*(School District Name)* **\_\_\_\_\_ School Emergency Preparedness Plan**

Since every school district is different, it’s important to look closely at each school’s specific needs, vulnerabilities, and resources and adapt emergency plans accordingly.

**A. Definitions.** First we need to define several key terms:

**1. Hazard**. Something that has the potential to be the primary cause of an incident.

**2. Hazard Identification**. The process of identifying hazards that threaten a given area.

**3. Probability**. The likelihood of a hazard event resulting in an adverse condition that causes injury or damage.

**4. Severity**. The level of impact that a hazard could have on people, services, facilities, and structures in a community.

**5. Vulnerability**. The likelihood of an organization being affected by a hazard, and its susceptibility to the impact and consequences (injury, death, and damage) of the hazard.

**6. Risk**. The estimated impact that a hazard would have on people, services, facilities, and structures in a community; the likelihood of a hazard event resulting in an adverse condition that causes injury or damage. Risk is often expressed in relative terms such as a high, moderate, or low likelihood of sustaining damage above a particular threshold due to a specific type of hazard event.

**7. Risk Assessment**. The process of hazard identification and the analysis of probabilities, vulnerabilities, and impacts.

Some hazards can be removed entirely; others can be made less dangerous (mitigated). Ongoing hazards need to be prioritized based on the likelihood of their occurrence and how much harm they would do to people and property if they did occur.

Important points to consider:

* Make it a team job. The greater the variety of school and community members represented on the team, the more effective it will be. This will also help build relationships needed in any future emergency response.
* Consider not only the school grounds but also routes to and from school, major transportation routes, and any nearby buildings that are large or vulnerable or contain hazardous materials. Consider hazards that could affect community events that take place at school.
* Conduct a walk-through in addition to pen-and-paper exercises.
* Brainstorm first, then choose the high-priority hazards to address first.
* Update the emergency response plan based on what this analysis uncovers.
* Repeat yearly and whenever there are significant changes to the building or grounds.

**B. Hazard Identification.** Could these hazards occur at or near this school? Can they occur on a school bus? For items checked “yes,” see next page.

|  |  |  |
| --- | --- | --- |
| **Yes** | **No** | **Hazard/Threat** |
|  |  | Fire or explosion |
|  |  | Hazardous Materials release |
|  |  | Thunderstorm, Tornado or other unexpected high winds |
|  |  | Disease Outbreak |
|  |  | Medical Emergency |
|  |  | Bomb threat or suspicious package |
|  |  | Hostage Incident |
|  |  | Active Killer/Shooter (firearms, explosives, knives, etc) |
|  |  | School Bus Incident |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## **C. Risk Assessment**

Enter the items for which you checked “yes” into the left-hand column, answer the questions, and assign a priority.

| **Hazard** | **Frequency?** | **Severity?** | **Warning?** | **🡪 Priority** |
| --- | --- | --- | --- | --- |
| Fire or Explosion | 4—Highly likely3—Likely2—Possible1—Unlikely | 4—Catastrophic3—Critical2—Limited1—Negligible | 4—Minimal3—6 to 12 hours2—12 to 24 hours1—24+ hours | \_\_\_ High\_\_\_ Medium\_\_\_ Low |
| Hazardous Materials Release | 4—Highly likely3—Likely2—Possible1—Unlikely | 4—Catastrophic3—Critical2—Limited1—Negligible | 4—Minimal3—6 to 12 hours2—12 to 24 hours1—24+ hours | \_\_\_ High\_\_\_ Medium\_\_\_ Low |
| Severe Weather, such as high winds | 4—Highly likely3—Likely2—Possible1—Unlikely | 4—Catastrophic3—Critical2—Limited1—Negligible | 4—Minimal3—6 to 12 hours2—12 to 24 hours1—24+ hours | \_\_\_ High\_\_\_ Medium\_\_\_ Low |
| Disease Outbreak | 4—Highly likely3—Likely2—Possible1—Unlikely | 4—Catastrophic3—Critical2—Limited1—Negligible | 4—Minimal3—6 to 12 hours2—12 to 24 hours1—24+ hours | \_\_\_ High\_\_\_ Medium\_\_\_ Low |
| Bomb Threat or Suspicious Package | 4—Highly likely3—Likely2—Possible1—Unlikely | 4—Catastrophic3—Critical2—Limited1—Negligible | 4—Minimal3—6 to 12 hours2—12 to 24 hours1—24+ hours | \_\_\_ High\_\_\_ Medium\_\_\_ Low |
| Hostage Incident | 4—Highly likely3—Likely2—Possible1—Unlikely | 4—Catastrophic3—Critical2—Limited1—Negligible | 4—Minimal3—6 to 12 hours2—12 to 24 hours1—24+ hours | \_\_\_ High\_\_\_ Medium\_\_\_ Low |
| Active Killer/Shooter | 4—Highly likely3—Likely2—Possible1—Unlikely | 4—Catastrophic3—Critical2—Limited1—Negligible | 4—Minimal3—6 to 12 hours2—12 to 24 hours1—24+ hours | \_\_\_ High\_\_\_ Medium\_\_\_ Low |
| School Bus Incident | 4—Highly likely3—Likely2—Possible1—Unlikely | 4—Catastrophic3—Critical2—Limited1—Negligible | 4—Minimal3—6 to 12 hours2—12 to 24 hours1—24+ hours | \_\_\_ High\_\_\_ Medium\_\_\_ Low |

