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Carlisle County School District  
DISTRICT - EMERGENCY OPERATIONS PLAN  
Revision Date: 07/07/08

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2. Incident Command Report
3. Bomb Threat Call Worksheet
4. Staff Skills
5. Student Release Permission Slip
6. Student Release Log
7. Emergency Operational Plan Debriefing
8. Telephone Communication Log
9. Evacuation Status Report
10. Emergency Damage Report
11. Equipment Audit
12. Emergency Drill Record
1.0 INTRODUCTION

1.1 INTRODUCTION

This Emergency Operations Plan (EOP) was developed under the U.S. Department of Education's Emergency Response and Crisis Management Discretionary Grant Program.

The District EOP is promulgated by the Superintendent. The district and each school system site are required to prepare, and periodically update this EOP. School emergencies can be small and easily managed, or they can be large and difficult to manage. Response may be beyond the control of the services, personnel, equipment and facilities of the district and school sites and require the combined efforts of the local, county and state emergency services. Local and county emergency response agencies will be relied upon to provide assistance with the implementation of this plan.

School district facilities must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies. Every school system site emergency must be managed in a way that ensures the safety of everyone involved. In order to provide a safe and secure teaching and learning environment, personnel must plan for the management of emergency events that cannot be predicted or prevented. This plan is designed to help do that. Because it is impossible to foresee every emergency, good judgment and common sense must prevail. It is not the intention of this plan to explicitly provide procedures for all situations and circumstances that may be encountered.

This plan is designed to protect students and staff during an emergency and to minimize injuries, death, or property loss. In order to protect the safety and health of students and staff it is important that the plan be read, understood and practiced by the entire staff to ensure that each person will operate in accordance with the plan in the event of an emergency.

It is also important to treat the plan as a living document which will be reviewed in detail annually and updated as required, especially after every situation that requires its use.

This document was developed to serve as a guide to assist the district and school system sites in the event of an emergency. The District and school sites also have a separate Crisis Intervention Plan already in place. This Emergency Operations Plan is intended to supplement and support, not conflict with, the Crisis Intervention Plan. There are two separate plans since each address other areas of response. The following definitions provide additional information:

**Emergency Response:** The tactical deployment of human and material resources, and the application of procedures and techniques to mitigate or limit the consequences of an emergency.
1.0 INTRODUCTION

_Crisis Intervention:_ The provision of emergency psychological care to victims as to assist those victim’s in returning to an adaptive level of functioning and to prevent or mitigate the potential negative impact of psychological trauma. Crisis intervention may be thought of as urgent and acute psychological intervention.

1.2 PURPOSE

1. Provide emergency preparedness and response instructions, information, and guidelines for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members, for a wide range of emergency and disaster situations that may occur. In the event of a widespread emergency, such as a hurricane, it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance. This plan assumes that the school must be self-sufficient for a time and may be required to provide shelter to the immediate community.

2. Provide guidelines for coping with various emergencies that could occur, and to assign responsibilities for handling them effectively.

3. Address those emergencies whose scope meet the parameters of the four levels of emergencies as defined in this plan.

4. Provide for interface and coordination between school system sites and the WKEC District Emergency Operations Center (EOC).

5. Integrate and coordinate school response with municipal, county and state emergency preparedness efforts.

6. Address the establishment of district and school site Emergency Response Teams (ERT) that must be organized before an emergency occurs.

7. Provide a document that can be used in training. Staff members must be trained in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.

8. Establish an Emergency Management System using the nationally recognized Incident Command System (ICS) to manage all emergencies that occur within the WKEC. Key district and school system site personnel will be trained in ICS.

9. Provide guidelines to help deal with emergencies that may occur. This plan cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation.

10. Provide emergency procedures to assist persons with disabilities.
1.0 INTRODUCTION

1.3 SCOPE

1. This plan applies to emergencies occurring on school property or emergencies that occur off-site that affect school property (i.e. hazardous chemical release in immediate area that migrates onto property).

2. In the event of an emergency that occurs off school property, command authority rests with the responsible jurisdictions and will not be superseded by this plan. Those jurisdictions will develop emergency response plans for their respective jurisdictions.

3. In the event of a primarily law enforcement or fire emergency, the Incident Commander (superintendent, principal, building manager, or designee) will activate the Incident Command System and will transfer command to the appropriate responding agency when they arrive.

1.4 LIMITATIONS

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

1.5 AUTHORITY

The District EOP is implemented at the time of an emergency at the direction of the Superintendent or his/her designated alternate. The School/Site EOP is implemented by the Incident Commander (principal, building manager, or designee) upon the occurrence of an emergency or when directed by the Superintendent. In the absence of orders from the Superintendent, each Site Incident Commander is authorized and directed to implement this plan, or take such other action as may, in his or her judgment, be necessary to save lives and mitigate the effects of an emergency.

Law enforcement and/or Fire Departments’ emergency procedures will supersede any school site emergency response plan.

1.6 APPROVAL STATEMENT

The Emergency Operations Plan has been reviewed and approved by:

District Approval:

Superintendent: _________________________________ Date: _______________

Law Enforcement: _________________________________ Date: _______________

Public Safety: _________________________________ Date: _______________
1.0 INTRODUCTION

Health: ___________________________ Date: ______________
Mental Health: ___________________________ Date: ______________
Head of Local Govt.: ___________________________ Date: ______________

1.7 PLAN REVIEW AND UPDATE

The EOP should be updated after every incident or drill based on “lessons learned.” Otherwise, at least annually, the plan should be reviewed and updated as necessary, shared with ERT members and staff, and then submitted to the school district by October 1 of each school year.

District:
The District ERT is responsible for reviewing and updating the District EOP annually and following any incident or drill based on “lessons learned.” The Superintendent is responsible for approving this plan annually. An updated copy of the plan will be completed and maintained by the school district by the beginning of each school year.

School/Site:
The School/Site ERT is responsible for reviewing and updating the School/Site EOP annually and following any incident or drill based on “lessons learned.” The principal is responsible for approving this plan annually. An updated copy of the plan shall be completed and submitted electronically to the school district at the beginning of each school year (by October 1).

Any additions or deletions of names, telephone numbers, or locations during the school year can be made in pencil until formal revisions are made at least annually.

Updated school/site specific information (evacuation drawings, emergency equipment inventories, etc.) should be inserted into the appropriate place in the manual.

1.8 HOW TO USE THIS PLAN

The Superintendent is responsible for developing and maintaining this comprehensive EOP for the entire District.

The School/Site Incident Commander is responsible for developing this plan further so it is specific to his/her school/site.

The first step is to establish an Emergency Response Team. This team can assist in further development of the plan, as well as the implementation of the procedures in the event of an emergency.
Carlisle County School District
DISTRICT - EMERGENCY OPERATIONS PLAN

1.0 INTRODUCTION

As the plan is further developed, it is strongly encouraged to invite local community resources (i.e., law enforcement, fire officers, etc.) who should be available to assist in planning.

All District ERT members shall maintain an up-to-date copy of the District EOP Manual. All school principals, assistant principals, and School/Site ERT members shall maintain an up-to-date copy of the School/Site EOP Manual.

The manual shall be readily accessible for staff use and reference at the school/site.

_All building staff is to be aware of the manual's content, locations, and use during an emergency in the absence of the Incident Commander or designee._

1.9 RECORD OF REVISION

Record major revisions using the following:

<table>
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<th>Revision Date</th>
<th>Description of Change</th>
<th>Authorized By</th>
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1.0 INTRODUCTION

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1.10 EOP MANUAL DISTRIBUTION

Record who has been provided a copy of the EOP manual. Distribution should be limited to Administration, ERT members, and local emergency response agencies. This record will assist in the distribution of future updates of the plan.

<table>
<thead>
<tr>
<th>EOP Manual Number</th>
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<tbody>
<tr>
<td>1</td>
<td>Master Copy for Document Control</td>
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<tr>
<td>2</td>
<td>Elementary School</td>
</tr>
<tr>
<td>3</td>
<td>Middle School</td>
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<td>4</td>
<td>High School</td>
</tr>
<tr>
<td>5</td>
<td>Preschool</td>
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<td>6</td>
<td>Carlisle County Dispatch</td>
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<td>Carlisle County Sheriff Department</td>
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</table>
2.0 BASIC PLAN

This standardized plan has been developed for all WKEC sites to promote coordinated preparedness measures and integrated emergency response procedures. The plan must be revised to address the capabilities and special needs of each site.

All WKEC schools/sites will submit an electronic copy of their site-based EOP by October 1 of each year to the WKEC Security Department. Additionally, all schools will submit a copy of their EOP to their local law enforcement and fire department.

When a school/site requires District level assistance, WKEC Security Department will take a copy of the affected site’s EOP to the District Emergency Operations Center (EOC) to facilitate coordination and communication.

2.1 SITUATION AND ASSUMPTIONS

2.1.1 District Main Office General Information

<table>
<thead>
<tr>
<th>District Office Information</th>
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<tbody>
<tr>
<td>District/Site Name</td>
<td>Carlisle County Schools</td>
</tr>
<tr>
<td>Superintendent's/Incident Commander’s Name</td>
<td>Keith Shoulders</td>
</tr>
<tr>
<td>Physical Address</td>
<td>4557 State Route 1377 Bardwell, Ky 42023</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Same as above</td>
</tr>
<tr>
<td>Main Phone Number</td>
<td>(270) 628-3800</td>
</tr>
<tr>
<td>Main Fax Number</td>
<td>(270) 628-5477</td>
</tr>
<tr>
<td>Emergency Operations Center</td>
<td>Board office work room</td>
</tr>
<tr>
<td>News Media Center (preferably off-site)</td>
<td>Superintendent office</td>
</tr>
<tr>
<td>Is this site a county designated Emergency Shelter?</td>
<td>☐ Yes ☐ No</td>
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<td>use a GPS or try <a href="http://earth.google.com/">http://earth.google.com/</a></td>
</tr>
<tr>
<td>Longitude (obtain from a GPS device)</td>
<td>use a GPS or try <a href="http://earth.google.com/">http://earth.google.com/</a></td>
</tr>
<tr>
<td>Surrounding Land Use</td>
<td>farming, etc.</td>
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<td>Directions to District Site</td>
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### 2.0 BASIC PLAN

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<td>No. of Disabled Employees</td>
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<td>Nextel Phones</td>
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<td>Intercom Systems</td>
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<th>Emergency Contact Information / Rosters</th>
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<td>Emergency contact information for all employees?</td>
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<td>Evacuation Assembly Area 3</td>
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<tr>
<td>Off-site Evacuation Area</td>
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<td>Evacuation diagram posted on every floor?</td>
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<td>List of employees with disabilities and their evacuation plans maintained?</td>
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<td>AED Locations (automatic external defibrillators)</td>
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<tr>
<td>Bloodborne Pathogen Kit Locations</td>
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# Carlisle County School District
## DISTRICT - EMERGENCY OPERATIONS PLAN

| Issue Date: 12/01/07 | Revision Date: |

## 2.0 BASIC PLAN

<table>
<thead>
<tr>
<th>HVAC (heating, ventilation, &amp; air conditioning)</th>
<th>Mechanical rooms</th>
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<tr>
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<td>Mechanical rooms</td>
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<tr>
<td>Electric</td>
<td>Boiler room</td>
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<tr>
<td>Water</td>
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## 2.1.1.1 School/Site General Information - Sample of School General Information

### School/Site Information
- **School/Site Name**
- **Principal's/Incident Commander Name**
- **Physical Address**
- **Mailing Address**
- **Main Phone Number**
- **Main Fax Number**
- **Incident Command Post**
- **News Media Center (preferably off-site)**
- **Is this school system site a county designated Emergency Shelter?** [ ] Yes [ ] No

### Locality Information
- **County**
- **Municipality**
- **Latitude** (obtain from a GPS device) use a GPS or try [http://earth.google.com/](http://earth.google.com/)
- **Longitude** (obtain from a GPS device) use a GPS or try [http://earth.google.com/](http://earth.google.com/)
- **Surrounding Land Use** i.e. residential, light commercial, industrial, farming, etc.
- **Directions to School** Copy from WKEC Internet site.
### 2.0 BASIC PLAN

