

# School Districts Emergency & Crisis Management Plans Template



## BASE PLAN

### I. INTRODUCTION

The District Emergency/Crisis Management Plan is designed to address the preparedness for and consequences of any emergency situation that confronts the School District. It is applicable to natural disasters, technological emergencies, school violence, and other incidents affecting the District.

The Emergency/Crisis Management Plan describes the basic mechanisms and structures by which the District will respond to threats or events, both natural and man-made. To facilitate the Districts response The Plan uses a functional approach to group the types of actions required into Annexes. The Annexes serve as the primary mechanism through which the District's preparedness and response will be provided based on the requirements of the incident. The District response will be coordinated by the District Superintendent, unless otherwise delegated.

#### A. Purpose

The purpose of this Emergency/Crisis Management Plan is to establish sequential planning and operational action that will be taken prior to, during, and subsequent to a school emergency or crisis situation. The primary objectives are to prevent injury and/or death, prevent and/or limit property damage, and restore services and functions essential to the District's mission as quickly and safely as possible. The Emergency/Crisis Management Plan will:

1. Establish fundamental assumptions and policies.
2. Establish a concept of operations that provides a coordinated response to emergencies and/or crisis incidents.
3. Assign functional responsibilities to key District and School personnel.
4. Identify actions that will be taken in the overall preparedness, prevention, mitigation, response, and recovery activities.

#### B. Scope

The Emergency/Crisis Management Plan applies to all District personnel.

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Preparedness, prevention, mitigation, response, and recovery include those actions and activities which support the District's efforts to save lives, protect health and safety, and protect property. The identified actions and activities are carried out in the Plan Annexes, and are based on functional requirements as identified in the Annexes.

### C. Organization of the Plan

The Base Plan describes the purpose, scope, situation, policies, and concept of operations, for the response and recovery activities to a school emergency or crisis.

The Functional Annexes describe the actions required to respond to or recover from an emergency or crisis. They are:

- ✓ Management/Coordination
- ✓ Primary Response Actions (Evacuation/Shelter in Place/School Lock Down)
- ✓ Student Reunification
- ✓ Pandemic Event – Actions and Policies
- ✓ Communications/Public Information
- ✓ Continuity of Operations
- ✓ Safe School – Actions and Policies
- ✓ Special Need Students
- ✓ Recovery

Appendices to the Plan include:

- Memos of Understanding with local First Responders and Law Enforcement
- Hazard Analysis and Response Actions
- Bomb Threat Checklist

## II. POLICIES

### A. Legal Authority

State: CRS 22-32-109.1 (2002), Colorado SB 181 (2008)

### B. Assumptions

This Emergency/Crisis Management Plan and the policies, procedures, and protocols within, can be activated prior to an emergency and/or crisis affecting the District. The actions described in this Plan are intended for District employees and do not dictate expected actions on the part of other emergency responders. It is understood that the District will rely on the local first responder and law enforcement community for emergency response. The District will maintain responsibility for students not affected by the emergency and work in coordination with the local responders to mitigate the effects of the emergency.

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### **C. Assignments of Responsibilities**

The Emergency/Crisis Management Plan provides assignments to designated personnel with primary and alternate responsibilities to carry out the actions delineated in the Annexes (Safety Team). These activities will be carried out when the Plan is formally activated or in response to a spontaneous, no-notice event that requires immediate action.

### **D. Resource Coordination**

The District Office will maintain a list of all physical resources available. All key resources, including transportation and first aid (equipment and supplies) will be included along with contact numbers. The District Office will maintain this resource list and coordinate any request for resources in response to a school emergency or crisis. Emergency resources will be inventoried annually.

Each school will also develop and maintain a Human Resource list, and provide it to the District Office. This list will include all personnel and their primary responsibility within the school. In addition, it will include any secondary skills possessed by each employee (first-aid, EMT, etc). The District Office will maintain this resource list and coordinate any request for human resources in response to a school emergency or crisis. This list will be updated annually.

### **E. Recovery Operations**

The District Superintendent, or designee, is responsible for coordinating all recovery activities. Recovery operations which do not conflict with response operations will be initiated as soon as possible. Immediate attention should be on crisis counseling. A District Crisis Intervention Team will be created by the Superintendent. Activation of this team, or request for additional counselors from outside the District, will be determined by the Superintendent, or designee.

Recovery of the facility may be delayed until after the emergency/crisis has been successfully terminated. If an alternate facility is required to meet the District's mission, the Continuity of Operations Annex will be activated.

### **F. Facilities**

The District Office and each school will designate an office/area to serve as a Command Center during an emergency. An alternate, off site, area should also be identified in the event of an evacuation of the building.

School Principals, in coordination with District Risk Management, Safety Officer, or the local Fire District, should establish safe areas within each facility for personnel and students to shelter in place.

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School Principals, in coordination with District Risk Management, Safety Officer(s), or the local Fire and/or law enforcement agency, should determine a safe site for students and staff to be directed in the event of an evacuation. If this site is not equipped to serve as a parent/student reunification site an additional site, and transportation coordination, may be required.

A floor plan of the buildings and grounds, which indicates the locations of all exits, utility shut-offs and fire extinguishers should be maintained and updated as necessary. The floor plan should also indicate outdoor assembly areas, evacuation routes, and indoor shelter sites. The floor plan should be maintained in the Superintendent/Principal's office and a copy should be maintained by local Law Enforcement and Fire Departments.

### **G. Public Information**

Public information activities will ensure the coordinated, timely, and accurate release of information to parents, the news media, and the public about student safety and the status of the event. The District will make every attempt to coordinate releases to parents and the news media with the local first response community and the designated Public Information Officer (PIO). In the event a Joint Information Center (JIC) is established, the District will maintain a representative in the JIC and coordinate all releases through it.

It is suggested that each school work with parent organizations to develop communication methods so parents can be rapidly informed of events at the school. If parents can be involved in developing or creating the method of communication (a parent – parent phone tree for instance) it may alleviate the crush of parents coming to the school. Each school will designate a point, off property, where information will be disseminated to parents regarding events at the school and student reunification procedures.

## **III. SITUATION**

### **A. Emergency/Crisis Conditions**

1. All School Districts are vulnerable to emergencies and/or disasters in the form of fires, severe weather, transportation accidents, hazardous material incidents, school violence, off-campus incidents, or terrorist events
2. Emergencies and/or crisis events frequently involve loss of life, personal injury, damage to property, and a disruption to the mission of the School District.
3. The degree of loss or disruption is dependent on the severity of the event and the level of District preparedness.

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4. The School District is responsible for the protection of health, safety, and welfare of students within its schools. This requires the development and execution of necessary plans, and notifying local responders of emergency events or threats. It also requires that the District work in close coordination with local responders in developing, training and exercising these plans.

### IV. CONCEPT OF OPERATIONS

#### A. General

1. Upon receipt of information of a possible threat, or impending emergency/crisis situation, a specific operational phase will be in effect and appropriate action will be taken as required.