|  |  |
| --- | --- |
| **Highest Priority Hazards** |  |
| **Medium Priority Hazards** |  |
| **Least Priority Hazards** |  |

## **D. Hazard Mitigation**

Address as many of the following as are applicable. List other concerns discovered during walk-through.

|  | **Yes** | **No** |
| --- | --- | --- |
| **Not applicable** | **Planned** |
| All rooms are numbered, with big signs on doors inside and out. |  |  |  |
| A building map with room numbers labeled, to give to first responders, is located \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |  |  |  |
| All locks and lights are working. |  |  |  |
| We have an effective system for ID-ing staff and monitoring visitors. |  |  |  |
| The following school access issues have been addressed:* The number of entrances and exits is limited.
 |  |  |  |
| * All infrequently used rooms and closets are locked.
 |  |  |  |
| * Access to utilities, roofs, and cleaning closets is secured.
 |  |  |  |
| * Bus lots are lighted and monitored.
 |  |  |  |
| * Other:
 |  |  |  |
| Hazardous and flammable items are safely stored. |  |  |  |
| Any structural problems within the building have been addressed. |  |  |  |
| Slippery surfaces and slip/fall hazards have been repaired or removed. |  |  |  |
| Fire-resistant window shades have been installed in all rooms. |  |  |  |
| The following are as secure as possible from storms and explosions: |  |  |  |
| * large windows
 |  |  |  |
| * hazardous materials storage areas
 |  |  |  |
| * power lines and gas delivery systems
 |  |  |  |
| Parking is at a distance from the building. |  |  |  |
| The grounds do not provide hiding places for intruders. |  |  |  |
| All areas neat and uncluttered. |  |  |  |
| Well heads are padlocked. |  |  |  |
| Reporting of safety hazards is encouraged. |  |  |  |
| Reporting of lost and stolen keys is encouraged. |  |  |  |
| Cough etiquette, handwashing, and staying home when sick are encouraged. |  |  |  |
| Other: |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**E. Preparedness**

Once hazards have been identified, and plans have been made to remove or mitigate as many of them as possible, the next steps are:

* + Organize and Equip your Emergency Response Team
	+ Create/Update your School Emergency Response Plan
	+ Train and Exercise the Emergency Response Plan

**1. The Emergency Response Team (ERT)**

The District Emergency Response Team is made up of district officials and staff who will execute the emergency plans and procedures and complete all duties necessary to lessen the impact of the emergency. Personnel will be assigned to either the Emergency Operations Center (EOC) or to the Incident Command.