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<tr>
<td>No. of Students</td>
<td></td>
</tr>
<tr>
<td>No. of Disabled Students</td>
<td></td>
</tr>
<tr>
<td>No. of Teachers</td>
<td></td>
</tr>
<tr>
<td>No. of Disabled School Staff</td>
<td></td>
</tr>
<tr>
<td>No. of Students bused to school</td>
<td></td>
</tr>
<tr>
<td>No. of Students that drive to and park at school</td>
<td></td>
</tr>
<tr>
<td>No. of Custodians</td>
<td></td>
</tr>
<tr>
<td>No. of Security Guards</td>
<td>1</td>
</tr>
<tr>
<td>No. Cafeteria Workers</td>
<td></td>
</tr>
<tr>
<td>No. of Others (Office Staff, Media Center, Counselors, etc.)</td>
<td></td>
</tr>
<tr>
<td>Elevators</td>
<td>□ Yes □ No How many ______?</td>
</tr>
<tr>
<td>Do Elevators have emergency power?</td>
<td>□ Yes □ No □ Not Applicable</td>
</tr>
<tr>
<td>Emergency Communication</td>
<td></td>
</tr>
<tr>
<td>Two-way Radios</td>
<td>□ Yes □ No How many ______?</td>
</tr>
<tr>
<td>Nextel Phones</td>
<td>□ Yes □ No How Many ______?</td>
</tr>
<tr>
<td>Intercom Systems</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Portable PA System</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Megaphones</td>
<td>□ Yes □ No How many ______?</td>
</tr>
<tr>
<td>Emergency Contact Information / Rosters</td>
<td></td>
</tr>
<tr>
<td>Secretary has printed emergency contact information for all students?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Printed roster placed in the main office in an obvious location?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Shelter / Evacuation Assembly Areas</td>
<td></td>
</tr>
<tr>
<td>Shelter-In-Place areas inside school identified and reviewed with staff?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Evacuation Assembly Area 1</td>
<td></td>
</tr>
</tbody>
</table>
Carlisle County School District  
DISTRICT - EMERGENCY OPERATIONS PLAN

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| Evacuation Assembly Area 2 |  |  |
| Evacuation Assembly Area 3 |  |  |
| Evacuation Assembly Area 4 |  |  |
| Evacuation Assembly Area 5 |  |  |
| Evacuation Assembly Area 6 |  |  |
| Off-site Evacuation Area |  |  |
| Relocation Site Sister School |  |  |
| Evacuation diagram posted in every classroom? | Yes | No |
| List of students/staff with disabilities and their evacuation plans maintained? | Yes | No |
| Location(s) where students are reunited with parents? |  |  |
| **Medical Equipment** |  |  |
| **First Aid Supplies Location(s)** |  |  |
| **AED Locations** (automatic external defibrillators) |  |  |
| **Bloodborne Pathogen Kit Locations** |  |  |
| **Emergency Main Shut-Offs** |  |  |
| HVAC (heating, ventilation, & air conditioning) |  |  |
| Natural Gas |  |  |
| Electric |  |  |
| Water |  |  |
| **Other Plans / Documents** |  |  |
| Emergency guidelines in every classroom? | Yes | No |
| Crisis Intervention Team Manual | Yes | No |
| Screening Students At-Risk for Suicide Handbook | Yes | No |
2.1.2 Assumptions
The Incident Commander/Principal has the primary responsibility for developing and implementing the school/site EOP. The Incident Commander/Principal has the responsibility of executing the policies developed by the district.

Site personnel and/or local fire and law enforcement agencies will handle most emergencies on site.

During an emergency, centralized direction and control (i.e., activation of an Incident Command Post) is the most effective approach to management of emergency operations.

In case of an emergency that is beyond the capabilities of the school site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

2.2 INTEGRATION WITH OTHER PLANS
This plan supports and is integrated with all WKEC and ABC County emergency response and crisis management plans, including:

- Carlisle County Schools - District Emergency Operations Plan
- Carlisle County Schools - Crisis Intervention Plan / Crisis Intervention Team Manual
- Carlisle County Dispatch - Emergency Operations Plan

2.3 PLAN IMPLEMENTATION
This Plan will be:

- initiated by the Incident Commander/Principal or designee when conditions exist which warrant its execution, or at the direction of the Superintendent, the Safe Schools Coordinator or public safety officials.
- implemented by all staff who will remain at school and perform those duties as assigned until released by the Incident Commander/Principal or designee.

2.4 PHASES OF EMERGENCY MANAGEMENT
It is important to understand the basic elements of emergency management. A clear understanding of each phase will help ensure that the emergency management procedures utilized by the Carlisle County School District are as thorough and effective as possible. The four phases of emergency management are:

Mitigation: Actions taken to eliminate or reduce the risk to life and property from natural, technological or manmade hazards. The Federal Emergency Management Agency (FEMA)
defines mitigation as “acting before a disaster strikes...to reduce the effects of the disaster when it occurs.” Some of the effects of mitigation are saving lives and reducing property loss, reducing social dislocation and stress, reducing economic losses, and reducing legal liabilities.

**Preparedness:** Actions taken in advance to develop operational capabilities and facilitate effective response when an emergency occurs. These steps may include: creating emergency warning systems; revising and updating current Emergency Operations Plans; establishing mutual aid agreements with local emergency response agencies; and providing training and information for students and staff about emergency policies and procedures and their roles in the plan.

**Response:** Actions taken immediately before, during or after an emergency to save lives, minimize damage and enhance the effectiveness of recovery. Examples of response activities include: activating warning systems; providing medical assistance; staffing the Incident Command Post; evacuating students and staff or “sheltering in place”; and providing reception and care (physical and emotional) for the students and personnel.

**Recovery:** Activities to return vital life support systems to minimum operating standards and long-term measures designed to return facilities, programs and operations to normal or improved levels. Recovery measures may include: providing crisis counseling for students and staff; conducting damage assessments and clearing debris; providing information and recovery reports to the public; and reassessing the Emergency Operations Plan. Use **EOP Form 10** (Emergency Damage Report) in the Appendices of this plan.

Understanding each of these phases will help the school develop a better Emergency Operations Plan. It should be noted that this EOP mainly addresses the preparedness and response phases.

### 2.5 Levels of Emergencies

It is essential to understand and be prepared for a range of situations from school-based events such as a bomb threat, to community-wide disasters such as hurricanes.

The District's response to natural disasters or technological incidents will be dictated by the scope and magnitude of the emergency and the availability of personnel and other resources. Four levels of emergency response have been defined. These include:

- **School/Site Level Emergencies:** Situations in which the scope is limited to school settings & school-based personnel. The schools will utilize the procedures in their Emergency Operations Plan and typically no district or community assistance is needed (example, power outages, student fights, accidents involving students or staff, disruptive visitors, etc.).

- **District Level Emergencies:** These are events where support and involvement is required from school district personnel or members of the District Emergency Response Team. Events may include an unexpected death, suicide threats, gas leaks, water or
2.6 EMERGENCY MANAGEMENT SYSTEM

2.6.1 The Incident Command System

The challenge for a school and school district when faced with a critical incident is to rapidly transition from routine day-to-day operations to effective emergency management control. To do that, the WKEC needs to incorporate an emergency management system capable of addressing the common problems. The national standard is the Incident Command System.

The Incident Command System is a nationally recognized system designed to handle emergency situations. The major idea behind this system is that every emergency, no matter how large or small, requires that certain tasks or functions be performed. It has been adopted by fire services, law enforcement, emergency medical services, and various levels of government and industry throughout the country. The U.S. Department of Education recommends that school systems adopt this emergency management system.

The Incident Command System provides the flexibility to rapidly activate and establish an organizational form around the functions that need to be performed. The five functions under the system are: (1) management, (2) planning, (3) operations, (4) logistics and (5) finance and administration. The key to the Incident Command System is its modular organization. The organization is structured with overall responsibility given to an Incident Commander (IC). The IC will start out as the Superintendent/designee for a district level emergency or the Principal/designee for a school/site level emergency, until he or she turns it over to someone else felt to be more appropriate to fill the function (this will depend on the type of emergency scenario that is involved).
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Incident Commander: This person (the Superintendent/Principal or designee) is responsible for:

- the District or school/site's EOP
- the overall management of emergency situations
- establishing/managing the Incident Command Post
- activating the Incident Command System
- determining strategies to implement protocols and adapt as needed.

As a general rule, the IC should be the most appropriate person to fill the function. He or she must have a clear understanding of the district's policies and operations and the emergency at hand. The IC must also be able to make quality assessments, communicate well, and command others. He or she activates the Incident Command System and remains in charge until the arrival of law local emergencies response agencies (i.e. law enforcement, fire, EMS).

Functions, known as the Command Staff, can be activated. These are also part of the Incident Management Team and report directly to the IC. They are as follows:

1. **Public Information:** Is responsible for compiling and coordinating the release of information regarding an incident to the news media and other appropriate agencies and personnel. This person establishes the News Media Center (close but not on school property) and coordinates information released to the news media. *(The person responsible for this position only needs to inform the news media that the WKEC Chief Communications Officer or designee will be arriving soon and would they wait in the designated News Media Center.)*

2. **Safety:** Is responsible for monitoring the district's response in an attempt to prevent injuries from occurring to both those caught up in the incident and those trying to resolve it. This person monitors safety conditions of an emergency situation and serves as a point of contact for assisting law enforcement and fire and rescue agencies. He / She will normally correct unsafe acts or conditions through regular lines of authority, but has authority to stop or prevent unsafe acts when immediate action is required.

3. **Liaison:** Serves as the point of contact for responding agencies (law enforcement, fire, emergency medical, utilities, etc.) and other school locations that may be involved in the incident.

Depending on what needs to be done, the IC can rapidly activate four functional areas. These, along with the IC, make up the core of an Incident Management Team (IMT).

1. **Planning:** Is responsible for collecting, evaluating and disseminating the information needed to measure the size, scope, and seriousness of an incident and to plan an appropriate response. *(Makes it rational - “thinks / plans things”)*
2. **Logistics:** Is responsible for obtaining resources (personnel, equipment, facilities, services, etc.) to support the operations functions and monitors inventory of supplies and equipment required for incident resolution. (*Makes it possible - “has / finds / gets things”*)

3. **Operations:** Is responsible for all tactical operations of an incident, directing the implementation of action plans and strategies for resolution. (*Makes it happen - the "doers / does things”*)

   The Incident Command may set up Operations for (but is not limited to) the following:

   a. **Operations: Student Accounting & Release Coordinator** - Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Incident Command Post); implement plan in an emergency; document activities

   b. **Operations: First Aid/Medical Coordinator** - Establish medical triage with staff trained in first aid, CPR; provide/oversee care given to the injured; distribute supplies (latex gloves, bandages, etc.); request additional supplies from Logistics; document activities

   c. **Operations: Facility & Grounds Coordinator** - Monitor site utilities (electric, gas, water, HVAC) shut off only if danger exists or directed by Incident Commander; assist in securing facility (locking gates and perimeter doors, posting signs/tape as needed, etc); document activities

   d. **Operations: Food & Water Coordinator** - Coordinate the rationed distribution of food and water (prolonged emergencies); establish emergency water supplies in the event of water or plumbing failure; request needed supplies from Logistics; document activities

   e. **Operations: Traffic Safety Coordinator** - Coordinate traffic on school property during an emergency

   f. **Operations: Transportation Coordinator** - Coordinate emergency bus transportation; document activities

4. **Administration/Finance:** Is responsible for all cost and financial matters related to an incident. Admin/Finance will keep a record of costs incurred during the incident. Generally, administrative staff, which handles finances for the school, should be assigned this position. (*Makes it fiscally accountable - “records / pays for things”*)

**EOP Form 1** in Appendices can be used by the Incident Commander to make and document Incident Command System Assignments.

The Incident Command System is usually shown generically as in Figure 2.6-1:
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Figure 2.6-1

COMMAND STAFF

Incident Commander

Safety Information Liaison

Operations Planning Logistics Finance & Administration
2.6.2 The Incident Management Team (IMT)

The organizational structure will be set by the management needs of each incident. If the IC can simultaneously manage all major functional areas, no organizational expansion is required. On the other hand, if managing alone is not feasible, the IC can appoint IMT members to handle specific areas. They can further delegate authority for their areas as required.

It is important to understand that the Incident Command System is driven by functions being performed, not people manning positions. As such, each function does not have
2.0 BASIC PLAN

to be assigned to a different person. One person may be able to handle several functions at once. The key is that the team should be expanded any time a team member starts to become overwhelmed.

Only the most severe incident would require all eight functions be activated and assigned to eight different people. More often than not, the school and/or district should be able to manage an event with just a few functions, frequently with one person handling multiple sets of responsibilities. It is this flexibility that enables ICS to be used by school or school districts, including smaller ones where there may be only three or four people who are truly in positions to be key decision-makers.

Another crucial component of ICS is its unified command structure. Unified command is where all agencies that have incident responsibility contribute to the resolution. This is necessary because critical incidents do not recognize jurisdictional boundaries. One event can and often does affect several communities and response agencies. If all communities and agencies pursue their own strategies for incident resolution, they may work at cross-purposes, thereby allowing the situation to become worse.

When a unified command is implemented, all of those affected by an incident will be involved in joint activities such as setting objectives, selecting strategies, planning tactics and carrying out those tactics in an integrated manner. This helps ensure a cohesive response and reduces the chance of organizational conflicts. It also allows resources to be used to their maximum benefit.

The school site and/or school district will likely be involved in a unified response at some time. When a serious incident occurs, a school site or school district cannot be expected to resolve it on its own. Responding local emergency response agencies will assume primary responsibility, but the district and/or school will probably participate since it can contribute knowledge, personnel, and resources.