##### ✓ **Preparedness**

This phase starts as soon as the potential for a hazardous impact is identified. It pertains primarily to the potential for hazardous weather or pandemic outbreak. It could also include events off campus that may have an impact on the school. The District Superintendent and School Principal will monitor the situation and, as events dictate, take appropriate action to ensure the safety of all students and staff.

##### ✓ **Prevention**

The District Superintendent and School Principal will monitor the climate of each school and the potential threats from individuals or groups. In coordination with School Counselors and local law enforcement (as necessary) a course of action will be determined in order to prevent disruption to the school or an outbreak of violence by the student or group. The District, schools, and local law enforcement must maintain open lines of communication and information sharing.

##### ✓ **Response**

In the event of an emergency or crisis event the District Superintendent or the School Principal will implement the necessary action in accordance with this plan. It is imperative that open lines of communication are established and maintained between the District and the schools. It is also imperative that lines of communication and information with local first responders are established and maintained to facilitate a coordinated response.

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### ✓ **Recovery**

Recovery begins with immediate crisis counseling and continues as long as necessary. It should be remembered that long term counseling may be required by some individuals and constant vigilance by staff is required.

Recovery of the facility begins with damage assessment and debris removal and continues until the affected area is returned to pre-emergency conditions.

### ✓ **Mitigation**

The Mitigation phase covers all aspects of the planning cycle. District Officials, staff members and teachers should be constantly evaluating their environment for potential threats, both natural and man-made. Any and all steps to mitigate a potential threat should be evaluated and implemented if possible.

2. Based on the developing or impending situation, the appropriate actions identified in the Annexes of this plan will be implemented. Response from local agencies will be implemented by utilizing 911.
3. Prior to or at the onset of an emergency that requires a response from local first responders and/or law enforcement School Officials will facilitate the smooth transition to the local Incident Command Structure. Any and all plans and blue prints for the facility will be made available, along with any personnel that process critical information on the facility. The designated Command person from the School or District should brief the local Incident Command on the current status and events that have transpired. The District and School Officials will maintain responsibility for students evacuated from the school, or not involved in the incident, unless under lock-down.
4. Once the emergency is terminated, in coordination with the local Incident Commander, the facility will be returned to the responsibility of the District and recovery operations can proceed. In the event of criminal activity it should be understood that local law enforcement may remain in control of the facility, or portions of the facility, for some time.

## **B. Organization**

The organization to implement the procedures under the Emergency/Crisis Management Plan is composed of various District and school personnel.

The Incident Command System (ICS) has identified in the National Incident Management System (NIMS) will be utilized to organize District and school resources.

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1. The ***District Incident Command*** is composed of the Superintendent, or designee, and key District staff members. It coordinates the overall District preparedness, response, and recovery to an emergency or crisis. It addresses all policy and procedure issues, coordinates public information releases, and distributes District resources as required. The Superintendent, or designee, serving as Incident Commander (IC), may be requested to serve in a Unified Command System. The District IC will be responsible for District Command, Planning, Logistics and Finance and Administration
2. The ***School Incident Command*** is composed of the Principal, or designee, and key staff members, including teachers. It coordinates the schools preparedness, response, and recovery to an emergency or crisis. It coordinates its activities with the District IC, when possible. The School IC will usually be the first interface with the local first responders. The School IC will ensure a smooth transition to the local ICS. For routine emergencies the School IC will remain in command. The School IC may delegate an Operations Chief to assist with response activities. If the incident is beyond the capabilities of the School IC, the District Incident Command System will be activated. At that point the School IC will become Operations until local first responders arrive. Once first responders take command the School IC will become the District Liaison Officer to the local ICS.

### V. Plan Review and Administration

All aspects of the Emergency/Crisis Management Plan will be reviewed at the beginning of each school year. Any modifications will be made and all Plan holders will be notified. Responsibilities under the Incident Command System will also be assigned and conveyed.



**ANNEX 1**  
**MANAGEMENT AND COORDINATION**  
**DISTRICT AND SCHOOL INCIDENT COMMAND SYSTEM**

**I. Situation and Assumptions**

**A. Situation**

Depending on the nature of the emergency/crisis and the specific site of event, the involved school will have the initial coordination lead role. Depending on the size, duration, impact, and resources needed, the District Command Team will assume the coordination lead, on their arrival.

This Appendix shall not supersede any responding agencies incident command system. It is meant to work with responding agencies in a unified and coordinated system.

The District and schools will maintain control over their employees, directing their personnel in a coordinated manner with all responding agencies.

**B. Assumptions**

The Incident Command System (ICS) used in the National Incident Management System (NIMS) has shown to be an effective organizational tool in providing a coordinated emergency response.

The Superintendent will assign key personnel to oversee each functional section under ICS at the beginning of each school year, and as necessary due to personnel changes. Alternates for each position will also be designated.

The School Principal or designee will serve as IC for their school. The Principal will become Operations Chief once the District ICS is activated. When first responders arrive, the School IC (Principle) will assume the position of District Liaison to the local ICS structure. The Principle may assign an Operations Chief to assist with initial response activities, as well as school safety teams

The lead agency, from the local responders, may change over time as an incident evolves from emergency response to recovery.



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### C. Concept of Operations

The concept of ICS is based on four management principles: 1) Identifying the incident commander, based on the incident, or identifying members of a unified command team, to include a District Official; 2) Identifying functional areas that need to be addressed; 3) Setting objectives for managing the incident; 4) Limiting span of control in managing personnel. The ICS and unified command model are based on mutual communications and trust.

The District *ICS* provides a basic structure and set of functions to be preformed. Depending on the size of the event it may require separate Liaison Officers at individual schools, working with first responders and reporting to the District ICS.

The District *ICS* will be automatically implemented in conjunction with an activation of a School Command Center. This may include but is not limited to the following events:

- ✓ Tornadoes and other severe weather
- ✓ Threats of, or response to, school violence
  - By a Student or group of students
  - By an individual or group from outside the school
- ✓ Major flooding
- ✓ Major winter storm
- ✓ Major off campus events affecting a school
  - Transportation accidents
  - Hazardous materials incidents
- ✓ Terrorism affecting a school, the community or the country

Communications will be in accordance with the Communications Annex of the Plan.

The District/School ICS structure can be used by the Superintendent or a School Principal, utilizing input from subject matter experts (i.e. School Counselors) to investigate and mitigate individual or group threats to the District or school and implement appropriate action.

### D. Key Functions

Several functions must be preformed to increase the overall efficiency and effectiveness of the Incident Command System (ICS). These include, but are not limited to:

- ✓ Overall authority and responsibility to direct District/School response
- ✓ Implementing the decisions of the Incident Commander
- ✓ Coordinating the needs of the operations section with other ICS functions

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- ✓ Planning and assessment
- ✓ Liaison, communications, and coordination with the first response community, and local and county officials
- ✓ Coordination and communication with the School District
- ✓ Public Information – coordinated through the District ICS and in coordination with community public information releases
- ✓ Coordination of all functional tasks

### E. Organizational Structure

The organizational structure of the Incident Command System is flexible and is based on the needs of the incident. All incidents will not require all four functional areas to be staffed. Each area will be staffed at the discretion of the Incident Commander according to the requirement of the incident response.