Potential Team members will be:

|  |  |  |
| --- | --- | --- |
| Superintendent/Head of School | School Nurse(s) | Custodian(s) |
| Principal(s) or Asst Principal(s) | Athletic Director/Trainer(s) | Teachers and Ed Techs |
| Transportation Director | Business Manager(s) | Food Service Staff |
| Facility Director | Administrative Assistant(s) | Bus Drivers |
| Information Technology Director | Guidance Counselor(s) | Volunteers |
| Special Education Director | School Resource Officer(s) | Students |
| Parents |  |  |

**The District Emergency Operations Center (DEOC)**

The District EOC is located in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The DEOC shall have a base station radio system that will provide communication to the school principals and buses. The channel that will be used for incidents will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The radio will also have a common channel with the 911 Call Center which is \_\_\_\_\_\_\_\_\_\_\_\_\_.

The DEOC shall have an internet accessible computer with a printer and have access to the County EMA’s online common operating picture.

|  |  |  |
| --- | --- | --- |
| **Function** | **Primary** | **Secondary** |
| **Emergency Manager** | *Superintendent* | *Asst. Superintendent* |
| **Communications** | *Superintendent’s Admin Asst.* | *Special Ed Director* |
| **Public Information Officer** | *Curriculum Director* | *IT Director* |
| **Resource Manager** | *Business Manager* | *Facility Director* |
| **Transportation Director** | *Transportation Director* | *Senior Bus Garage Mechanic* |
| **Reunification Site Mgr** | *School Nurse* | *Human Resources Director* |

*\* Fill in Primary and Alternate roles with names of District personnel*

**The Incident Command System (ICS)**

The Incident Command System (ICS) will be used by the public safety emergency responders and school officials to organize an emergency incident. It’s especially important for anyone who will be working with emergency responders during an incident to understand this system.

The Federal Emergency Management Agency offers free online ICS classes through its Independent Study Program (<http://training.fema.gov/IS/> ). Click on the “ISP Course List” and look for “Introduction to the Incident Command System for Schools.” Your municipal or county emergency management agency may also be able to arrange an on-site class for you.

School officials at the affected school will initiate an Incident Command organization which will be merged with the public safety emergency responders. An Incident Command Post (ICP) will be established by the School Incident Commander. The ICP could move if safety issues or practicality dictates.

|  |  |  |
| --- | --- | --- |
| **Function** | **Primary** | **Secondary** |
| **School Incident Commander** | *Principal* | *Senior Teacher* |
| **Communications** | *Principal’s Admin Assistant* | *Ed Tech* |
| **Accountability Leader** **(Students and Staff)** | *Guidance Counselor* | *Special Ed Teacher* |
| **Classroom Teachers (Safety)** | *Classroom Teacher* | *Ed Techs* |
| **First Aid** | *School Nurse* | *Kitchen Manager* |
| **Resources** | *Title III Teacher* | *Social Worker/ Art/ Music or Phys Ed* |
| **Transportation** | *Available Bus Driver* | *Next Available Bus Driver* |
| **Facilities** | *Custodian* | *Food Service Staff member* |

*\* Fill in Primary and Alternate roles with names of School personnel*

**2. Emergency Functions.** The ERT will be equipped, trained and exercised to complete the following emergency functions:

* Emergency/Incident Management
* Communications
* Student and Staff Accountability
* First Aid
* Public Information
* Parental Notifications
* Relocation Transportation
* Reunification
* Facility Management
* Resource Management

**3. Emergency Actions.** The ERT and school staff will be equipped, trained and exercised to complete the following emergency actions:

* Lockout
* Lockdown
* Evacuate
* Shelter

|  |  |
| --- | --- |
| **Emergency Action** | **Description** |
| **Lockdown** | A classroom procedure that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor windows. Student action during Lockdown is to remain quiet. |
| **Lockout** | A school procedure that recovers all students from outside the building, secures the building perimeter and locks all outside doors. This would be implemented when there is a threat or hazard outside of the building. |
| **Evacuate** | A classroom and school procedure whereby building occupants rapidly leave the building in an orderly fashion to escape a hazard, such as a fire, bomb threat, explosion, or immediate danger from a hostile situation. This may also be used to evacuate an outdoor activity back into the building. |
| **Shelter** | A school procedure that closes all doors and windows, shuts off all HVAC, and seals air from entering the room from the outside. This is due to an external release of a hazardous material. |

Emergency Response Team members’ roles and responsibilities should be clearly outlined in the emergency plan, and at least one alternate should be listed for each team member. There will be no code words for emergency actions. For example - Announce “LOCKDOWN” if lockdown actions are directed.