The Incident Command System also has a number of other major components. A school district may not ever use all of these, but the responding emergency response agencies will, so the district's / school's Incident Management Team should be aware of them.

Other Components of the Incident Command System

1. **Common terminology** - Common terms are established for organizational functions, resource elements, and facilities. This enables individuals from different agencies and backgrounds to communicate with each other rapidly and accurately.

2. **Integrated Communications** - The importance of well-managed information and communication resources cannot be overemphasized. ICS recognizes this and provides a way to integrate all communications. The school district's operations plan will need to coordinate the use of telephones, cellular phones, fax machines, e-mail, radio communications, and interpersonal communications.
3. **Consolidated Action Planning** - Every incident needs a plan of action. In large incidents, when numerous resources are used, when several districts or departments are involved, or when a shift change is required, the plan should be in writing.

4. **Manageable Span of Control** - As in any organization, the number of people or functions that any one individual can supervise is limited. When that number becomes too large, ICS allows the management team to expand to avoid being overwhelmed. The number of people or tasks one person will manage ranges from three to seven, with five being the average. Factors such as size of the incident, tasks to be performed, hazards and distances involved will influence the size of the team.

5. **Pre-designated Incident Facilities** - A number of common facilities are designated in ICS. They include the command post, the location where the management team typically operates; base, the location where the primary logistics functions are coordinated; and staging areas, the locations where incident personnel and equipment are assigned on an "immediately available" status. For instance, the person on the management team responsible for logistics will operate at the command post and have a detailed accounting of the resources available through the base. From there, he or she can send the resources to various staging areas so they can be called up quickly when needed.

6. **Comprehensive Resource Management** - Resources are managed by number and function and are classified in three ways: single resource (one resource of any kind), strike team (five of the same kind of resource with a leader and common communications) and task force (a grouping of different resources organized for a specific task, also having a leader and common communications).

2.6.3 **Benefits of the Incident Command System**

There are a number of benefits to using the Incident Command System. These are as follows:

1. The system is flexible. It will work for any incident that might confront the school district, and it can be used on a site-based or district-wide basis.

2. It incorporates existing contingency plans. ICS is a "shell" or "emergency organization" with roles and functions defined and pre-designated. However, the actual plan employed to resolve a situation is not pre-designated. Plans that the school district has already developed can be used or modified within the ICS structure to meet the needs of a specific situation.

3. It allows for rapid expansion and contraction of functional areas depending on incident conditions. Only those functions needed during a particular situation are assigned and used. They can be deactivated whenever they are no longer needed.

4. Given the wide acceptance of ICS, the school district can link with responding public safety agencies. By using common organizational structures, terminology and
2.0 BASIC PLAN

procedures, school officials will be able to coordinate and work cooperatively with emergency service personnel.

5. The system is simple enough to ensure ease of understanding and application. The emergency plan, training, and exercises all focus on making the use of ICS almost “second nature” for district personnel.

2.7 EMERGENCY OPERATIONS CENTER / INCIDENT COMMAND POSTS

2.7.1 District Emergency Operations Center (EOC)

An EOC is a pre-designated facility established by an agency or jurisdiction to coordinate the overall agency or jurisdictional response and provide support to an emergency. The District Emergency Operations Center (EOC) located at the Carlisle County Board of Education coordinates and supports the emergency operations of all District and school sites; establishes overall District-wide response priorities; and provides the District community with emergency information and instructions. The District EOC also cooperates and communicates with the County Government EOC whenever it is activated. The WKEC District EOC may be activated independent of the County Government EOC if warranted.

2.7.2 School/Site Incident Command Post (ICP)

The ICP signifies the location of the tactical-level, on-scene incident command and management organization. It typically comprises the Incident Commander (principal or designee) and the school/site ERT members (that make up the rest of the Incident Management Team). As the emergency becomes more severe, it may include other designated incident management officials and responders from local, county, state and federal agencies. These agencies will take over the Incident Command once they arrive.

The IC establishes and remains at the Command Post, which is in a safe, central location away from the affected area. Those responding to the emergency who have been trained in ICS will be assigned duties according to the Incident Command System.

The Emergency Response Black Box Kit should be brought to the Incident Command Post in an emergency or relocated with the evacuation, lockdown or shelter-in-place of the school/site. This box should contain the following:
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Note:

The Emergency Response Black Box Kit is similar to the Classroom Red Bag Kit (Sec. 2.9.6), but it is for each school’s administrative office. You should take this box with you when you have to relocate in an emergency or to the Incident Command Post when activated. It should contain materials/information/supplies that may be needed in an emergency (i.e. student emergency cards, student release forms, classroom rosters, etc.)

Nothing requires schools/sites to have a Black Box Kit, but this is considered a good best practice.

Emergency Response Black Box Kit

- A regularly updated master list of all students and staff in the school
- School floor plan
- School evacuation and crisis plans
- List of contents of Emergency Response Black Box Kit—“Go Kits”
- Teacher master schedule
- Copy of this District Emergency Operations Plan
- Bus routes and rosters
- Staff roster
- Student schedules and contacts
- District contacts: Maintenance and Operations phone list
- Master/Intellikey
- Police/Special Law Enforcement Officer (SLEO) contact phone numbers
- Security contact phone numbers
- Supplies including: paper, pencils, stapler, tape, clipboard with note pad, disposable camera

2.7.3 Outside Emergency Response Agencies

Outside emergency response agencies arriving at the scene will take over the Incident Command Post at the school. If the school site Incident Command Post is in a poor location for response to the emergency at hand, it may be relocated to a safer site. In many cases, outside emergency response agencies will use mobile Incident Command Centers. The School Incident Command Team should always relocate to where outside emergency response agencies set up command.
2.8 EMERGENCY RESPONSE TEAMS

2.8.1 District Emergency Response Team

The District Emergency Response Team supports the schools when the need exceeds the resources of the schools to handle an emergency. This team:

- provides guidance regarding emergency response;
- directs additional support personnel, including District ERT members as needed;
- monitors the emergency situation; and
- facilitates major decisions which need to be made.

The District Emergency Response Team will include personnel listed in the following table. All ERT assignments will be made “three deep” in the event one or more of the assignees are not available at the time of activation. Involvement of these ERT members will depend on the emergency situation. These are the ERT members that will be relied upon in most emergency situations. However, the IC may also call upon and assign duties to other WKEC employees who are not on this list, depending on emergency response needs.

Complete the table below by filling in the persons who will most likely be responsible for each position/function. In addition, assign two alternate people in case the primary person in charge is absent during the emergency.

<table>
<thead>
<tr>
<th>District Emergency Response Team</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Incident Command Management</strong></td>
</tr>
<tr>
<td>Incident Commander/Superintendent &amp; Designees</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Public Information Officer</strong></td>
</tr>
<tr>
<td>Chief Communications Officer</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
## District Emergency Response Team

| **Safety Officer** | 1. Assistant Superintendent Casey Henderson | Ext. 7003  
|                   | 2. Superintendent Keith Shoulders | Ext. 7001  
|                   | 3. |  
| **Liaison Officer** | 1. Superintendent Keith Shoulders | Ext. 7001  
|                   | 2. Assistant Superintendent Casey Henderson | Ext. 7003  
|                   | 3. Christy Hobbs | Ext. 7300  

### Planning

**Planning Coordinator**

| 1. Superintendent Keith Shoulders | Ext. 7001  
| 2. Assistant Superintendent Casey Henderson | Ext. 7003  
| 3. Administrator Jay Simmons | Ext. 7002  

### Operations

**Operations Coordinator**

| 1. Rachel Bowles | Ext. 7006  
| 2. Amy Guhy | Ext. 7004  
| 3. Christy Hobbs | Ext. 7300  

### Logistics

**Logistics Coordinator**

| 1. Rachel Bowles | Ext. 7006  
| 2. Amy Guhy | Ext. 7004  
| 3. Christy Hobbs | Ext. 7300  

### Finance & Administration

**Finance & Administration Coordinator**

| 1. Superintendent Keith Shoulders | Ext. 7001  
| 2. Rachel Bowles | Ext. 7006  
|
2.8.2 School/Site Emergency Response Team (ERT)

The purpose of the School/Site ERT is to respond to situations requiring immediate intervention. Examples include: potential acts of terrorism, unauthorized removal of a student, bomb threats, gas leaks, the death of a student or staff member, bus accident, suicide, hostage situations, natural disasters, or any life-threatening situation.

The School/Site ERT will include personnel listed in the following table. All ERT assignments will be made “three deep” in the event one or more of the assignees are not available at the time of activation. Involvement of these ERT members will depend on the emergency situation. These are the ERT members that will be relied upon in most emergency situations. However, the IC may also call upon and assign duties to other WKEC employees who are not on this list, depending on emergency response needs.

<table>
<thead>
<tr>
<th>School/Site Emergency Response Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Incident Command Management</td>
</tr>
<tr>
<td>Incident Commander</td>
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<td></td>
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</tr>
<tr>
<td>Public Information Officer</td>
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<tr>
<td>Safety Officer</td>
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<tr>
<td>Liaison Officer</td>
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<tr>
<td>Planning</td>
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<tr>
<td>Planning Coordinator</td>
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<tr>
<td>Operations</td>
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<tr>
<td>Chief Operations Coordinator</td>
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</tbody>
</table>
## 2.0 BASIC PLAN

<table>
<thead>
<tr>
<th><strong>School/Site Emergency Response Team</strong></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Aid/Medical Coordinator</strong></td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
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<tr>
<td><strong>Facility &amp; Grounds Coordinator</strong></td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
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<tr>
<td><strong>Food &amp; Water Coordinator</strong></td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
</tr>
<tr>
<td><strong>Student Accounting &amp; Release Coordinator</strong></td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
</tr>
<tr>
<td><strong>Transportation Coordinator</strong></td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
</tr>
<tr>
<td><strong>Information Technology</strong></td>
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<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>Finance &amp; Administration</strong></td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
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</table>
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<table>
<thead>
<tr>
<th>Community Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law Enforcement</td>
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<tr>
<td>Fire Department</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
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<tr>
<td>Carlisle County Emergency Management</td>
</tr>
<tr>
<td>Social Service Agencies (Child Welfare, Juvenile Justice)</td>
</tr>
<tr>
<td>City Government</td>
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<tr>
<td>County Government</td>
</tr>
<tr>
<td>County Human Services</td>
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<tr>
<td>Local hospitals and medical professionals</td>
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<tr>
<td>American Red Cross</td>
</tr>
</tbody>
</table>

2.9 EMERGENCY MANAGEMENT RESPONSIBILITIES/ROLE

2.9.1 Superintendent

- Is responsible for the overall development, adoption, and implementation of the District EOP;
- Provide leadership in the development of the District EOP;
- Establish a District ERT;
- Determine a course of action to be taken during an emergency and coordinate the district's/school site's response to the emergency;
- Maintain district emergency plans and procedures (including this plan) in a current and usable state;
- Ensure effective communication between the district and schools;
- Serve as the single conduit for communication to the news media;
- Work with county emergency response agencies to implement both the District and School/Site EOPs;
- Work through the PIO and local news media to ensure that families and the general public are aware of what's happening in the schools;
- Prepare releases to the news media;
- Develop a relationship with county law enforcement, fire departments, health agency, mental health agency and local government for emergency response support;
2.0 BASIC PLAN

- Work with county emergency response agencies to implement the District EOP;
- Work with the WKEC Communication Department and local news media to ensure that families and the general public are aware of what's happening in the district;
- Designate a staff member to be responsible and to make decisions during an emergency in their absence;
- Activate the District's EOC;
- Activate the District ERT;
- Relocate the EOC to a safer location if warranted;
- Serve as Incident Commander until the arrival of county emergency services (law enforcement, Fire, etc.);
- Assesses nature and impact of threat on students, faculty, staff, building, environment, and school operations at the school(s) involved in an emergency or the district as a whole;
- Determine whether to implement Protective Action (evacuation, shelter-in-place or lockdown) at district main facilities;
- Be visible, available, and supportive to empower staff;
- Make decisions for district and school site response / determine strategies to implement protocols and adapt as needed;
- Make decision regarding need for additional district and/or school resources or personnel;
- Contact District Crisis Intervention Team(s) when needed; and
- Keep the staff and school board members apprised of the emergency.