The key structural elements are:

**Incident Commander** – coordinates the over all response to the incident by District personnel. The School IC relinquishes control of the incident to first responders on arrival, but continues to serve as the District liaison. The District IC may be requested to join a Unified Command if one is activated.

**Operations Section** – directs the operational response to include first aid, evacuations, sheltering procedures, lock-down procedures, reunification, and other necessary actions.

**Logistics Section** – coordinates logistical requirements as necessary. To include alternate site management, medical supplies, administrative supplies, transportation resources, food and water (if necessary), blankets/ cots (if required), and other resources as requested.

**Planning Section** - Develops action plans to deal with the incident or threat. The Planning section works closely with Operations and Logistics to define necessary actions and resource requirements.

**Finance/Administration** – The Finance Officer/Administration will coordinate financial tracking to include resource utilization costs, personnel costs and additional supply costs. This section will also work in conjunction with the Operations section to track and account for students and staff during an incident.

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There are three additional support positions assigned in the Incident Command System:

**Public Information Officer (PIO)** – Reports directly to the District Incident Commander, is responsible for coordination all releases of information to the parents, public and media. The PIO works closely with the IC and with the PIO from the first responder community and will represent the District/School in a Joint Information Center (JIC) if one is activated.

**Liaison Officer** – Reports directly to the District Incident Commander, coordinates school activities/actions with outside agencies responding to the incident, both public and private, and will serve as the liaison to the first responder IC.

**Safety Officer** – Reports directly to the District Incident Commander and monitors incident operations, assesses possible hazardous and unsafe conditions, develops measures to insure personnel safety, keeps the Operations Officer and IC aware of safety concerns, and implements a site safety plan as necessary.

In addition each school will have delegated Safety Teams:

**School Safety Teams** – Made up of the School ICS and key school personnel who have delegated responsibilities in the emergency plan. These personnel may serve in ICS positions, or as delegated teams based on the requirements of the incident or the specifics of the emergency plan.

### F. Training /Exercises

At the beginning of each school year personnel assigned to primary and alternate positions in the District/School Incident Command System will take a series of online courses to ensure a working knowledge of ICS.

These Independent Study courses are available online at [www.fema.gov](http://www.fema.gov) and will consist, at a minimum, of:

- ✓ IS – 100.SCa – Introduction to the Incident Command System for Schools, for personnel with a responsibility in the Emergency Plan.
- ✓ IS-362 – Multi-Hazard Emergency Planning for Schools, for personnel involved in creating the District/School Emergency Plan

Additional training is available online at [www.fema.gov](http://www.fema.gov) or through the County Emergency Manager. Additional courses may be required to receive grant funding from the Department of Homeland Security.

*Whenever possible parents should be invited to participate in, or observe, District and School training exercises.*

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First Aid and CPR training is available from the Red Cross and may be offered by local Community Colleges and Fire Districts.

Each District will hold at least one Full Scale Exercise every three years. This exercise should involve all first response agencies, law enforcement and the County Emergency Manager.

Each District will hold a district wide Functional Exercise at least annually. This exercise should involve all first response agencies, law enforcement, and the County Emergency Manager and test all coordination and communications links and systems. A District wide Table Top exercise should precede the Functional Exercise.

Each School will hold fire and severe weather drills as appropriate and required by local standards. Each School will also hold a Functional Exercise annually to include first response agencies. All communication and coordination links and systems should be reviewed and tested. Each School should also hold a Table Top exercise each school term (Fall/Spring) to ensure staff members are aware of all plans and procedures.

It is recommended that at the beginning of each staff meeting, at the District and School level, 15 minutes be set aside for a brief, scenario based discussion to review and refresh policies and procedures.

**ATTACHMENT 1  
DISTRICT INCIDENT COMMAND TEAM**

**Date Reviewed:** \_\_\_\_\_

**Incident Commander:** \_\_\_\_\_

Contact Information: \_\_\_\_\_

Office Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

**Planning Officer:** \_\_\_\_\_

Contact Information: \_\_\_\_\_

Office Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

**Logistics Officer:** \_\_\_\_\_

Contact Information: \_\_\_\_\_

Office Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

**Finance/Admin Officer:** \_\_\_\_\_

Contact Information: \_\_\_\_\_

Office Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

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**Public Information Officer:** \_\_\_\_\_

Contact Information: \_\_\_\_\_

Office Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

**Safety Officer:** \_\_\_\_\_

Contact Information: \_\_\_\_\_

Office Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

**List each Schools Incident Commander. The School Incident Commander will serve as School Incident Commander initially, and then transfer to District Liaison after transfer of Command to local responders.**

**School** \_\_\_\_\_ **Principle** \_\_\_\_\_

**School** \_\_\_\_\_ **Principle** \_\_\_\_\_

**School** \_\_\_\_\_ **Principle** \_\_\_\_\_

**School** \_\_\_\_\_ **Principle** \_\_\_\_\_

Safety Teams: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ATTACHMENT 2  
ALTERNATES TO DISTRICT ICS POSITIONS**

**Date Reviewed:** \_\_\_\_\_

**Incident Commander:** \_\_\_\_\_

Contact Information: \_\_\_\_\_

Office Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

**Planning Officer:** \_\_\_\_\_

Contact Information: \_\_\_\_\_

Office Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

**Logistics Officer:** \_\_\_\_\_

Contact Information: \_\_\_\_\_

Office Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

**Finance/Admin Officer:** \_\_\_\_\_

Contact Information: \_\_\_\_\_

Office Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_



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**Public Information Officer:** \_\_\_\_\_

Contact Information: \_\_\_\_\_

Office Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

**Safety Officer:** \_\_\_\_\_

Contact Information: \_\_\_\_\_

Office Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

**List each Schools Alternate Incident Commander. The School Incident Commander will serve as School Incident Commander initially, and then transfer to District Liaison after transfer of Command to local responders.**

School \_\_\_\_\_ Principle \_\_\_\_\_

School \_\_\_\_\_ Principle \_\_\_\_\_

School \_\_\_\_\_ Principle \_\_\_\_\_

School \_\_\_\_\_ Principle \_\_\_\_\_

## ANNEX 2 PRIMARY RESPONSE ACTIONS

### I. Situations and Assumptions

#### A. Situation

Emergency and Crisis events will dictate school activities and actions. These actions may include:

- ✓ Student/Staff Evacuations
- ✓ Facility lock-downs
- ✓ Student/Staff Sheltering in Place

#### B. Assumptions

District/School ICS structures will be activated based on a threat to the school, an impending incident, and/or a spontaneous/no-notice event. The School Incident Commander will then direct the appropriate action to be taken.

In the case of a spontaneous/no-notice event, the teacher or staff member witnessing the event will institute the appropriate action as described in the Classroom Emergency Action Plan and the Hazard Specific flow chart. After the appropriate action is initiated, the ICS structure will be activated and determine further actions.

