Secondary Evacuation Route:			
Start Time to End Time			
Primary Evacuation Route: Secondary Evacuation Route:			

8.9

INDIVIDUAL STUDENT EVACUATION PROCEDURE: SPECIAL NEEDS

Start Time to End Time			
Primary Evacuation Route: Secondary Evacuation Route:			
Start Time to End Time			
Primary Evacuation Route: Secondary Evacuation Route:			
Start Time to End Time			
Primary Evacuation Route: Secondary Evacuation Route:			
Start Time to End Time			
Primary Evacuation Route: Secondary Evacuation Route:			
After School			
Primary Evacuation Route: Secondary Evacuation Route:			

The Parents/Guardians have received a copy of this plan on_____

Site Administrator's Signature:_____

Parent's Signature:_____

8.10

SECTION 10

School Site Specific Information

Emergency Response Plan for Schools

Directions for the Site Administrator/Principal

This Emergency Management Plan *must* be completed at the beginning of each school year and is described in the Preparedness section of the Emergency Response Plan. Assign key staff to Coordinator roles, making clear that, in their absence, you may call on another staff member to perform these duties. Review all information in this emergency plan with staff members. Emphasize the importance of student supervision in the event of an emergency. Inform staff where copies of this plan are.

Step 1: Enter your School Information

School:	
Principal:	
Revision Date:	

Step 2: Identify a School Command Post, Media Staging Areas, Parent/Reunification location and Communication Resources

The in-school Command Post will serve as a base for operations in the event of an emergency. Select a location for the Command Post that has access to telephones, FAX, intercom, and other building controls. Designate a first and second choice. Provide *direct* telephone numbers to be used in an emergency (not the main number). Designate a Media Staging Area and Parent/reunification Area away from the emergency event.

Command Post 1:	
Phone, FAX and email:	
Media Staging Area:	
Parent/Student Reunification Site:	
Command Post 2:	
Phone, FAX and email:	
Media Staging Area:	
Parent/Student Reunification Site:	

☐☐NO	☐☐YES	**Two-way Radios**
☐☐NO	☐☐YES	**Two-way Radios, Multi frequency**
☐☐NO	☐☐YES	**Intercom Systems:**
☐☐NO	☐☐YES	**Buzzers or Tones**
☐☐NO	☐☐YES	**Megaphones**
☐☐NO	☐☐YES	**Email – internet access**

Step 3: Assign School Emergency Response Team Roles—"The E-Team"

As directed by the Site Administrator/Principal, the School Emergency Response-Team will respond to any emergency that affects the school building, students, staff, and/or visitors. In a large scale event, the District Emergency Operations Center will be activated to assist as needed. The Site Administrator will

designate staff members to fill essential roles:

        • Identify a designee to act as the Site Incident Commander in your absence

        • Identify and assign staff that will act as skilled Coordinators in the designated areas

        • Inform staff they will need to report to the main office when called for (e.g., by intercom)

E-TEAM ROLE	NAME	POSITION	CONTACT INFORMATION
MANAGEMENT TEAM			
SITE INCIDENT COMMANDER **Alternate** **(Alternate 2)**			**Phones:** **Phones:** **Phones:**
LIAISON **Alternate** **(Alternate 2)**			**Phones:** **Phones:** **Phones:**
PIO OFFICER **Alternate** **(Alternate 2)**			**Phones:** **Phones:** **Phones:**
SAFETY OFFICER **Alternate** **(Alternate 2)**			**Phones:** **Phones:** **Phones:**
OPERATIONS TEAM CHIEF **Alternate** **(Alternate 2)**			**Phones:** **Phones:** **Phones:**
Search & Rescue Team **Alternate** **(Alternate 2)**			**Phones:** **Phones:** **Phones:**
Assembly Shelter Team **Alternate**			**Phones:** **Phones:**

Shelton School District Emergency Response Plan

(Alternate 2)			**Phones:**
Medical/First Aid Team **Alternate** **(Alternate 2)**			**Phones:** **Phones:** **Phones:**
Facility/Security Team **Alternate** **(Alternate 2)**			**Phones:** **Phones:** **Phones:**
Student/Parent Reunification Team **Alternate** **(Alternate 2)**			**Phones:** **Phones:** **Phones:**
PLANNING SECTION **Alternate**			**Phones:** **Phones:**
Scribe **Alternate**			**Phones:** **Phones:**
Documentation Team **Alternate**			**Phones:** **Phones:**
Mental Health Team **Alternate**			**Phones:** **Phones:**
LOGISTICS SECTION **Alternate** **(Alternate 2)**			**Phones:** **Phones:** **Phones:**
Communications Team **Alternate** **(Alternate 2)**			**Phones:** **Phones:** **Phones:**

Supplies/Staffing Team			**Phones:**
Alternate			**Phones:**
(Alternate 2)			**Phones:**
Transportation Team			**Phones:**
Alternate			**Phones:**
Food/Water Team			**Phones:**
Alternate			**Phones:**
FINANCE SECTION			**Phones:**
Alternate			**Phones:**
Record Keeping Team			**Phones:**
Alternate			**Phones:**

OTHER STAFF WHO HAVE FIRST-AID AND/OR CERT TRAINING

E-Team Role	Name	Position	Contact Information
First Aid Assistant			**Phone:** **Cell:**
First Aid Assistant			**Phone:** **Cell:**
First Aid Assistant			**Phone:** **Cell:**

Step 4: Print Student Roster and Place in Binder

School secretaries must print a list of all enrolled students and their emergency contact information. This information may be printed from the student information system. This roster will be used to account for all students in the event of an emergency. Parents/guardians may sign out their child directly on this student roster.