2.9.2 Principal/Site Incident Commander or Designee

- Is responsible for the overall development, adoption, and implementation of the School/Site EOP;
- Provide leadership in the development of the School/Site EOP;
- Establish a School/Site ERT;
- Determine a course of action to be taken during an emergency and coordinate the school/site response to the emergency;
- Maintain school/site emergency plans and procedures (including this plan) in a current and usable state;
2.0 BASIC PLAN

- Ensure effective communication between the school and the district;
- Work with the District Superintendent and WKEC Communications Department before any releases to the news media;
- Develop a relationship with local law enforcement, fire departments, health agency, mental health agency and local government for emergency response support;
- Work with local emergency response agencies to implement the School/Site EOP;
- Work through the WKEC Communication Department and local news media to ensure that families and the general public are aware of what's happening in the school;
- Designate a staff member to be responsible and to make decisions during an emergency in their absence;
- Activate the school/site Incident Command Post;
- Activate the School/Site ERT;
- Relocate the Incident Command Post to a safer location if warranted;
- Serve as Incident Commander until the arrival of local emergency services (law enforcement, Fire, etc.);
- Assesses nature and impact of threat on students, faculty, staff, building, environment, and school operations;
- Determine whether to implement Protective Action (evacuation, shelter-in-place or lockdown);
- Be visible, available, and supportive to empower staff;
- Make decision for school site response / determine strategies to implement protocols and adapt as needed;
- Make decision regarding need for additional school resources or personnel;
- Contact District Crisis Intervention Team when needed;
- Arrange for transfer of students, staff, and other individuals when safety is threatened by an emergency;
- Keep the Superintendent and District Emergency Response Team apprised of the emergency;
- Refer all media to Superintendents Office; and
- Assist as directed by the superintendent.
2.9.3 District Emergency Response Team

- Assist in the development of the district's EOP including district specific risks, assets, and needs, using the district model as a guide;
- Evaluate the district's preparedness for implementing Protections Actions (evacuation, shelter-in-place, lockdown);
- Conduct or coordinate orientation training for district staff and recommend additional training;
- Be familiar with the District and School/Site EOPs;
- Be familiar with assigned ERT role and responsibilities;
- Be familiar with the layout of the district main office building and other district buildings;
- Be familiar with all emergency procedures/guidelines;
- Support schools/sites when the need exceeds the resources of the school/site to handle an emergency situation;
- Provide guidance regarding questions which may arise;
- Direct additional support personnel, including District ERT members as needed;
- Monitor the emergency situation and facilitate major decisions which need to be made; and
- Assist law enforcement, fire, etc. in establishing an Incident Command Post and provide them access to a computer containing floor plans of the affected school building(s).

2.9.4 School/Site Emergency Response Team

- Assist in the development of the school's/site's EOP including school/site specific risks, assets, and needs, using the district model as a guide;
- Evaluate the school's/site's preparedness for implementing Protections Actions (evacuation, shelter-in-place, lockdown);
- Conduct or coordinate orientation training for staff and recommend additional training;
- Conduct or coordinate awareness programs for students;
- Be familiar with the School/Site EOP;
- Be familiar with assigned ERT role and responsibilities;
- Be familiar with the layout of the school/site building(s);
- Be familiar with all emergency procedures/guidelines;
2.0 BASIC PLAN

- Report to the school Incident Command Post in an emergency situation and assume Incident Management System responsibilities;
- Conduct initial assessment of the seriousness of the emergency at the school/site and report findings to the principal / Incident Commander;
- Assemble the necessary resources, within the building, to respond to the incident;
- Work with the District EOC in an emergency situation;
- Direct additional support personnel, including school staff as needed; and
- Monitor the emergency situation and facilitate major decisions which need to be made.

2.9.5 School Secretary

- Supervise handling and referral of in-coming calls;
- Limit access to telephones in the building in emergency situations (lines must be available for emergency communication);
- Use EOP Form 8 (Telephone Communication Log) to document all emergency telephone communications;
- Coordinate duties of office staff;
- Provide for the safety of essential school records and documents;
- Assist as directed by the Incident commander;
- Perform the duty of messenger-courier as directed;
- Call for substitute teachers/additional school personnel as directed by the Incident Commander;
- Control bells/PA system as directed by Incident Commander;
- Notify classes if they are outside;
- Take enrollment cards and sign-out sheets for off-site student release if required; and
- Maintain the Emergency Response Black Box Kit in the main office (refer to Section 2.7.2).

2.9.6 Teachers

- Participate as requested in developing the school's Emergency Operations Plan;
- Participate in emergency preparedness in-service training programs, drills, and exercises;
2.0 BASIC PLAN

- Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of the Emergency Operations Plan;
- Shall be responsible for the supervision of students and shall remain with students until directed otherwise;
- Assist students and staff who have disabilities;
- Direct evacuation of students in their charge to inside or outside assembly areas in accordance with signals, warnings, written notifications, or intercom orders and procedures as described in the established procedures - Protective Actions;
- Know where evacuation assembly area, predetermined safe location off campus, and relocation school site in advance;
- Render first aid if necessary. School staff should be trained and certified in first aid and CPR;
- Be in possession of roll book when protective actions are taken (evacuation, shelter-in-place, lockdown);
- Take roll when the class relocates to an evacuation assembly area;
- Report missing students and staff to Incident Commander;
- Assist as directed by the Incident Commander; and
- Provide accurate information to students during the emergency to dispel rumors.

Note:

The Classroom Red Bag Kit is for the classrooms and is often referred to as "Go Kits" or "Classroom Kits". The districts/schools can call them whatever they want. Every classroom should have some supplies for the students when they have to be sheltered, locked down or evacuated. The American Red Cross sells these kits, however the districts/schools can make up their own kits. These kits may also change from grade to grade as the students’ needs vary from age group to age group. Teachers should think about what they will need in an emergency and try to put a kit together for their classroom.

Nothing requires classrooms to have these kits, but this is considered a good best practice.

American Red Cross information can be found here:
http://www.redcross.org/disaster/masters/supply.html
2.0 BASIC PLAN

### Classroom Red Bag Emergency Kit

- List of contents of Classroom Red Bag Emergency Kit
- List of any special medical needs of students
- Tissues
- Sanitary Napkins
- Paper bag
- Re-sealable plastic bags with non-latex gloves and gauze
- Roster of students and their parents' telephone numbers (home, work and cell)
- Non-latex Band-Aids
- Tube of cake icing for insulin shock
- Anti-bacterial gel or non-alcohol wipes
- Pens and pencils

*Expiration dates should be monitored and items replaced as needed*

2.9.7 School Nurse/First Aid Response Team

- Provide first aid or emergency treatment as needed;
- Advise Incident Commander of extent and degree of injuries serviced;
- Communicate first aid and emergency treatment needs to the Incident Commander / emergency service personnel;
- Complete documentation of first aid given to students or staff; and
- Assist as directed by the Incident Commander.

2.9.8 Counseling and Student Services (Counselors, Psychologists, and Social Workers)

- Serve on school’s Crisis Intervention Team and participate in developing the School’s Crisis Intervention Plan;
- Provide psychological first aid to students and staff during an emergency and attend to emotional needs;
- Assist as directed by the Incident Commander or designee with such tasks as classroom/group support, student management, identification/release of students, and staff/parent support;
- Identify high-risk students;
- Assist with assessment of response; and
- Plan for short and long-term follow-up counseling and support services as needed including but not limited to counseling (individual/group for grief, post traumatic stress, problem solving, emotional support, etc.), consultation, information dissemination, collaboration with community agencies/private practitioners and program planning.
2.9.9 Custodians

- Participate in developing the School Emergency Operations Plan;
- Participate in emergency preparedness in-service training, school drills, and exercises;
- Advise the principal of hazardous and protected areas of school facilities, available emergency equipment, supplies, and alternate power sources;
- Survey and report damage / hazards to the Incident Commander;
- Assist with Protection Actions (evacuation, shelter-in-place, lockdown) as directed;
- Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines;
- Assist in the conservation, use, and disbursement of emergency supplies and equipment; and
- Maintain adequate toiletry supplies for emergency use.

2.9.10 Food Service/Cafeteria Workers

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency;
- Assist as directed by the Incident Commander;
- Adhere to state regulations which authorize the District Child Nutrition Programs to make USDA donated foods available in case of emergency and disaster feeding, and
- Be prepared for emergency and disaster feeding as follows:
  - when possible, maintain adequate supplies of food and water for emergency use
  - rotate supplies to ensure freshness;
  - train in mass feeding practices under emergency conditions in accordance with the School Emergency Operations Plan and The American Red Cross.

2.9.11 Bus Drivers

- Supervise the care of students if an emergency occurs while children are on the bus;
- Instruct children in emergency bus evacuation procedures;
- Transfer students to new location when directed by the dispatcher or authorized regulatory agency;
2.0 BASIC PLAN

- Follow procedures as directed by your transportation policy for emergency situations;
- Be prepared to render first aid;
- Inform school administrators of changing route conditions, road construction projects, etc., that may be potentially hazardous or alter emergency transportation plans;
- Know alternate routes by which students could reach home, shelter, or evacuation assembly points;
- Keep emergency equipment and telephone numbers in the bus;
- Carry out applicable transportation policies of the state and WKEC;
- Be aware of emergency shelter facilities along routes and within local areas; and
- Keep vehicles serviced and ready to transport evacuees (students or others) when an emergency situation is anticipated or has occurred.

2.9.12 All School/Site Personnel

- Review and be familiar with the School Emergency Operations Plan and specific emergency assignments;
- Attend and participate in emergency orientation training, drills and exercises;
- Be familiar with emergency communications methods and procedures;
- Prepare a home and family emergency plan;
- Implement emergency procedures as dictated by the emergency situation;
- Dial 9-911 for all life threatening emergencies and then notify the school's/site main office.
- Report to assigned station when notified, or when the emergency situation obviously requires it;
- Document ALL actions taken during an emergency situation;
- Analyze the emergency response to determine what did and did not work well;
- Participate in site after-action critique as appropriate;
- Recommend changes to the School/Site EOP as needed; and
- Restock emergency supplies.

2.9.13 Carlisle County Communications Department

- Work with the superintendent to prepare all new media releases;
2.0 BASIC PLAN

- Designate a primary spokesperson to respond to the news media;
- Work closely with law enforcement, fire, etc. and school system officials;
- Assist affected school/site Incident Command Post setting up a news media center;
- Restrict reporters and photographers to the news media center during and immediately following the emergency;
- Work with the news media to provide accurate, appropriate, and timely information during and after the emergency; and
- Schedule specific photo and on-site briefing opportunities after the emergency is declared to be over, consistent with the needs of law enforcement, Board Policy, and respect for students’ and employees’ rights to privacy (in conformance with federal laws protecting those rights).

2.9.14 Carlisle County Transportation Responsibilities

In the event that the Director of Transportation is informed of a school emergency and relocation of students is required, the following plan is activated:

- The Director of Transportation notifies the area manager of the school emergency in his or her area;
- The area manager notifies the District Operations Manager, who arranges for an adequate number of buses and bus drivers to relocate students;
- Once bus drivers are contacted, they pick up their buses at designated landing sites and proceed to the affected school;
- Provide adapted buses for students with disabilities as needed;
- Support personnel, e.g. mechanics, will be on standby as needed; and

Note - Communication: All Carlisle County School District buses are equipped with Motorola two way radios for use in emergencies.

2.10 EMERGENCY NOTIFICATION

2.10.1 School/Site Notification Systems

Communications within the school/site includes:

- PA or intercom
- Portable PA system
- Telephones in classrooms and offices
2.0 BASIC PLAN

- Two-way radios (2)
- Personal cell phones can also be used in an emergency.

2.10.2 Procedure for Notifying/Calling 911

In all life threatening situations, call 911. In all other emergencies, call the school office. The Main Office will contact the principal or designee and WKEC Security. **Note:** Dial 9 first to get an outside line before dialing 911.

Any staff member needing to call 911 may do so from any available telephone. However, if the situation permits, the staff member may call the school office and have the secretary do this. In any case, the school office should be notified after the person calls 911 so that the responding emergency medical vehicle may be met and escorted to the appropriate location by school personnel.

Use **EOP Form 8** (Telephone Communication Log) to document all emergency telephone communications.