#### C. Concept of Operations

##### **SCHOOL AND CLASSROOM EMERGENCY ACTION GUIDE**

- This guide is designed to supplement the District School Safety, Readiness, and Incident Management Plan. It should be available in every classroom and public area of the school building. Every teacher and staff member should be familiar with the Emergency Actions contained in this guide.
- This guide addresses the emergency procedures that will be instituted by the designated School Incident Commander in the event of an emergency or major event.
- The School and District Incident Command structure (Command and Management) is identified in the guide. This page should be filled out per the direction of the School Principle and District Superintendent. The **Incident** Commander identified for the School or District is responsible for the School/District response to an incident and as such, their directions and commands must be followed.

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- Once the Superintendent's Office is notified of an event, the District ICS will be implemented. The School Incident Commander will become the District Operations Chief until first responders arrive at the School.
- With the arrival of local first responders and the implementation of City or County Incident Command, the School Incident Commander will become the District Liaison to the responding Incident Commander.
- This guide outlines the procedures to be taken in an emergency. It does not cover every possibility or hazard that should be addressed. The procedures in this guide are the basic **Emergency Actions** that may need to be instituted during a crisis/emergency.
- Modifications and/or additional actions will be directed by the School Incident Commander or the responding Incident Commander based on the incident.
- Each Emergency Action highlighted in this guide should be exercised and practiced each semester.

### **DIRECTED RESPONSE:**

- Directed Response is used to give specific instructions and/or modifications to the Schools **Emergency Actions**.
- **All** Directed Responses will be initiated by the School Incident Commander or the Incident Commander from the local response community.
- Directed Responses will be used to modify **Emergency Actions** presented in this guide.
- Directed Responses will also be used to initiate actions not outlined in this emergency guide.

### **EMERGENCY ACTIONS:**

#### **For all Emergency Actions or Directed Response TEACHERS and STAFF will:**

- Follow all instruction as given by the Incident Commander
- Consider individuals with disabilities that may need assistance.
- Stay with students, keeping them in a group. (unless otherwise directed by the IC)
- Account for all students for the duration of the event.

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- **Immediately** report any students not accounted for to the Incident Command Post
- Maintain communication with the School Incident Command Post. Once first responders are on scene, maintain communication with the School District Liaison Officer.

### **BUILDING LOCKDOWNS:**

A building lockdown consists of moving all students, staff, and visitors off play grounds and school grounds into the school, securing all entrances, and denying access to any unauthorized person. All students will remain in their classrooms with classroom doors and windows closed and locked.

Students and Staff should move to the safest location possible within the classroom and stay away from windows and doors. No one should be allowed to enter the classroom without proper identification.

All communication should be through the School Incident Commander. The Command Post should be notified by each classroom and given a status of the classroom and students (including numbers) when the lockdown is implemented.

All visitors within the school when the lockdown is implemented should be directed to report to the Administration Office.

The Incident Commander (School or First Responder) will provide additional direction or release the school from lockdown. Please note: the lockdown procedure may precede an evacuation. Teachers and Staff should be aware potential hazards and the likelihood of additional emergency actions.

### **Modified Lockdown**

A modified building lockdown may be issued by the Incident Commander and follows the procedures of a lockdown with the following exception. The students and staff are not restricted to their classrooms and can move around the building. All exterior doors will remain locked and only authorized personnel allowed access to the building until the lockdown is lifted.

### **EVACUATION:**

The order to Evacuate is used to get students and staff out of the building by a pre-designated route, or by a route designed to avoid contact with a potential threat or hazard. Teachers and staff should use pre-designated routes unless notified by the Incident Commander. Teachers should be alert to potential hazards and be aware of alternate routes available. Any change in the route or destination should be communicated to the Incident Command Post.

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Pre-designated assembly areas should be utilized unless otherwise directed by the Incident Commander.

### **Teachers, Staff, or Supervising Adult:**

1. Consider weather conditions and ensure students have appropriate clothing.
2. Leave the building immediately, in a calm orderly manner, using only the exits and directions given.
3. Take your **attendance sheet** and this **emergency guide**.
4. Consider individuals with disabilities or injuries that may need assistance evacuating.
5. Move (and remain) at least 100 feet from the building unless otherwise directed by the Incident Commander.
6. Stay with Students, keeping them in a group
7. **Account** for all students and remain in your designated area, unless directed to relocate by the Incident Commander.
8. **Immediately** report any missing students to the Incident Command Post or the Incident Commander.
9. **Wait** to be contacted. **Do not return** to the building until directed by the Incident Commander.

### **OFF CAMPUS EVACUATION:**

If it is determined that the students and staff should be evacuated off campus, the District Incident Command System will be activated. The District IC will designate the new site and arrange transportation. The District IC will also inform local law-enforcement of the off site evacuation and coordinate with them as necessary. Teachers will remain accountable for their students. The District PIO will release information to the media and to Parents. Students and Teachers will refrain from talking with the media and from using cell phones until the off campus evacuation is completed.

### **SHELTER IN PLACE:**

The direction to **Shelter in Place** is given in the event of severe weather in the area, or an event, such as a hazardous material accident, in the immediate area.

### **SEVERE WEATHER:**

Follow the direction of the Incident Commander

Teachers should direct students to the pre-designated safe area assigned the class.

Teachers, students, and staff should stay away from windows and doors leading to the outside.

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Teachers should maintain accountability for students and **immediately** report missing or injured students to the Incident Command Post.

### **OFF CAMPUS HAZARDOUS MATERIALS RELEASE:**

Direction to shelter in place for a HAZMAT Spill will be by the Incident Commander, based on information/direction for local Fire/HAZMAT authorities.

All doors and windows should be closed and secure.

The building HVAC system should be shut down immediately.

Teachers, Staff and Students may be directed to move to designated safe areas.

Teachers will maintain accountability for all students and **immediately** report missing or injured students to the Incident Command Post.

Any report of a person having “difficultly breathing” should be **immediately** reported to the Incident Command Post and local authorities.

Teachers and Staff should be aware of potential hazards and be ready to evacuate the building as directed.

### ANNEX 3

## REUNIFICATION OF STUDENTS AND PARENTS

### I. Situation and Assumptions

#### A. Situation

Based on the emergency and/or crisis it may become necessary to reunite students with parents in a controlled environment.

While this could occur at the school, it is possible that the site may be located away from school grounds

#### B. Assumption

Parents will be insistent on obtaining both information on the incident and the safety of their child. They will also make every attempt to remove their child from the situation or threat.

Responsibility to reunite the student with his/her parents is the responsibility of the District/School, and must be accomplished in a safe manner.

Each student must be accounted for and each parent or designated guardian must present appropriate identification before reunification can occur.

The Public Information Office will work closely with the Incident Commander to release appropriate information concerning where, when and how reunification will take place.

The Operations section of ICS will execute the Reunification Plan.

The Administration section will provide personnel to administer the reunification plan and keep appropriate records to ensure accountability for each student.

#### C. Concept of Operations

Each of the following actions and the procedures to carry them out will be listed individually according to the District/School policies, based on their requirements of personnel, facilities, geography, etc.