☐☐NO	☐☐YES	Secretary has printed emergency contact information for all students?
☐☐NO	☐☐YES	Printed roster placed in binder in the main office in an obvious location?

Step 5: Review Inside Safe Assembly Locations

Review the location of Safe Assembly Areas inside your school with your staff. These will be used to shelter from severe weather or to move children away from rooms on the perimeter of the school.

☐☐NO	☐☐YES	Safe Assembly Areas inside school identified and reviewed with staff?
Inside Assembly Area 1		
Inside Assembly Area 2		

Step 6: Designate On-Site Outside Safe Assembly Locations

Schools typically have assembly areas on the school grounds that are used during required fire drills. At times, you must move students farther away from the building. Identify on-site locations that could be used to move students farther away from the building. Schools with a large student body may have more assembly locations. You may direct teachers to move students to these locations by megaphone.

Outside Assembly Area 1	
Outside Assembly Area 2	
Outside Assembly Area 3	
Outside Assembly Area 4	

Step 7: Identify Two Off-Site Emergency Evacuation Locations

These relocation facilities should be near your school and able to house your students and staff until they are released to parents. Consider sites in opposite directions. Examples are a nearby school, church, or public library. Specify a first choice and second choice (in case the first is unavailable). The district will supply support services (e.g., food, transportation, District Crisis Recovery Team, etc.) for these locations as the need dictates. Contact these sites directly to coordinate arrangements.

1st Evacuation Facility:	
Contact Person:	
Address:	
Phone:	

2nd Evacuation Facility:	
Contact Person:	
Address:	

Shelton School District Emergency Response Plan

Phone:		

Step 8: Check and Replenish Contents of Emergency "Go Kits"

Check the contents of the school Emergency "Go Kits." Replenish any items that have been used. Always provide new batteries for flashlights and megaphones. Store the Emergency Response Backpack/"go kit" next to an exit door. Take this backpack/"go-kit' with you if you evacuate the building. Especially make sure these items are inside the backpack:

☐☐NO	☐☐YES	**Copy of this Emergency Response Plan**
☐☐NO	☐☐YES	**Megaphone**
☐☐NO	☐☐YES	**Fresh batteries**
☐☐NO	☐☐YES	**Other Supplies and Materials as identified Administrative "go-kit" list**
☐☐NO	☐☐YES	**Job Description Clipboards and Task Forms**

Step 9: Check Emergency Resources at Your School

Check to see if the following resources are available on your school campus

☐☐NO	☐☐YES	**Emergency chart in every classroom and office?**
☐☐NO	☐☐YES	**Evacuation diagram posted in every classroom and office?**
☐☐NO	☐☐YES	**Red and Green cards in every classroom and office?**
☐☐NO	☐☐YES	**Classroom "go-kits" replenished and accessible near exit?**
☐☐NO	☐☐YES	**Did you replenish the school first aid kit?**

Step 10: Identify Emergency Evacuation Staging Areas for Individuals with Disabilities

All schools *must* have an e*vacuation plan for individuals with disabilities who need evacuation assistance*
• Site Administrators, will designate emergency Evacuation Staging Areas.

Location	Room #	Room #	Room #	Room #

☐☐NO	☐☐YES	**Are signs posted to mark each Evacuation Staging Area location?**

Special Needs Coordinator			**Phones:**
Alternate			**Phones:**
(Alternate 2)			**Phones:**

Shelton School District Emergency Response Plan

Step 11: Identify Disabled Individuals Needing Evacuation Assistance and Post Evacuation Plan
Identify any student or staff member who may need evacuation assistance (e.g., individuals who are in wheel chairs or unable to use stairs). Develop a specific plan for their evacuation. It is recommended that each student's classroom teacher be designated to assist the student in getting to the Evacuation Staging Area. The designated teacher may need to transfer their class to another teacher to remain with the disabled student until they are evacuated. The Site Administrator must:
• Identify students or staff needing evacuation assistance
• Develop an evacuation plan for *each* student or staff member
• Put list of disabled individuals in the main office emergency binder.
• Inform the classroom teacher of *each* student or staff member of the evacuation plan
• Inform students and parents of the evacuation plan

☐☐NO	☐☐YES	List of disabled students/staff *and* evacuation plans in Secretary's emergency contact information binder?
☐☐NO	☐☐YES	*Each* classroom teacher for *each* student informed of evacuation plan?
☐☐NO	☐☐YES	Staff, Students, and parents informed of Evacuation Staging Areas and evacuation plan?

Step 12: Develop a Student-Parent Reunion Procedure at Your School
With the Student-Parent Reunion Coordinator, develop a procedure with to sign out students to parents in the event
of a serious emergency. You will need to identify a location(s) and establish a process for reuniting students and parents.

☐☐NO	☐☐YES	Location(s) identified and procedure to reunite students and parents developed?