2.10.3 Emergency Notifications to 911

- Call 9-911 and advise the following (any staff member):
  - Location of the incident
  - Number of injured
  - Type of incident
  - Name and number of person reporting
- Stay on the telephone, if possible, until law enforcement arrives on the scene.
- Office staff should be notified.
- Office staff will notify school security.
## 2.0 BASIC PLAN

### 2.10.4 Who Do You Notify For Type of Emergency

<table>
<thead>
<tr>
<th>Type of Emergency</th>
<th>Who Do You Notify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol / Drug Overdose</td>
<td>School Nurse&lt;br&gt;Emergency Medical Services&lt;br&gt;School Principal&lt;br&gt;Assistant Superintendent&lt;br&gt;Law Enforcement</td>
</tr>
<tr>
<td>Arrest</td>
<td>Carlisle County SLEO Officer&lt;br&gt;School Principal&lt;br&gt;Assistant Superintendent</td>
</tr>
<tr>
<td>Arson</td>
<td>Fire Department&lt;br&gt;Carlisle County SLEO Officer&lt;br&gt;Assistant Superintendent&lt;br&gt;Superintendent</td>
</tr>
<tr>
<td>Assault with Injury</td>
<td>911&lt;br&gt;Law Enforcement&lt;br&gt;Assistant Superintendent&lt;br&gt;Superintendent&lt;br&gt;Carlisle County SLEO Officer</td>
</tr>
<tr>
<td>Bomb Threat</td>
<td>911&lt;br&gt;Law Enforcement&lt;br&gt;School Principal&lt;br&gt;Assistant Superintendent&lt;br&gt;Superintendent</td>
</tr>
<tr>
<td>Communicable Disease Outbreak</td>
<td>School Principal&lt;br&gt;Assistant Superintendent&lt;br&gt;School Nurse</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>School Principal&lt;br&gt;Superintendent&lt;br&gt;Carlisle County SLEO Officer&lt;br&gt;Law Enforcement</td>
</tr>
<tr>
<td>Drug Possession</td>
<td>School Principal&lt;br&gt;Carlisle County SLEO Officer&lt;br&gt;Assistant Superintendent&lt;br&gt;Law Enforcement</td>
</tr>
<tr>
<td>Environmental Issues</td>
<td>School Principal&lt;br&gt;Superintendent&lt;br&gt;Environmental Health and Safety Department</td>
</tr>
<tr>
<td>Type of Emergency</td>
<td>Who Do You Notify</td>
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<tr>
<td>--------------------------------</td>
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<tr>
<td>Extortion / Intimidation</td>
<td>School Principal, Law Enforcement, SLEO Officer</td>
</tr>
<tr>
<td>Fire</td>
<td>911, SLEO Officer, Assistant Superintendent, Superintendent</td>
</tr>
<tr>
<td>Hazardous Materials Incidents</td>
<td>911, Environmental Health and Safety, School Principal, Superintendent</td>
</tr>
<tr>
<td>Medical Emergency / Ambulance / EMS</td>
<td>911, Nurse, School Principal</td>
</tr>
<tr>
<td>Mental Health Emergency</td>
<td>School Counselor/Psychologist/Social Worker/Nurse, 911, School Principal</td>
</tr>
<tr>
<td>Robbery (personal)</td>
<td>School Principal, SLEO Officer, Assistant Superintendent, 911, Law Enforcement</td>
</tr>
<tr>
<td>Sex Offense</td>
<td>Law Enforcement, School Principal, Cabinet or Social Services, Superintendent</td>
</tr>
<tr>
<td>Security Assistance</td>
<td>SLEO Officer, School Principal, Assistant Superintendent</td>
</tr>
<tr>
<td>Theft (property)</td>
<td>School Principal, SLEO Officer, Assistant Superintendent, Superintendent</td>
</tr>
<tr>
<td>Threats of Violence</td>
<td>School Principal, SLEO officer, Assistant Superintendent, Law Enforcement</td>
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<tr>
<td>Trespassers</td>
<td>School Principal, SLEO Officer</td>
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</tbody>
</table>
## 2.0 BASIC PLAN

<table>
<thead>
<tr>
<th>Type of Emergency</th>
<th>Who Do You Notify</th>
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<tbody>
<tr>
<td></td>
<td>Superintendent</td>
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<td></td>
<td>Law Enforcement</td>
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<tr>
<td>Unsafe Conditions</td>
<td>School Principal</td>
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<td></td>
<td>Assistant Superintendent</td>
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<tr>
<td>Vandalism</td>
<td>Law Enforcement</td>
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<tr>
<td></td>
<td>School Principal</td>
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<tr>
<td></td>
<td>Superintendent</td>
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<tr>
<td>Weapons</td>
<td>911/Law Enforcement</td>
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<td></td>
<td>School Principal</td>
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<td></td>
<td>SLEO Officer</td>
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<td></td>
<td>Assistant Superintendent</td>
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<td></td>
<td>Superintendent</td>
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### 2.10.5 Emergency Telephone Numbers

<table>
<thead>
<tr>
<th>Person Group</th>
<th>Telephone Number</th>
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</thead>
<tbody>
<tr>
<td><strong>All Life Threatening Situations</strong></td>
<td></td>
</tr>
<tr>
<td>Emergency Services</td>
<td>911</td>
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</tbody>
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<thead>
<tr>
<th>Carlisle County School District</th>
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<tbody>
<tr>
<td>Communications</td>
<td>Ext. 7001</td>
</tr>
<tr>
<td><strong>District Emergency Operation Center (EOC)</strong></td>
<td>Ext. 7300</td>
</tr>
<tr>
<td>Lead Psychologist</td>
<td>N/A</td>
</tr>
<tr>
<td>Maintenance</td>
<td>Ext. 4206</td>
</tr>
<tr>
<td>Risk Management</td>
<td>Ext. 7003</td>
</tr>
<tr>
<td>Safety Officer</td>
<td>Ext. 7010</td>
</tr>
<tr>
<td>Security Department</td>
<td>Ext. 7003</td>
</tr>
<tr>
<td><strong>Superintendent</strong></td>
<td>Ext. 7001</td>
</tr>
<tr>
<td>Transportation</td>
<td>Ext. 7003</td>
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<tr>
<td>Health Officer</td>
<td>Ext. 7003</td>
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</tbody>
</table>

**Law Enforcement Agencies:** If 911 can not be used.

<table>
<thead>
<tr>
<th>Carlisle County Sheriff Department</th>
<th>628-3377</th>
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<tbody>
<tr>
<td>Kentucky State Police Department</td>
<td>1-800-222-5555</td>
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</tbody>
</table>
## Carlisle County School District
### DISTRICT - EMERGENCY OPERATIONS PLAN

#### 2.0 BASIC PLAN

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<th>City -</th>
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<td>Animal Control Dispatch</td>
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<tr>
<td>Building Inspectors</td>
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<tr>
<td>Community Watch</td>
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<tr>
<td>Crime Stoppers</td>
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<tr>
<td>Emergency Communications Center</td>
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<td>Fire Department</td>
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<td>Fire Chief</td>
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<tr>
<td>Gang Tip Hotline</td>
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<tr>
<td>Garbage/Trash/Recycling</td>
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<tr>
<td>Graffiti Hotline</td>
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<tr>
<td>Rescue - Fire - Police</td>
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<tr>
<td>Signs and Markings - Public Works</td>
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<td>Solid Waste Services</td>
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<tr>
<td>Storm Water Management - Public works</td>
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<td>Street Light Repair - Public Works</td>
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<td>Street Maintenance - Public Works</td>
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<tr>
<td>Traffic Signals Repairs - Public Works</td>
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<td>Transportation Operations - Public Works</td>
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<td>Transportation Services - Public Works</td>
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<tr>
<td>Waste Treatment Plant</td>
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<tr>
<td>Water &amp; Sewer Operations Division</td>
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<tr>
<th>County -</th>
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<tbody>
<tr>
<td>Animal Control Shelter</td>
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<tr>
<td>Animal Control/Rabies</td>
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<tr>
<td>Child Abuse/Neglect</td>
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<td>Child Protective Services</td>
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<td>Communicable Disease</td>
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<td>EMS/Emergency Medical Services</td>
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<tr>
<td>Office</td>
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<tr>
<td>Emergency Management Agency</td>
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<tr>
<td>Environmental Services - Air Quality</td>
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<tr>
<td>Environmental Services - Water Quality Monitoring</td>
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<tr>
<td>Fire/Rescue Services</td>
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<tr>
<td>Fire Cause Determination</td>
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<td>Fire Code Enforcement</td>
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### 2.0 BASIC PLAN

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<thead>
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<th>Local</th>
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<td>Homeless Shelter</td>
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<td>Jail Detention Center</td>
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<td>Mental health Emergencies</td>
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<td>Public Safety Department</td>
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<td>Sheriff's Office</td>
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<tr>
<td>Office</td>
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<tr>
<td>Gang Hotline</td>
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<tr>
<td>Juvenile Unit</td>
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<tr>
<td>Street Sign Maintenance</td>
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<tr>
<td>Substance Abuse Services</td>
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<tr>
<td>Trash - Illegal Dumping</td>
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<tr>
<td>Volunteer Services</td>
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<tr>
<td>Human Services-School Base Nursing</td>
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<tr>
<th>State</th>
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<tbody>
<tr>
<td>Bridge Maintenance unit</td>
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<tr>
<td>Crime Control &amp; Public Safety</td>
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<tr>
<td>Civil Air Patrol</td>
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<tr>
<td>Emergency Management Services</td>
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<tr>
<td>Highway Patrol</td>
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<tr>
<td>Missing Persons</td>
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<tr>
<td>Missing Persons (Nationwide)</td>
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<tr>
<td>Environmental Department</td>
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<tr>
<td>Highway Division</td>
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<tr>
<td>Labor - Occupational Safety &amp; Health</td>
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<td>Federal Aviation Administration - FAA</td>
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<td>Federal Bureau of Investigation - FBI</td>
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2.0 BASIC PLAN

Federal Emergency Management Agency (Flood) - FEMA
Homeland Security
Identity Theft
National Hurricane Center
Nuclear Regulatory Commission - NRC
Occupational Safety & Health - OSHA
Postal Inspection Services
Weather - NOAA - City ___________ Mhz

2.10.6 Procedures for Notifying Emergency Response Team Members

When an emergency or potential emergency occurs, the person hearing about the situation should:

- Verify the facts as completely as possible.
- Contact emergency responders (law enforcement, fire, EMS, etc.) at 9-911 if the emergency situation is life threatening.
- Contact the school's/site's main office. Make sure office staff understands that this is an emergency situation which needs immediate attention by administration and the emergency management system.
- The IC/Principal/designee will contact the Safe Schools Coordinator. It will be the responsibility of the Safe Schools Coordinator to notify the Superintendent's Office.

The IC/Principal/designee will:

- Activate:
  - School/site Incident Command Post
  - School/site Incident Command System
  - School/site Emergency Response Team
- Notify Area Superintendent
- Contact appropriate staff within the school/site

If the situation warrants, the Superintendent/designee will:

- Activate the:
  - District Emergency Operations Center
  - Incident Command System
2.0 BASIC PLAN

- District Emergency Response Team
- Contact Board of Education members if necessary.
- Act as spokesperson to the news media.

2.11 EMERGENCY COMMUNICATION

2.11.1 Emergency Response Team

**District:**
- The Superintendent will activate the District Emergency Response Team by sending a voice message via intercom/PA system to team members advising them of the need for activation and for procedures for activation.
- District Emergency Response Team members will follow the directions given to acknowledge receipt of the activation notification.
- Depending upon the type of emergency, messages may be sent to:
  - Principals
  - Main office at every school
  - District Emergency Response Team
  - Other school district personnel as necessary

**School/Site:**
- The Emergency Response Team for the School/Site can be activated by any one of the following:
  - Principal or designee
  - Alarm of any kind
  - Verbal notification from anyone that there is an emergency incident taking place
- School/Site Emergency Response Team members will follow the directions given to acknowledge receipt of the activation notification.

2.12 NEWS MEDIA COMMUNICATION

**Note:** This section pertains to communication with the news media in an emergency situation, not in a crisis intervention situation.

Television, radio, and newspapers provide an excellent conduit for getting information to large numbers of people. As a result, information shared with the news media should be both timely and accurate. Misinformation, speculation, and “bits and pieces” of the story
can be both confusing and damaging; therefore, students and staff should avoid speaking with the media.

The Carlisle County School District must consistently provide prompt, clear, accurate information to the news media in an emergency situation. Ultimately, the Carlisle County School District must speak with one voice.

The primary goal should be to keep the public informed about the crisis while trying to maintain the privacy of students and assure as little interruption to the educational process as possible.

2.12.1 News Media Communication Roles

The Superintendent or specifically identified staff members by the Superintendent of Chief Communications Officer shall be the only spokespersons to respond to the news media about an emergency incident. They will work closely with area Superintendents and the principal(s) of the affected school(s) to prepare releases to the news media.

2.12.2 News Media Center

The news media (reporters, photographers, news crew, etc.) must be kept off campus and away from the emergency (hot site) until accurate information has been obtained, news media releases have been prepared and specific photo and briefing opportunities have been scheduled.

Note: In the event of an emergency situation, reporters will likely gather near the school campus. The spokesperson will coordinate exact location of the news media center with the Superintendent, Principal, and appropriate external agencies (law enforcement, fire, etc.)

In the event of an emergency the news media will be directed to an off-site News Media Center location. The News Media Center for this school district is located at: the Carlisle County Board of Education

2.12.3 News Media Center Equipment

- Fax machine
- Landline telephones
- Hard internet connection
- Photo Copier
- Phone line dedicated to serving as a “hotline” where parents can call and get information (consideration should be given to a telephone number which has additional “roll-over” lines in order to avoid busy signals or calls going directly to voicemail).
- Television
- Uninterrupted power supply
2.12.4 News Media Communications Protocols & Procedures

- As soon as possible, the Incident Commander (principal or designee) at the school will prepare basic facts, clearly and concisely. Spend a few minutes writing down specific points. News people will always want to know: who, what, when, where, why and how. The same facts must be communicated to all news media so access to the information is consistent.

- The Incident Commander (principal or designee) at the school will notify the Superintendent or appropriate member of the Superintendent’s Leadership Team (Area Superintendent, Chief Communications Officer, etc.) of the need to prepare a news media release. The basics facts will be discussed at this time.