Expected Actions:

- ✓ *Communication with parents: should be predetermined and part of the Communications Annex.*
- ✓ *Pre-determined, but unannounced, relocation site. Location of site will be released, per the communication annex, during or immediately after an incident requiring reunification.*



## School Districts Emergency & Crisis Management Plans Template

- ✓ *Pre-determined procedure for documenting the release of students to parents/guardians.*
- ✓ *Site location may dictate use of transportation services.*
- ✓ *Site location will require assistance from local law enforcement for security and traffic control.*
- ✓ *Parent check-in location, close but geographically separated from student holding area.*
- ✓ *A parent liaison should be appointed to keep parents informed of all developments.*

## **ANNEX 4**

### **PANDEMIC EVENT – POLICIES AND PROCEDURES**

#### **I. Situation and Assumptions**

##### **A. Situation**

Influenza outbreaks are an annual occurrence. While some years are worse than others, the typical “flu season” normally lasts from December to March.

Influenza is a highly contagious viral disease caused by influenza strains circulating and spread among humans around the world.

The virus undergoes genetic changes routinely, so each year’s virus will be modified from the previous year.

An influenza pandemic is a worldwide outbreak of a new type of virus to which humans have not previously been susceptible.

##### **B. Assumptions**

A pandemic flu outbreak would have a major impact on daily life.

A pandemic flu outbreak will most likely begin overseas and be transmitted to the United States. This would allow for prevention and mitigation steps to be put in place across the U.S.

It is possible that an outbreak could begin in the U.S. This will shorten the preparedness time and require rapid decisions by Federal, State, and County Health Officials.

Prevention and mitigation steps will include increased vigilance on the part of school officials. Additional steps may include mandatory vaccinations and possibly temporary closures of public meeting places, including schools.

School Officials should annually review procedures to close schools and investigate District policies involving “continuity of operations,” including home schooling, and pay and benefit issues for school personnel, if required to operate on a reduced staff.

Schools could be closed for six to eight weeks. The closings could be reinstated over a period of 18 months.

If the schools remain open, up to 40% of the work force and student body could be absent at any one time.

## School Districts Emergency & Crisis Management Plans Template

### C. Concept of Operations

How each District will respond to the threat of a Pandemic and/or directions from the State Department of Health will be elaborated here.

#### *Expected Actions:*

- ✓ *Decisions on how and if education efforts will be continued during a school closure should be pre-determined.*
- ✓ *If education is to continue during a closure, multiple methods should be developed and tested prior to the event.*
- ✓ *If education is to continue during a closure, essential services based on the methods to be employed should be identified.*
- ✓ *Essential services may require additional staff as key positions must be at least three persons deep.*
- ✓ *Pay and leave issues should be decided prior to any event.*
- ✓ *Alternate schedules should be developed in the event schools are not closed, but are forced to operate with a radically reduced staff. Some staff members should be dual/tri trained to ensure essential functions continue during the pandemic. Alternate classroom hours should also be investigated.*
- ✓ *Develop a plan to train and institute a plan for “student spacing.” Desks may be rearranged; class sizes reduced, lunch hours staggered, and extra curricular activities cancelled.*
- ✓ *Mitigation efforts, change in cleaning policy to focus on disinfecting common areas, door knobs and handrails, should be instituted.*
- ✓ *Internal and external communication lines should be opened and communication should flow freely between school officials and parents, school officials and county public health officials, school officials and local government and school officials and students.*
- ✓ *Recovery plans should be developed for continued operations with a reduced staff post pandemic. A method to determine numbers of staff returning after a closure should be investigated and instituted.*

## ANNEX 5 COMMUNICATIONS AND PUBLIC INFORMATION

### I. Situation and Assumptions

#### A. Situation

Prior to, and during, emergency and crisis situations it is imperative that each District Office and school have open and clear lines of communication between them and with all first response and law enforcement agencies that would respond to an incident at the District Offices or school.

During an emergency and/or crisis situation it will be important to provide parents, the media and the public information about the safety of students and the procedures the school is taking to ensure continued safety.

#### B. Assumptions

As part of the District and school planning process communication links will be established and tested with local first responders. This will include all necessary phone numbers.

Efforts will be made to ensure District radios are interoperable with radios used by the first responder community.

Communications links will be established between the District/School and parents prior to an incident. Parents will not be required to obtain pertinent information from public sources such as radio and TV.

The District/School Public Information Officer (PIO) will work closely with the first responder community to insure that all information released is correct and consistent. The District/School PIO will serve as the District/School representative in a Joint Information Center if one is activated.

#### C. Concept of Operations

The District/School communication and PIO plans will be elaborated here.

Expected Actions:

- ✓ *A Public Information Officer, and alternate, should be identified for the District.*

## School Districts Emergency & Crisis Management Plans Template

- ✓ *Training can be accomplished working with local first responder PIO's or from the Colorado Department of Emergency Management.*
- ✓ *The role of the Public Information Officer is integral to all aspects of this Plan.*
- ✓ *The PIO must be involved in all key decisions and be able to announce all actions to the media and parents*
- ✓ *The PIO should be involved in all planning associated with this Plan.*
- ✓ *The PIO works directly for the District Superintendent (or IC is delegated)*
- ✓ *Schools experiencing an event should involve the PIO in any and all media/parental releases prior to their release*
- ✓ *Communications plans should be developed as part of this plan focusing on both communication with local media and communication with parents.*
- ✓ *Information sharing with parents is critical and should be the primary focus. It is suggested that parent organizations be involved in the process and support the processes developed. Open communication with parents prior to and during an incident and particularly concerning the reunification process is key to the successful execution of the District or School emergency plan.*
- ✓ *The PIO, working with the Incident Command Team, should provide an annual bulletin to parents at the beginning of the school year, outlining emergency procedures and communications methods that will be utilized to keep parents informed during an emergency.*
- ✓ *Primary and alternate communication links should be established with local media outlets and with all local first responder organizations.*
- ✓ *The PIO should be fully integrated into local government/first responder Joint Operations Center if an event occurs at the District/School, or if District/School facilities or resources are being utilized for a local event.*

## ANNEX 6 CONTINUITY OF OPERATIONS

### I. Situation and Assumptions

#### A. Situation

In the event that an incident damages the District/School, the District/School must be able to continue operations from a remote site for an undetermined period of time.

A remote site will be identified along with all resources necessary to reestablish mission essential tasks.

Policies involving mission essential tasks, systems, and contracts will be in place.

Decisions involving pay and benefit issues will have been discussed and policies established.

#### B. Assumptions

A pandemic event may result in a full or partial closure of District/Schools. In such an event mission essential tasks, including administrative, operational, and educational, may need to be accomplished with a reduced work force.

After a major event affecting the District/School mission essential tasks, including education, will be reestablished at a remote site if necessary.

All pertinent data should be backed-up off site and be available in the event the operations are relocated to an alternate site.

Each school year the District/School will develop a “chain of authority” list identifying key personnel and their replacements if for any reason they can not perform their responsibilities in an emergency or crisis.

#### C. Concept of Operations

Details of the District/School continuity of operations plan.