**4. Training and Exercises**

Each member of the ERT should review the School Emergency Plan and Classroom Checklists. There will be an orientation meeting to bring together staff to discuss the emergency response plan, any potential problems, operational procedures, and equipment and supplies. The training may discuss the response to a specific hazard or problem that needs to be addressed.

All of the emergency functions and actions listed above should be trained and exercised. Many functions and actions can be combined into an exercise or drill. Whenever possible, include emergency responders (police, fire, emergency medical, emergency management, public health, etc.) and other community partners in training.

There are three type of exercises you can use:

Discussion-Based Scenario: Participants are presented with simulated emergency situations, without time constraints. It is usually informal, in a conference room, and is designed to elicit constructive discussion from the participants. They will examine and attempt to resolve problems, based on existing plans and procedures. Individuals are encouraged to discuss decisions in depth with the emphasis on slow-paced problem solving, rather than rapid, spontaneous decision-making.

Drill: The drill develops or maintains skills in a single or limited emergency response procedure. Drills generally involve operational response by a limited number of people. The drill focuses on a single function (example: fire drill evacuation).

Field Exercise: A full-scale field exercise is a “challenging” environment that encompasses a majority of the emergency functions. The appropriate facilities are activated to provide coordination and support. This type of exercise involves the actual mobilization and deployment of the school and public safety personnel, and resources needed to demonstrate operational capabilities. Incident command posts are required to be activated.

The following is a fillable work chart for planning our exercises.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Month** | **Day** | **Functions** | **Actions** | **Type of Training & Exercises** |
|  |  | \_\_\_ Emergency/Incident Mgmt\_\_\_ Public Information\_\_\_ Parental Notifications\_\_\_ Transportation\_\_\_ Resource Management\_\_\_ Relocation and Reunification\_\_\_ Student and Staff Safety\_\_\_ Student/Staff Accountability\_\_\_ First Aid\_\_\_ Communications\_\_\_ Facility Management | \_\_\_ Lockout\_\_\_ Lockdown\_\_\_ Evacuate\_\_\_ Shelter | \_\_\_ Planning Workshop\_\_\_ Online Training\_\_\_ Presentations/Briefings\_\_\_ Hands On Training\_\_\_ Tabletop Exercise\_\_\_ Walk Thru Drills\_\_\_ Field Exercise |
|  |  | \_\_\_ Emergency/Incident Mgmt\_\_\_ Public Information\_\_\_ Parental Notifications\_\_\_ Transportation\_\_\_ Resource Management\_\_\_ Relocation and Reunification\_\_\_ Student and Staff Safety\_\_\_ Student/Staff Accountability\_\_\_ First Aid\_\_\_ Communications\_\_\_ Facility Management | \_\_\_ Lockout\_\_\_ Lockdown\_\_\_ Evacuate\_\_\_ Shelter | \_\_\_ Planning Workshop\_\_\_ Online Training\_\_\_ Presentations/Briefings\_\_\_ Hands On Training\_\_\_ Tabletop Exercise\_\_\_ Walk Thru Drills\_\_\_ Field Exercise |
|  |  | \_\_\_ Emergency/Incident Mgmt\_\_\_ Public Information\_\_\_ Parental Notifications\_\_\_ Transportation\_\_\_ Resource Management\_\_\_ Relocation and Reunification\_\_\_ Student and Staff Safety\_\_\_ Student/Staff Accountability\_\_\_ First Aid\_\_\_ Communications\_\_\_ Facility Management | \_\_\_ Lockout\_\_\_ Lockdown\_\_\_ Evacuate\_\_\_ Shelter | \_\_\_ Planning Workshop\_\_\_ Online Training\_\_\_ Presentations/Briefings\_\_\_ Hands On Training\_\_\_ Tabletop Exercise\_\_\_ Walk Thru Drills\_\_\_ Field Exercise |