- The school will send the news media to a pre-designated news media center off-site and away from the emergency (hot site).

- The Superintendent will identify staff members to go to the News Media Center of the affected school in a field team capacity. This team will:
  - Manage onsite news media relations
  - Allow law enforcement and system administrator to recover and secure site
  - Coordinate with any joint information center established by police, fire, and any other public agencies before the district gives any releases to the news media.
  - Relay information to the district Emergency Operations Center or district central office, if the EOC has not been activated.
  - Maintain a communications log including date, time, message, and audience. Track all questions and answers to ensure consistency in message.
  - Schedule follow-up briefings to communicate new information.
  - Communications Department staff will monitor news media broadcasts to identify incorrect information. Contact the news outlet that broadcast the incorrect information and ask that they issue a correction.

- The Superintendent and Communication Department will prepare a release for the news media, including:
  - Script a draft statement in advance of the media briefing. Include information that will assist the school in communicating important information (e.g., early dismissal, cancellation of school, relocation to emergency shelter, parent/guardian/student reunion location, public health information, counseling services, etc.).
  - Script messages to address all audiences including the community, parents, news media, faculty, staff, regulators, and others. Consider how to reach out to a multilingual community.

- The Superintendent, a representative of the Communications Department or their designee will present the news media release in person.
Do's and Don'ts for Speaking to the News Media (to be distributed to person(s) presenting releases to the news media):

**DO**

- Be cooperative, polite, factual, honest and forthcoming.
- Do understand that everything you say is “on the record.”
- Praise public emergency services for quick and effective response.
- Show concern for and offer condolences to those affected by the incident.
- If you sense trouble, do not argue with a reporter.
- Tell the bad news quickly; get it over with. It may be your only chance to set the record straight. It’s vital to establish our district as the best source of information on the emergency. If the news media think you are hiding something, they likely will dig hard for information from other sources and play the story more sensationaly and perhaps less accurately.
- Protect the district's credibility.
- If you don’t understand the question, say so.
- Answer each question and then be silent. Don't embellish or speculate on information that has not been approved for release and don't respond to media pressure to chat about it. Just because a reporter sticks a microphone in your face or lets the tape run does not mean you have to fill that prolonged silence.
- Remember that conflict is news and reporters often frame their questions to bring out the conflict or emotion in a story. Guard your students against such intrusions if grief is involved in the response. (However, if the media wants student or community viewpoints, it may be well to arrange for them to talk to your school board officers and/or PTA/PTSA by coordinating with the Superintendent.
- If a reporter interrupts you before you've finished answering a question, pause and let the reporter finish, then continue your answer.
- After you provide the written statement to the media or answer subsequent questions, keep a media log of whom you speak to and what you give them, whether it is the basic statement or a subsequent update. This allows you to track which medium received what information. Always try to release all the information at one time to all news media.

**DON’T**

- Do not dodge a media inquiry, return phone calls.
2.0 BASIC PLAN

- Do not speculate. If you do not have an answer, inform the interviewer you will research and update at the next briefing.
- Do not estimate the dollar value of any damage.
- Do not comment on issues that are the responsibility of police, fire, or medical examiner (e.g., responsibility for a crime, cause of fire, cause of death, etc.).
- Do not reveal names of the injured or deceased. Medical and law enforcement procedures as well as common courtesy and sensitivity require next of kin be notified well in advance of the media.
- Don't let the reporter get off track or tell you when you've finished your answer. However, don't go into lengthy detail or run off with the interview either.
- Don't let a reporter's friendly, sympathetic manner disarm you into giving him/her additional information.
- Don't assume any chatty comments "are off the record" even if you say they are.
- Don't ask a reporter for editing rights or to see the story for approval before it runs. Most news media have specific policies preventing this. Reporters may well interpret these requests as insults or a slight on their competence.
- Don't complain to the media if you feel you were treated unfairly. If major story details are inaccurate in a newspaper story, contact the Communications Department, who will ask for a correction.

2.12.5 School's Rights Regarding the News Media

The school community has the right to:
- Grieve and recover in private.
- Say "no" to an interview.
- Avoid a press conference atmosphere and speak to only one reporter at a time.
- Refrain from answering any questions with which the interviewee is uncomfortable or feels is inappropriate.
- Demand a retraction when inaccurate information is reported.
- Ask that offensive photographs or visuals be omitted from airing or publication.

2.13 TRAINING AND DRILLS

Training and drills will help staff learn the proper course of action in an emergency. This plan will provide guidelines to help deal with emergencies that may occur. This plan cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation.
2.13.1 Training

Under the direction of the Incident Commander, Emergency Response Team members and school/site staff will be trained on emergency response procedures at the start of each school year, or when hired.

Training shall include:

- How to activate the alarm system or request emergency assistance
- Proper responses to building alarms and announcements
- Location of evacuation routes, shelter areas and the Incident Command Center
- Individual assignments and special responsibilities
- Location of emergency phone numbers and equipment - Use EOP Form 11 (Equipment Audit) for inventory purposes. This form can be found in the Appendices of this plan.

Staff Skills can be documented using EOP Form 4 in the Appendices of this plan.

Substitute teachers
Substitute teachers must be prepared to act quickly in emergency situations. Because they may not be familiar with the building they are assigned, all substitute teachers should be partnered with a neighboring teacher. Emergency information will be posted on the wall near the door to help those responsible to act quickly.

2.13.2 Drills

Fire Drills
A fire drill will be held during the first week after opening of school and thereafter at least one fire drill will be held each school month, in each building. Fire drills shall include all students and school employees, and the use of various ways of egress to simulate evacuation of buildings under various conditions.

The principal must file two copies of a written report once each month during the regular school session. This report shall state the date the last fire drill was held and the time consumed in evacuating each building.

Lockdown Drills
It is recommended that at least (1) lockdown drill should be conducted during the first semester of each school year and at least one more prior to the end of the school year. Staff should be trained to quickly get students out of the halls and secure their area. These drills should be documented on an emergency drill form. The time consumed to complete
the drill should be noted in the comments section. The IC/principal will determine if additional drills are necessary for effective implementation.

Use **EOP Form 12** (Emergency Drill Record) to document all drills.
3.0 PROTECTIVE ACTIONS

Protective Actions are a set of standard, clear directives that may be implemented across a variety of emergency situations. When an emergency begins, the principal or designee, as Incident Commander, will decide which Protective Action to implement, based on the situation. There are three basic Protective Actions that can be utilized in responding to various emergencies:

- Evacuation
- Shelter in Place
- Lockdown

3.1 EVACUATION

*Evacuation*: A protective action involving the physical movement of students and staff to temporary locations outside and away from any building or structure that poses an actual or perceived safety threat because of the consequences of any emergency.

In case of an emergency, the building may have to be evacuated to protect students and staff. This is a decision that will be made by the principal or designee, utilizing all available information. However, there may be instances when local fire or law enforcement personnel may order evacuations.

For the protection of all students and staff, it is important that everyone is informed and understands what to do in the event of an emergency (fire, gas leak, etc.) that requires the evacuation of the school building to:

- outside evacuation assembly areas
- an off-site evacuation area
- a relocation site sister school

Evacuations should be orderly and practiced throughout the year.

3.1.1 General Evacuation Guidelines

- Incident Commander (principal or designee) will make decisions and decide protective actions and confirm that 9-1-1 has been called.
- School Secretary activates primary alarm/warning/instructional system as directed and collects and compiles student, staff and visitor accountability information.
3.0 PROTECTIVE ACTIONS

- Occupants should remain silent. Directions and important instructions cannot be heard if teachers and students are talking.
- Occupants should exit the building immediately through a predetermined exit route and report to predetermined evacuation assembly area.
- If an evacuation exit route is blocked, the next nearest exit should be used.
- Teachers must ensure that all students with disabilities are evacuated safely from the building.
- Teachers should take the Classroom Red Bag Emergency Kit with them to the evacuation assembly area (outdoor evacuation assembly areas should be designated for evacuations. All students and staff shall go to the designated evacuation assembly area. This evacuation assembly area should be free of overhead obstruction (e.g., power lines, transformers, large trees, etc.) and away from power sources.
- The evacuation assembly area is to be considered a waiting area until proper departments and/or agencies can respond. No student shall be moved from the evacuation assembly area until the order is received from the Incident Commander (principal or designee).
- Positioning/location of students and staff in the evacuation assembly area should be in such a way that dismissal of students and staff will be orderly and efficient.
- Within close proximity of the assembly area, a student release station, first-aid station, and command communications station should be set up. All staff shall be aware of location of the evacuation assembly area and all station locations.
- Relocate as far from the building and the emergency vehicle access areas as possible to the previously designated evacuation assembly area.
- Teachers should take roll books and shall call roll after evacuation and report missing students and/or staff to the Incident Commander.
- Office staff shall take master list of all students and staff in school and sign out sheets for offsite student release if required. (This information should be kept in the Emergency Response Black Box Kit in the main office).
- Any unaccounted students should be reported immediately to the Incident Commander.
- No student shall be dismissed until appropriate procedures are implemented.
- Incident Commander (principal or designee) determines whether students and staff should be evacuated to an off-site location or relocation to a designated site.
  - Transportation will be provided to another location and/or home as required by the specific incident.
- The principal or designee will give a verbal or manual “all clear” to return to the building after all areas have been determined safe.
3.0 PROTECTIVE ACTIONS

- **EOP Form 9** (Evacuation Status Report) should be completed by the Principal or designee immediately after evacuation. This form can be found in the Appendices of this plan.

3.1.2 Procedures if Evacuation/Relocation is Needed

- The Incident Commander will see that the following are contacted:
  - Relocation school
  - Carlisle County Transportation (will contact city transportation for support if needed)

- Law enforcement will be responsible for the traffic control plan, including vehicular and pedestrian traffic and will keep the air space clear at the impacted school and at the relocation school site.

- Relocation of students and teachers:
  - Teachers are responsible for carrying the Classroom Red Bag Emergency Kit with them to the relocation site.
  - Teachers are responsible for accounting for students in their classes at all times including as they enter and exit the bus.
  - Students will leave their personal vehicles at the impacted school and ride buses to the relocation school.
  - Essential life-sustaining medications/equipment will be transported with the relocation of students.
  - Teachers should notify the Incident Commander if there are missing or additional students.
  - Once at the relocation school site, students will go to the designated check-in site (gymnasium/auditorium).
  - Teachers will be accountable for their students at the relocation site.

- Evacuation/Relocation of Students and Staff with disabilities:
  - Adults designated to assist persons with disabilities should implement the school evacuation plan (e.g., go to the “Area of Rescue Assistance”).
  - Designated staff should notify the Incident Commander or Incident Command Post of the location of students needing evacuation assistance.
  - School Emergency Response Team Members will oversee the evacuation of students and staff with disabilities.
  - Once evacuated, students with disabilities will proceed to the relocation area with the designated adult(s) assisting them.

- The following sites will be set up at the relocation school:
  - On-site Control Center
  - Check-in site:
3.0 PROTECTIVE ACTIONS

- Students and teachers check in as they arrive by bus.

  ▪ Checkout site:
    - Parents or designees must sign out students.
    - Parents or designee must show picture identification.
    - Students are brought to the checkout area for parents or designee to take home. (Staff of relocation school will be requested to assist.)

  ▪ Medical site with Emergency Medical Services and School Nurses

  ▪ Miscellaneous needs site:
    - Assist students having difficulty contacting their parents.
    - Assist students with other miscellaneous needs as they arise

THE LOCATION OF THESE SITES WILL BE DETERMINED BY THE ADMINISTRATION OF THE RELOCATION SCHOOL. STAFF AT THE RELOCATION SITE SHOULD ALSO ASSIST WITH SETTING UP THESE SITES.

- The following actions should be taken by the relocation school:
  ▪ Schedules should be altered so that there will be no class changes.
  ▪ All students should be cleared from the auditorium and gymnasium.
  ▪ Staff should assist in designating and setting up areas for the check-in site, the checkout site, the medical site, and the miscellaneous needs site.
  ▪ The carpool area should be cleared for the arrival of school buses carrying students from the impacted school.
  ▪ No students from either the relocation school or the impacted school should be dismissed or allowed to leave until all procedures are put into place by the proper authorities.

3.1.3 Procedures if Evacuation/Relocation is not Required

- The entire school campus will be locked down and law enforcement will block off the area.

- The impacted areas of the school are cleared and taped off by law enforcement. These areas are considered a crime scene.

- There should be no movement of students or staff until notified by law enforcement or the appropriate school staff.

- Teachers should account for all students in their class and make a list of any missing students as well as any injuries. This list must be submitted to the Incident Commander as soon as possible.
3.0 PROTECTIVE ACTIONS

- Any witnesses to a major critical incident will be gathered and separated for law enforcement debriefing.

- Law enforcement will be responsible for the traffic control plan. They will handle traffic (e.g. parents) and will keep the air space clear at the impacted site.