Expected Actions:

- ✓ *Essential District/School mission. Essential functions are those whose absence produces negative outcomes after curtailment for 24 hours; vital functions produce negative outcomes after 72 hours and necessary functions create problems after being non-functioning for at least 2 weeks.*

## School Districts Emergency & Crisis Management Plans Template

- ✓ *Essential functions generally cover five areas: personnel, information technology (IT), communications, supplies, and physical infrastructure.*
- ✓ *Unambiguous lines of succession for all critical service areas must be identified functions for District/School functions (i.e. continuity of education) must be identified and prioritized. The definition of essential is tied to the duration of the disruption and the criticality of the service to the*
- ✓ *Authority and key decision makers must be pre-identified.*
- ✓ *Alternate forms of communication should be identified and instituted.*
- ✓ *Vital records, databases, and key IT systems should be identified and protected. Alternate sites should be identified to store records, data, and systems.*
- ✓ *Districts should investigate the feasibility of mutual aid agreements with surrounding, but geographically separated, Districts in order to serve as alternate sites for critical records, data, and systems.*
- ✓ *Alternate locations for District/School functions should also be identified. These sites may be part of the Districts current infrastructure, or may belong to local/county government. Sites should be selected based on:*
  - *Availability of required infrastructure: such as electric power, water, sewer, etc.*
  - *Sufficient space to accommodate essential functions.*
  - *Presence of any required wiring for IT functions, if required.*
  - *Presence of any special communications needs (additional phone lines).*
  - *Ability to serve as the alternate site for the duration of the disruption.*
  - *Accessible to staff/teachers and students, as required.*



## ANNEX 7 SAFE SCHOOL ACTIONS AND POLICIES

### I. Situation and Assumptions

#### A. Situation

Violence to and among school students has raised dramatically in the past 10 years. There have been incidents of school shootings, not only in Colorado, but across the country.

Society has seen a radical increase in random violence not only in schools, but in home, shopping malls, and even churches.

Violence against students can come from other students or from outside forces like an unstable individual or a radical group.

An increase in school bullying is a factor in the increase in school violence.

#### B. Assumptions

Districts/Schools have a responsibility to keep students safe in and around school grounds.

Districts/Schools will work closely with local, county, and state law enforcement agencies opening lines of communication and sharing information of potential and imminent threats.

Law enforcement agencies will equally share information of threats, investigations, and dangers which could impact the District/Schools.

#### C. Concept of Operations

Details of the District/School safe school plans, policies, and procedures, including unknown intruder.

Expected Actions:

- ✓ *An annual site and climate assessment should be completed to determine issues that need to be addressed.*
- ✓ *Establish a clear code of behavior and communicate it to staff, students, and parents.*
- ✓ *Develop a plan to control campus access and screen all visitors and implement it. This plan should be reviewed annually.*
- ✓ *Keep a record of all criminal or violent events on campus.*

## School Districts Emergency & Crisis Management Plans Template

- ✓ *Develop and sign an agreement with local law enforcement agencies to share any and all pertinent information concerning students and staff.*
- ✓ *Provide a District/School hotline that can be accessed anonymously by students to report threats.*
- ✓ *Promote the Colorado Safe 2 Tell Program, [www.safe2tell.org](http://www.safe2tell.org).*
- ✓ *Establish guidelines and procedures for identifying students at risk for violence to themselves or others. Provide continuing education to staff and teachers.*
- ✓ *Investigate various violence prevention programs and institute those that are appropriate.*
- ✓ *Work closely with the School Resource Officer (if available) or local law enforcement to monitor programs.*
- ✓ *Work closely with District/School Counselors to identify and assist students at risk.*
- ✓ *Additional information is available from the Center for the Study and Prevention of Violence at the University of Colorado at Boulder.*

## ANNEX 8 SPECIAL NEED STUDENTS

### I. Situation and Assumptions

#### A. Situation

Students with special needs are part of the population of schools within the District.

In the event of an emergency or crisis situation, some special need students will need assistance in complying with required actions to maintain student safety.

#### B. Assumption

It may be necessary to assist some special need students in performing required actions prior to the arrival of trained first responders.

The Incident Commander will assign specified staff members to assist identified students that will need assistance.

#### C. Concept of Operations

Specifics of actions and procedures to ensure the safety of special need students based on the hazard threat.

Expected Actions:

- ✓ *Students with special needs should be identified at the beginning of each school year.*
- ✓ *Parents should provide written information/instructions concerning specific needs.*
- ✓ *A copy of this information should be kept in a portable file which can be relocated with the administrative staff in an emergency evacuation.*
- ✓ *For emergency situations special needs also includes students/staff with short or long term problems which hamper mobility and may require assistance in an evacuation.*
- ✓ *A list of individuals requiring assistance in an evacuation should be maintained by the administrative staff and be available to the Operations Officer during an emergency. The Operations Officer will assign available staff/teachers to assist those persons identified.*

*It is the responsibility of the District/Schools to maintain the safety of all students.*

## **ANNEX 9 RECOVERY**

### **I. Situation and Assumptions**

#### **A. Situation**

The recovery process will involve both a physiological and physical process.

As a result of an emergency or crisis there may be a physiological impact to all students and staff, not just those directly involved in the incident.

As a result of an emergency or crisis, there may be physical damage to the impacted facility that renders part, or all, of the facility unusable.

#### **B. Assumptions**

Districts/Schools have a responsibility to ensure both the physical and mental safety of students

A traumatic event could cause emotional effects to the schools populations (students and staff) that will have a long lasting impact.

School Counselors, working with Counselors from outside the district, as necessary, will be rapidly available to begin counseling efforts.

Counselors have been identified and assigned to the District Crisis Intervention Team. This team has been represented in the Planning and Operations sections of the District/School ICS.

Long term counseling will be available to students and staff, as required.

Alternate facilities have been identified in the Continuity of Operations Annex of this plan, if relocation is required.

Alternate sites within the school have been identified to serve as temporary sites if some functional areas are unusable during a repair/rebuilding stage.

District Officials will work closely with insurers so that any disruption to the educational mission of the District is of short duration.

#### **C. Concept of Operations**

Details of the District/School recovery plan – steps of the process for both physiological and physical recovery.

## School Districts Emergency & Crisis Management Plans Template

### Expected Actions:

- ✓ *Predetermine members of the District Crisis Intervention Team, and designate a team leader and alternate.*
- ✓ *Develop mutual aid agreements for additional counselors with other local or county assets, or with neighboring school districts.*
- ✓ *Develop a process to conduct psychological triage.*
- ✓ *Develop a process for ongoing assessment of the emotional needs of staff, students, families, and responders. Work in conjunction with Incident Stress Debriefing Teams from the local response community.*
- ✓ *Return to the “business of learning” as quickly as possible.*
- ✓ *Expect the recovery process to be ongoing.*
- ✓ *In the event of physical damage to a facility custodians should be prepared to cooperate with structural engineers from local Fire or Public Works Departments to determine if it’s safe to occupy the building.*
  
- ✓ *Additional Considerations:*
  - *Appropriate memorial activities may be helpful.*
  - *Remember anniversary dates of any crisis.*
  - *Evaluate care and recovery efforts in order to prepare for the next crisis.*

## APPENDIX 1 HAZARD ANALYSIS AND ACTIONS

Listed below are some potential hazards and the appropriate action to be taken. Each situation should be rapidly evaluated and the required action taken only if it reduces the risk to students and staff. Actions which increase risk should be reevaluated and appropriate action taken.