- The Superintendent will coordinate all media briefings.

- A location will be designated for the media (News Media Center).

- Local law enforcement will direct and contain the media at the News Media Center.

- The media will provide information to the public (e.g. Students will be sent home on the bus. Parents should meet their children at the bus stop.)

- The following sites will be set up:
  - Unified Incident Command Center
  - School Incident Command Post
  - Checkout Site -
    - Parents/designee must sign out students
    - Parents/designee must show picture identification (unless staff can identify them).
    - Students are brought to the checkout area for parents/designee to take home
  - Medical site for Emergency Medical Services and School Nurses
  - Miscellaneous needs site: Assist students having difficulty contacting their parents and other miscellaneous needs of students.

3.1.4 Check-Out Site, Medical Site and Miscellaneous Needs Sites

SCHOOL STAFF SHOULD ASSIST IN DESIGNATING AND SETTING UP AREAS FOR THE CHECK-OUT SITE, THE MEDICAL SITE, AND THE MISCELLANEOUS NEEDS SITES

- The following actions should be taken by the school:
  - Schedules should be altered so that there are no class changes.
  - No students should be allowed to leave until all procedures are in place.

- Dismissal:
  - Procedures will be established by the school principal in conjunction with the Safe School Administration.
  - Depending upon the severity of the situation, students:
3.0 PROTECTIVE ACTIONS

- may be sent home by bus as usual;
- may or may not be allowed to drive home; or
- may be released only to their parent or designee.

3.1.5 Bomb Threat Evacuation

Standard fire drill procedures should also be used in the event of a bomb threat evacuation. School staff should scan the room to ensure that there are no suspicious items. School staff should alert the principal/designee or emergency response agencies if any suspicious items are found in a bomb threat situation.

3.1.6 Guidelines for Emergency Evacuation of Individuals with Disabilities

Schools may have students, staff or visitors with temporary or permanent disabilities on campus at any time. In an emergency requiring building evacuation (such as a fire, bomb threat, or other major emergency/crisis event), some people with disabilities may be unable to evacuate without individual assistance. The objective of these guidelines is to assist schools in the development of school evacuation plans for those students, staff or visitors with disabilities who are unable to evacuate on their own. Schools should consider these guidelines as they develop their school evacuation plans.

1. STUDENTS AND STAFF:

A. Identify at least two means of egress from the building - one primary route and one secondary route.

- Post these evacuation routes in a prominent location on every floor.
- Practice evacuating the building from both these routes.
- If your school has multiple floors, plan an evacuation route that does not require use of an elevator.

B. Examine the primary and secondary evacuation routes to determine if any students or staff with disabilities in your school are unable to use the routes independently.

- Recognize that individuals with disabilities generally should use the established means of egress unless they are physically unable to do so.
- Identify the name, disability and schedule of any student or staff person who is known to have a disability that renders him or her incapable of independently evacuating the building through one of the designated evacuation routes.
3.0 PROTECTIVE ACTIONS

C. Develop an individualized evacuation plan for any student or staff person known to be incapable of evacuating the building without individual assistance.

- Assign this responsibility to the School Emergency Response Team.
- Ask the School Emergency Response Team to compile, within the first month of school, a list identifying any student or staff person known to be incapable of evacuating without individual assistance, recognizing that this list may need to be updated as new students enroll, as new employees are hired and as individuals develop temporary disabilities.
- Designate an individual (e.g. an administrator) to inform emergency responders of the location of students and staff on this list.
- Ask the School Emergency Response Team to identify appropriate staff members to assist each student or staff person identified on the list of individuals requiring individual assistance to evacuate. The school administration shall make all assignments of evacuation duties and inform the School Emergency Response Team of these assignments. No staff person should be assigned to more than one person on the list. Individuals so assigned are referred to as “assigned adult(s)” in these guidelines.
- Consider the following factors in determining which staff person should be the assigned adult for a particular individual on the list of students and staff requiring individual assistance to evacuate:
  - Knowledge by the assigned adult(s) of the student/staffs needs or ability to learn about these needs
  - Physical capability of the assigned adult(s)
  - Proximity of the assigned adult(s) to the student or staff member with a disability throughout the day
  - Consider a plan for reassigning responsibilities when assigned adult(s) are absent.
- Convene the School Emergency Response Team and other staff who are knowledgeable about the students needs to plan the evacuation of the student who is unable to evacuate without individual assistance. Staff persons with disabilities requiring individual assistance to evacuate should be involved with the School Emergency Response Team in developing their evacuation plans.
- When the individual needing assistance is on ground level, the assigned adult(s) should assist the student/staff in exiting using the established evacuation route.
- When the individual needing assistance is not on ground level and is not ambulatory on stairs, the assigned adult(s) should take the student/staff member with a disability to the nearest designated area of rescue assistance or exit stairwell and stay with that person until help arrives or as long as possible.
3.0 PROTECTIVE ACTIONS

- If personnel and students are being relocated, the assigned adult(s) should accompany the individual to whom they are assigned until they are safely relocated at the receiving school or other relocation site or are safely boarded on transportation to the relocation site.

D. Maintain an updated list of students and staff requiring individual assistance to evacuate and of the assigned adult(s) for each such person.

- Designate an individual (e.g., an administrator) to inform the School Emergency Response Team of new students or staff who may need an individualized evacuation plan.
- Convene School Emergency Response Team and other individuals who are knowledgeable about the student's needs as necessary to develop individual evacuation plans for new students or staff.

E. Utilize school system and community resources in establishing emergency evacuation routes and plans.

- Consider contacting local fire department or other emergency responders to assist in developing emergency plans.
- Consider contacting the Safe School Coordinator for assistance in planning.
- Consider utilizing school based and itinerant special education staff as resources to assist in planning.

F. Practice implementing the individual evacuation plans.

- Practice the individual evacuation plans during your regular emergency drills. If fully evacuating a student risks injury, then consider simply talking and walking through the individual evacuation plan with the assigned adult(s) and his or her assignee during planned and announced drills rather than fully evacuating that student.
- Invite the fire department or other emergency responders to participate in evacuation drills.

2. VISITORS:

While schools cannot anticipate the special evacuation needs of all school visitors, in order to ensure that visitors have an opportunity to seek help or help themselves in an emergency, consider the following guidelines:

A. Post the emergency evacuation plan near the visitor sign-in area.

B. Consider including a note on the visitor sign-in sheet directing visitors to the emergency evacuation notice and inviting them to notify the administration if they require assistance in an evacuation. (Example: Please see posted
emergency evacuation routes. If you are an individual with a disability who is unable to evacuate without individual assistance in an emergency, please notify the school administration upon signing in.)

C. Inform school personnel that they should direct visitors with disabilities to an exit stairwell or other designated area of rescue assistance if visitors are not on ground level or need assistance with building evacuation.

3.1.7 Procedures for Releasing Students

Should the need for releasing students to their parents in an emergency situation occur, it is important to be prepared, organized, and efficient, and be able to assure parents that their children are safe and being cared for. Each school must have a plan in place for on-site and off-site emergency release of students. It is important to remember that many parents will be in a state of panic.

**On-Site Student Release Guidelines**

- Keep students in their assigned classrooms until they are released to their parents.
- Do not begin releasing any students until all students have been accounted for, when possible.
- Lower grades should be released first, if possible.
- Have a sign-out system ready. Release students only to an authorized person. Identification must be shown. Document whom the child is released to and indicate the time. Use **EOP Form 5** (Student Release Permission Slip) and **EOP Form 6** (Student Release Log) in the Appendices of this plan.
- All students will be released through the office.

**Off-Site Student Release Guidelines**

- Make sure Central Services is notified immediately.
- Use an enclosed area for off-site evacuation release that will allow for controlled ingress, egress, and parking.
- Make sure the area where students are contained cannot be seen by parents waiting to pick up their children.
- Arrange students according to grade level with assigned staff; the youngest grades should be closest to the release area.
- The process of releasing students early is labor intensive. If necessary, use people from other schools, aides, parent volunteers to help.
- Schools need to staff two stations with tables - a parent request station and a student release station. These areas should not be right next to each other.
3.0 PROTECTIVE ACTIONS

- Do not begin releasing any students until all students have been accounted for. Focus on releasing lower grades first.

- Have a sign-out system ready. Release students only to an authorized person. Identification must be shown. Document to whom the child is released and indicate the time. Use EOP Form 5 (Student Release Permission Slip) and EOP Form 6 (Student Release Log) in the Appendices of this plan.

- Be prepared to be inundated with calls from parents, citizens, and the media. It will overwhelm a land-based communications system. Have alternative sources of communication ready—a bullhorn/portable PA system may be necessary to direct parents.

- School staff will need some type of easily identifiable outerwear (vest, hat, ID badge).

General Reminders When Releasing Students

- Parents should be notified of the emergency release system at the beginning of the school year via the district calendar or school newsletters. Stress that parents not call the schools, as the phone lines will be jammed. Parents should be instructed to listen to the radio, TV, or follow instructions previously determined by the school district.

- Students will not be released to anyone other than an authorized person listed on the emergency card or emergency dismissal form.

- Parents should be informed in advance that the law enforcement and fire departments might deny them access to the schools/evacuation area during an emergency.

- Expect that all parents will not follow the procedure. Some will demand their children. They will not wait. Educate parents about the emergency release procedures prior to an event.

- Use assertive staff to control anxious parents, but avoid confrontations. Use assertive staff to control anxious parents, but try to avoid confrontations. Staff manning tables should ask for assistance from administration and/or security. Parents who refuse to follow procedures should be isolated from the large group and dealt with privately. Document the names of parents who refuse to follow procedures and give the list to the Incident Commander (principal or designee).

3.2 SHELTER-IN-PLACE

An airborne hazard (e.g., chemical, biological or radiological) outside of a building may require an alternate protective action—sheltering in place. Sheltering can be employed when a hazardous plume is moving towards an area and there is insufficient time to evacuate before the plume arrives.
3.0 PROTECTIVE ACTIONS

Shelter-in-place: It is a temporary strategy designed to be used when it is safer to remain inside rather than evacuate to the outside. Sheltering-in-place is also designed for at most one to two hours because all buildings are subject to air infiltration.

Ideal Shelter Areas:

- Inside rooms
- Above the ground floor
- Windowless room
- Minimal number of vents and doors that will have to be closed or sealed

3.2.1 Shelter-In Place General Guidelines/Procedures

Incidents may occur in a variety of ways and can involve an almost infinite number of materials, which may have different characteristics, reactivates, and could cause many types of effects on human health. The variety of potential accidents and materials makes it impossible to present comprehensive procedures in this general guideline. Nevertheless some basic procedures are generally applicable:

1. Seek shelter immediately.

   - Go into the nearest building.
   - Contact Emergency (9-911) immediately to report the situation.
   - Close all doors and windows to seal off the building from the exterior.
   - Shut off air conditioners, furnaces, and any other fans that draw outside air into the building.
   - Conduct an accountability check of students and staff.
   - Supervise all students; prevent them from leaving the shelter.
   - Remain in the shelter-in-place area; do not leave until told to do so.
   - When officials confirm it is safe to evacuate the building, purge any contaminates that have entered. Arrange HVAC system for full exhaust.

2. Monitor conditions continuously.

   - Monitor radio, television or the national weather service continuously.
   - Use weather tone alert radios.
   - Maintain communications with emergency officials.
3.0 PROTECTIVE ACTIONS

3. After the hazardous condition:

- Check on accountability of students.
- Check for injuries: provide first aid.
- Turn on and check utilities.
- Report any utility outages.
- Stay away from any damaged areas, except to assist in rescue and recovery efforts.

3.3 LOCKDOWN

**Lockdown**: is a protective action employed to safeguard students and staff when there is an armed perpetrator approaching the campus, on campus, or in the school. Lockdown is employed to keep people away from a violent perpetrator while law enforcement engages the suspect.

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

- Incident Commander (IC) will issue lock-down order by announcing a warning over PA system, sending a messenger to each room or other alternate method. A lock down procedure is indicated over the PA system with the following statement: “Carlisle County School District building is now in a lockdown procedure. All staff should report to the nearest office room immediately.”
- Direct all staff and visitors into office rooms or secure rooms.
- Lock office room doors.
- Close blinds or cover windows of office rooms.
- Move all persons away from windows and doors.
- Have all persons get down on the floor, preferably under desks.
- Staff are **not** permitted to use office phones or cell phones during a lockdown. Lines need to be free for emergency responders.
- Everyone should remain quiet.
- Try to account for everyone in the room.
- All visitors to the building will automatically become part of the lockdown procedures and will not be able to leave the building.
3.0 PROTECTIVE ACTIONS

- No one will be permitted to enter or leave the building.
- Signs will be posted at the doors saying that the building is in "Lock Down."
- If possible, an emergency email or phone call will be sent out explaining the circumstance.
- Allow no one outside of office rooms until the Incident Commander gives the all-clear signal.
4.0 EMERGENCY RESPONSE GUIDELINES

The remaining subsections in this main section of the EOP provide emergency response guidelines for various emergencies that could occur at the school locations.