This list does not address all potential hazards. In emergency situations appropriate action should be taken based on the guidelines below and the Classroom Emergency Action Plan. If time allows, the Incident Command Team should institute the appropriate action. *(Additional threats to the District/schools should be added to this list).*

**FIRE:** Students should be evacuated to specified assembly areas away from the building according to the evacuation plan. If the building cannot be reentered, students will be relocated to the pre-designated reunification site and parents notified. Students will be released to parents or guardians according to the reunification plan. These procedures also apply to a hazardous materials spill within the facility. **Emergency Action: Evacuation**

**TORNADO:** Students will be sheltered in place in designated areas within the building, such as basements or interior rooms away from windows. If the building is damaged and can't be re-occupied, the reunification plan will be activated and parents notified. **Emergency Action: Shelter in Place for Weather**

**POTENTIAL VIOLENCE:** When a potential threat, such as an intruder in the building or the threat of violence from a student or students is eminent, lock-down procedures will be instituted. Building exterior and interior doors will be locked. Students will be kept in their rooms until the teachers have been notified that it is safe to return to normal operations. **Emergency Action: Lock Down**

In some cases, such as an active shooter in the building, evacuation procedures may be instituted under the direction of law enforcement. In such a case, the directions of law enforcement override any and all existing school policies and plans for evacuation. After a safe evacuation and law enforcement has relinquished control of the students, the reunification plan will be activated.

**BOMB THREATS:** If it is safe to evacuate the building, evacuation will take place while the building is searched by appropriate officials. If the conditions are unfavorable, students may be moved to an alternate location until the building is safe to reenter. If it is deemed unsafe, the reunification plan will be activated and parents notified. **Emergency Action: Directed Response**

### *Some Potential Hazards:*

*Fire*

*Tornado*

*Potential Violence*

*Bomb Threats*

*Impending Inclement Weather*

*Hazardous Material Spill*

*Flooding or the Potential of Flooding*

*Events in Surrounding Area Unrelated to the School*

## School Districts Emergency & Crisis Management Plans Template

### **IMPENDING INCLEMENT WEATHER:**

In the event of impending inclement weather, the District/School may initiate early dismissal procedures. Parents will be notified prior to student release in accordance with the Communication annex.

**Emergency Action: Shelter in Place/Early Dismissal**

### **HAZARDOUS MATERIALS SPILL:**

In the event of a hazardous materials spill in the surrounding area, but off school grounds, the students will “SHELTER IN PLACE” at the direction of local Emergency Management or the on-scene Incident Commander from the first responder community (Fire Department).

At some point, dependent on the incident, the students may be evacuated to an alternate site and the reunification plan activated.

**Emergency Action: Shelter in Place - HAZMAT**

### **FLOODING OR THE POTENTIAL FOR FLOODING:**

In the event of a flood or flood warning, evacuation to an off site location should be instituted. If it is deemed unsafe to return to the facility, the reunification plan will be activated. **Emergency Action:**

**Evacuation off campus**

### **EVENTS IN THE SURROUNDING AREA UNRELATED TO THE SCHOOL:**

The school may be impacted by activities in the surrounding area not related to school functions. Law Enforcement or Fire Department activities may require the school to institute lock-down procedures.

Law Enforcement should notify the school of required action.

However, open lines of communication should be maintained to ensure appropriate action is taken. **Emergency Action: Modified Lock Down**



# School Districts Emergency & Crisis Management Plans Template

## HAZARD VULNERABILITY ANALYSIS FORMS NATURALLY OCCURRING EVENTS

<b>Facility Name:</b>				<b>Date:</b>	
<b>HAZARD VULNERABILITY ANALYSIS SECTION 1</b>					
<b>NATURALLY OCCURRING EVENTS</b>					
<b>SEVERITY CLASSIFICATION - LOW, MODERATE, HIGH</b>					
<b>TYPE OF EVENT</b>	<b>PROBABILITY</b>	<b>HUMAN IMPACT</b>	<b>PROPERTY IMPACT</b>	<b>OPERATIONAL IMPACT</b>	<b>RANK</b>
	<i>Likelihood this will occur within 1 year</i>	<i>Possibility of death or injury</i>	<i>Physical losses and damages</i>	<i>Interruption of services</i>	<i>Total &gt;4 requires Response Action</i>
<b>SCORE</b>	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	<i>Response Action i.e. shelter in place evacuation</i>
Earthquake					
Fire					
Flood					
Thunderstorm/ Lightning					
Tornado					
Winter Storm					
Blizzard					
<b>Name and title of person completing HVA :</b>					
<b>Superintendent/Principal:</b>				Approved	
				Disapproved	
<b>Comments:</b>					

## School Districts Emergency &amp; Crisis Management Plans Template

### HAZARD VULNERABILITY ANALYSIS FORMS HUMAN RELATED EVENTS

<b>Facility Name:</b>				<b>Date:</b>	
<b>HAZARD VULNERABILITY ANALYSIS SECTION 2</b>					
<b>HUMAN RELATED EVENTS</b>					
<b>SEVERITY CLASSIFICATION - LOW, MODERATE, HIGH</b>					
TYPE OF EVENT	PROBABILITY	HUMAN IMPACT	PROPERTY IMPACT	OPERATIONAL IMPACT	RANK
	<i>Likelihood this will occur within 1 year</i>	<i>Possibility of death or injury</i>	<i>Physical losses and damages</i>	<i>Interruption of services</i>	<i>Total &gt;4 requires Response Action</i>
<b>SCORE</b>	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	<i>Response Action i.e. shelter in place evacuation</i>
Bomb Threat					
Civil Disturbance					
Cyber Attack					
Hostage or Barricade Situation					
Terrorist Attack					
Workplace Violence					
Mass Casualty Event					
Utility Failure					
Transportation Disruption					
<b>Name and title of person completing HVA :</b>					
<b>Superintendent/Principal:</b>				Approved	
				Disapproved	
<b>Comments:</b>					
* For hazardous material events, go to HVA "Hazardous Material Event"					

# School Districts Emergency & Crisis Management Plans Template

## HAZARD VULNERABILITY ANALYSIS FORMS HAZARDOUS MATERIALS EVENTS

<b>Facility Name:</b>				<b>Date:</b>	
<b>HAZARD VULNERABILITY ANALYSIS SECTION</b>					
<b>HAZARDOUS MATERIALS EVENTS</b>					
<b>SEVERITY CLASSIFICATION - LOW, MODERATE, HIGH</b>					
<b>TYPE OF EVENT</b>	<b>PROBABILITY</b>	<b>HUMAN IMPACT</b>	<b>PROPERTY IMPACT</b>	<b>OPERATIONAL IMPACT</b>	<b>RANK</b>
	<i>Likelihood this will occur within 1 year</i>	<i>Possibility of death or injury</i>	<i>Physical losses and damages</i>	<i>Interruption of services</i>	<i>Total &gt;4 requires Response Action</i>
<b>SCORE</b>	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	<i>Response Action i.e. shelter in place evacuation</i>
Biological Event					
Biological Event (Natural Epidemic)					
HazMat - External					
HazMat - Internal					
Explosion					
Radiation Release or Exposure					
Earthquake					
Isolation > 3 days					
<b>Name and title of person completing HVA :</b>					
<b>Superintendent/Principal:</b>			Approved		
			Disapproved		
<b>Comments:</b>					

## APPENDIX 2 BOMB THREAT CHECKLIST/ACTIONS

### BOMB THREAT ACTIONS

---

If a phone bomb threat is made, obtain as many details as possible using the checklist in this section. A copy of the Bomb Threat Checklist should be kept near office phones for easy access.

### PHONE BOMB THREATS

1. The person receiving the threat should immediately contact 911, giving as much information as possible. Then notify your supervisor.
2. We normally require employees to conduct a search. If instructed by your supervisor, you may be asked to look for unusual or suspicious noises or devices. **DO NOT TOUCH ANYTHING SUSPICIOUS!**
3. If a suspicious package is located, contact 911, state that a suspicious package has been located and give the location.
4. If a suspicious package is located, the bomb squad will respond. Beware; there could be more devices.
5. If the building needs to be evacuated, follow the Evacuation Procedures. If the predetermined evacuation route is inaccessible, an alternate predetermined evacuation route should be used.
6. Once evacuated, employees and citizens should stay in their safe areas, away from the building. An “all clear” signal must be given by law enforcement before the employees are to re-enter the building.

*Do not use cell phones  
& portable radios  
during a bomb threat  
incident!*

# School Districts Emergency & Crisis Management Plans Template

## BOMB THREAT CHECKLIST

**Keep this form next to all phones.**

TIME OF CALL: \_\_\_\_\_

DATE OF CALL: \_\_\_\_\_

PHONE NUMBER AND EXTENSION USED BY THE CALLER: \_\_\_\_\_

EXACT WORDS USED BY CALLER: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### QUESTIONS TO ASK THE CALLER

1. When is the bomb going to explode? \_\_\_\_\_

2. Where is the bomb located? \_\_\_\_\_

3. What does the bomb look like? \_\_\_\_\_

4. What kind of bomb is it? \_\_\_\_\_

5. What will cause the bomb to explode? \_\_\_\_\_

6. Did you place the bomb? \_\_\_\_\_

7. Where are you calling from? \_\_\_\_\_

8. What is your name? \_\_\_\_\_

### CHARACTERISTICS OF THE CALLER'S VOICE (Circle appropriate descriptions)

Calm	Laughing	Lisp	Deep Breathing
Crying	Rasp	Excited	Normal
Deep	Clearing Throat	Slow	Rapid
Distinct	Slurred	Soft	Cracking Voice
Nasal	Loud	Accent Familiar	Stutter
Disguised	Ragged	Angry	

Did the caller have an accent? What kind? Describe: \_\_\_\_\_

\_\_\_\_\_

### ANY BACKGROUND SOUNDS (Circle all that apply)

House noises	Crockery	Motor	Animal Noises
Local	Long Distance	Office	Clear
PA System	Static	Street noise	Office Machinery
Voices Booth	Factory Machinery		

**Call 911 from another phone immediately.**

*Keep the caller on the phone as long as possible!*

### APPENDIX 3 MEMOS OF UNDERSTANDING

Memos of Understanding (MOU) should be developed with local first responders, and particularly with local law enforcement. Agreements with first responders will focus on their response to the school and expectations, both on the part of the first responders and the school administration. Agreements on communication and the role of school personnel in the ICS will be the central issues.

Agreements with law enforcement, while similar to other first responder agreements, will also focus on information sharing and safe school issues. If the school has a Resource Officer, their role in developing this MOU will be critical.

MOU should contain:

- ✓ *Definitions of key terms*
- ✓ *Roles and Responsibilities*
- ✓ *Procedures for sharing information*
- ✓ *Procedures for requesting and providing assistance*
- ✓ *Communications protocols*
- ✓ *Relationship with other agreements among jurisdictions (as necessary)*

*Note: A signature page that includes plan acceptance by local Fire/EMS/Law Enforcement/Emergency Management may substitute for separate MOUs with each agency.*

*or*

*The next page shows a sample MOU for use with first responder organizations. It provides a standard format that can be modified to fit the Districts needs.*

## School Districts Emergency & Crisis Management Plans Template

***THIS AGREEMENT SHOULD BE TAILORED TO THE LOCAL SITUATION OF THE SCHOOL DISTRICT AND SHOULD INCLUDE AS MUCH DETAIL AS DEEMED NECESSARY BY THE SIGNERS.***

This agreement made and effective on the date signed by all parties, by and between the local education agency, local law enforcement agencies, and local emergency management agencies:

**WITNESSETH:**

**WHEREAS**, the parties to this agreement desire a maximum degree of long range cooperation and administrative planning in order to provide for the safety and security of the community and its children; and

**WHEREAS**, all parties are committed to providing a safe, orderly, and caring educational setting; and

**WHEREAS**, it is the understanding by all parties that communication and cooperation will be necessary to save lives during the time of a crisis/critical incident; and

**WHEREAS**, it is the understanding by all parties that each agency will be performing their specific role during the time of a crisis/critical incident:

**NOW, THEREFORE** in consideration of the following agreements, the parties do hereby covenant and agree to the following:

**EACH OF THE PARTIES AGREES TO:**

1. Participate in the planning and preparation of a cooperative effort to deal with a crisis/critical incident situation.
2. Participate in the creation of a concise crisis management plan and critical response kit.
3. Participate in training conducted by the local Emergency Management Agency.
4. Provide staff development for all agency members who have specific roles during a crisis/critical incident at a school.
5. Carry out responsibilities as designated in the crisis plan.
6. Provide leadership in the areas where each agency has expertise during a crisis/critical incident.

**SIGNATURE**

\_\_\_\_\_ (Superintendent)                      Date: \_\_\_\_\_

\_\_\_\_\_ (Law Enforcement)                      Date: \_\_\_\_\_

\_\_\_\_\_ (Emergency Manager)                      Date: \_\_\_\_\_

\_\_\_\_\_ (Emergency Responder)                      Date: \_\_\_\_\_

*The original document is from the North Carolina Department of Juvenile Justice and Delinquency Prevention, as presented in Jane's Safe School Planning Guide for All Hazards, Jane's Information Group 2004.*

***Name of School District***  
**Emergency/Crisis Management Plan**

**Approved/Date**

\_\_\_\_\_  
**Superintendent**

**Approved/Date**

\_\_\_\_\_  
**President School Board**

**Approved for Legality/Date**

\_\_\_\_\_  
**School Attorney**  
**(Optional)**