Refer to the Crisis Intervention Plan for post emergency response, including critical stress debriefing.
4.0 EMERGENCY RESPONSE GUIDELINES

4.1 MEDICAL EMERGENCY

4.1.1 Pre-Incident Planning/Mitigation

First Aid Supplies and Equipment
- Document the location of first aid supplies and equipment in the table in Section 2.1.1 and ensure that all persons trained and certified in first aid know its location.
- Check first aid supplies periodically and replace any used or missing supplies.
- Bio-hazardous waste bags/containers should be available for proper identification and disposal of bio-hazard/potentially infectious waste.

Training & Certification
- Provide in-service training in basic first aid for staff (utilizing trained health professional)
- Staff expected to provide first aid should be formally trained and certified.
- Training should include:
  - General first aid
  - CPR
  - Use of AED
  - Universal Precautions.
  - Custodial services expected to cleanup blood and body fluids should be trained in universal precautions and decontamination.
- Maintain a list of employees that are trained and certified in first aid. Maintain this list in the Main Office.

Provide Student Information to Teachers
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.
- Exercise appropriate caution when informing others about an individual with AIDS or HIV infection (i.e., don't panic and spread word indiscriminately to everyone that an individual has aids or HIV infection. (This is confidential information)

Poisons
- Keep poisonous materials in a locked and secure location
- Post the Poison Control Center emergency number in the front office, school clinic, etc.
• Provide staff with information on possible poisonous materials in the building.

4.1.2 Emergency Response Guidelines

• If life threatening, contact off site emergency services (9-911). Some incidents may be life threatening to some and not to others (i.e. bee sting, allergic reaction to nuts, etc.). If in doubt, call (9-911).

• If a poison may be involved, call the Poison Center Hotline (1-800-722-5725). Administer first aid directed by poison information center.

• If not life threatening, a teacher’s designee should go to the office to notify the principal or designee and First Aid Team Leaders. If possible, have the following information ready:
  1. Location of the incident or the injured parties
  2. Nature of the injury, cause and severity
  3. Victims age and name, if possible
  4. Any medical information known

• The principal or designee and First Aid Team Leaders should promptly respond to the location of the incident and communicate relative information to the office by radio or cell phone, if available.

• All personnel should remain calm and composed.

• Keep all non-essential personnel away from the scene.

• Keep the victim(s) calm and reassure that help is on the way.

• Do not attempt to treat or move the injured if you are not formally trained and/or certified (i.e. first aid, CPR, AED).

• Take universal precautions whenever there is a potential for contact with blood or other potentially infectious material. Treat all blood and body fluids as infectious. This is referred to as using universal precautions.

**Universal Precautions:** Universal precautions is a method of infection control in which all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other bloodborne pathogens. Exposure occurs through contact with mucous membranes (e.g., eyes, nose, and mouth) or broken (cut or abraded) skin with contaminated blood.

• Protect everyone from coming into contact with blood and body fluids.
4.0 EMERGENCY RESPONSE GUIDELINES

- If you are providing medical treatment, use proper personal protective equipment (i.e. non-latex gloves, face shield barriers, and barriers for mouth to mouth resuscitation). These should be with the first aid supplies or available from the school nurse.

- Office personnel can begin to attempt to notify the parents’ guardians and inform them of the incident. Office personnel should also maintain telephone communication with emergency responders.

- Have a school Emergency Response Team member or faculty member meet the local medical emergency responders (i.e. EMTs) to lead them to the scene of the emergency.

- The following notifications should be made:
  1. Contact the Safe Schools Coordinator.
  2. Contact the Superintendent.

- Notify school Crisis Team leader regarding any needs for intervention for student witnesses.

- Contact the school psychologist or the lead psychologist for backup, if needed.

- Custodial services should clean and decontaminate areas that may have potential bloodborne pathogens present (custodial services should be trained in universal precautions and decontamination).

- All contaminated waste and equipment should be properly handled, treated or disposed.

- Preserve the scene of the medical emergency in the event the incident will require an investigation by school personnel or law enforcement.
Scientists predict that the world is due for an influenza pandemic - a global outbreak from a new strain of influenza. An influenza pandemic occurs when a new influenza A virus emerges for which there is little or no immunity in the human population, begins to cause serious illness and then spreads easily person-to-person worldwide. The current Avian “Bird” Flu falls into this category and could become a pandemic flu. Part of preparedness is maintaining overall good health and using basic prevention measures such as covering your nose and mouth when you cough or sneeze and washing your hands often.

The U.S. Department of Education is collaborating with the health experts and agencies across the federal government to ensure that, in the case of pandemic flu, school operations and services will continue. State and local preparedness will be crucial in preventing the spread of disease. Because schools are centers of community life, educators and administrators will have to work with local officials to make planning for pandemic flu a priority.

In the event of a pandemic influenza the Carlisle County School District will work closely with the Kentucky Department of Health, the Carlisle County Department of Human Services, and any other local state or federal agencies that are deemed necessary to enact and coordinate pandemic influenza plans. The Carlisle County School District will work in conjunction with other agencies to reduce the number of illnesses and death and to limit the disruption of schools. The Superintendent will be responsible for developing and maintaining a comprehensive continuation plan for the entire district.

**4.2.2 Planning Assumptions**

The U.S. Health and Human Services Pandemic Influenza Plan contains the following information about pandemics, how they might affect school aged children, and how states and local agencies should plan for them:

1. The clinical attack rate (the percentage of people who will become so sick they won’t be able to go to work or school) will be 30% in the overall population. Illness rates will be highest among school-aged children (about 40%) and decline with age.

2. Children will shed the greatest amount of virus (they are more contagious than adults) and therefore are likely to pose the greatest risk for transmission.

3. On average about 2 secondary infections will occur as a result of transmission from someone who is ill.
4. In an average community, a pandemic outbreak will last 6 to 8 weeks. At least two pandemic disease waves are likely.

5. It is anticipated that the school district will need to plan to function with a total of 30% work force absentee rate for the entire pandemic outbreak. If staff absenteeism is sufficient to warrant the administrative closure of the school or district, the administrative procedures for temporary school closures are to be followed.

Whether or not schools will be closed or for how long is impossible to say in advance, since all pandemics are different in their scope and severity. However, it is well established that infectious disease outbreaks most often start in schools and so the Carlisle County School District may close schools early in an event. The duration of school closings can only be determined at the time of the event based on the characteristics of the pandemic, but it is unlikely that schools will be closed for less than 2 weeks (based on the incubation period of the disease and the length of time people are contagious) and could be as long as 8 weeks, as mentioned above. Other planning assumptions that are being used by the community include:

6. Working closely with the Public Health Department and the County EOC will maximize the health and safety of the school community. Understanding the roles of each agency and their responsibilities will promote coordination and communications.

7. An influenza pandemic will result in the rapid spread of the infection with outbreaks throughout the world. Communities across the state and the country may be impacted simultaneously.

8. There will be a need for heightened global and local surveillance of flu symptoms and infection rates.

9. The County will not be able to rely on mutual aid resources, State or Federal assistance to support local response efforts.

10. Antiviral medications will be in extremely short supply. Local supplies of antiviral medications may be prioritized by the Public Health Department for hospitalized influenza patients, close contacts of patients, health care workers providing care for patients, or other groups.

11. Due to vaccine production and distribution constraints, a vaccine for the pandemic influenza strain will likely not be available for 6 to 8 months following the emergence of a novel virus.

   a. As vaccine becomes available, it will be administered to eligible persons and ultimately to the entire population.

   b. Insufficient supplies of vaccines and antiviral medicines will place greater emphasis on social distancing strategies to control the spread of the disease in the county.
12. There could be significant disruption of public and privately owned critical infrastructure including transportation, commerce, utilities, public safety and communications.

13. Social distancing strategies aimed at reducing the spread of infection such as closing schools, community centers, and other public gather points and canceling public events may be implemented during a pandemic.

14. It will be especially important to coordinate disease control strategies throughout counties and the state due to the regional mobility of the population.

15. The general public, health care partners, response agencies, elected leaders and schools will need continuous updates on the status of the pandemic outbreak, the steps the Public Health Department and the school district is taking to address the incident, and steps the public can take to protect themselves.

4.2.3 Authorities

In the county, various public officials have overlapping authorities with regard to protecting public health and safety. The Governor, the State Secretary of Health, the County Executive, local Seattle Mayor, and the Local Health Officer (LHO) each can implement authorities within the scope of their jurisdiction aimed at protecting public health, including increasing social distancing by closing public or private facilities. During a pandemic, the presence of overlapping authorities will necessitate close communication and coordination between elected leaders, the EOC, the Local Health Officer and schools to ensure decisions and response actions are clear and consistent. The Public Health Department will direct the isolation and quarantine of individuals or groups. The Local law enforcement officials will have the authority to enforce the orders issued by Public Health department or Superior Court Judges within their jurisdiction.

A school district has the authority to close schools for emergency reasons.

The Superintendent has established the following definitions related to emergency school closures:

1. A "district-wide emergency closure" means “that all school buildings in the school district are unsafe, unhealthy, inaccessible, or inoperable due to one or more unforeseen natural events, mechanical failures, or action or inactions by one or more persons.”

2. A “school emergency closure” means “a school in the school district comprised of more than one school that is unsafe, unhealthy, inaccessible, or inoperable due to one or more unforeseen natural events, mechanical failures, or actions or inactions by one or more persons.”

4.2.4 Phases of a Pandemic

The World Health Organization (WHO), the medical arm of the United Nations, has developed a global influenza preparedness plan that includes a classification system for
guiding planning and response activities for an influenza pandemic. This classification system is comprised of six phases of increasing public health risk associated with the emergence and spread of a new influenza virus subtype that may lead to a pandemic. The Director General of WHO formally declares the current global pandemic phase and adjusts the phase level to correspond with pandemic conditions around the world. For each phase, the global influenza preparedness plan identifies response measures WHO will take, and recommends actions that countries around the world should implement.

### Pandemic Phases

<table>
<thead>
<tr>
<th>Phase 1 – No new influenza virus subtypes detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered low.</th>
<th>Strengthen influenza pandemic preparedness at all levels. Closely monitor human and animal surveillance data.</th>
<th>Ensure that staff members and students are trained in preventative measures such as respiratory etiquette and universal precautions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 2 – No new influenza virus subtypes detected in humans. However, a circulating animal influenza virus subtype poses substantial risk of human disease.</td>
<td>Minimize the risk of transmission to humans; detect and report such transmission rapidly if it occurs.</td>
<td>Minimize the risk of transmission to humans; ensure that staff members understand detection and reporting guidelines and report rapidly as required.</td>
</tr>
<tr>
<td>Phase 3 – Human infection(s) are occurring with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.</td>
<td>Ensure rapid characterization of the new virus subtype and early detection, notification and response to additional cases.</td>
<td>Ensure all personnel are knowledgeable about the latest epidemiological information.</td>
</tr>
<tr>
<td>Phase 4 – Small cluster(s) of human infection with limited human-to-human transmission but spread is highly localized suggesting that the virus is not well adapted to humans.</td>
<td>Contain the new virus within limited foci or delay spread to gain time to implement preparedness measures, including vaccine development.</td>
<td>Ensure that best practices for infection detection and control measures are followed.</td>
</tr>
<tr>
<td>Phase 5 – Larger cluster(s) of human infection but human-to-human spread is localized, suggesting that the virus is</td>
<td>Maximize efforts to contain or delay spread to possibly avert a pandemic, and to</td>
<td>Ensure adequate resources for staff/student protection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure that the school district is implementing best practice for social distancing techniques per local health organization guidelines, including reducing the school activity calendar.</td>
</tr>
</tbody>
</table>
4.0 EMERGENCY RESPONSE GUIDELINES

<table>
<thead>
<tr>
<th>Pandemic Phases</th>
<th>Public Health Goals</th>
<th>Public Schools Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).</td>
<td>gain time to implement response measures.</td>
<td>parents related to health and safety.</td>
</tr>
<tr>
<td><strong>Pandemic Period</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Phase 6</em> – Pandemic is declared. Increased and sustained transmission in the general population.</td>
<td>Implement response measures including social distancing to minimize pandemic impacts.</td>
<td>Increase surveillance of staff/student health and attendance and implement administrative procedures to ensure adequate staffing for essential business and school functions. Follow local health organization and county EOC, social distancing, isolation and quarantine measures. Ensure maximum support and education for ill and affected students.</td>
</tr>
</tbody>
</table>

4.2.5 Concept of Operations

4.2.5.1 Overview

1. The school district will maintain increased communications with the county’s Emergency Operation Center (EOC) and the Public Health Department and will implement those procedures that increase the health and safety of the school community.

2. The Carlisle County Public Schools assumes the following responsibilities:

   a. Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the local health department.

   b. Develop and implement pandemic preparedness activities aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of a pandemic.

   c. Communicate with and educate the school community about approved public health practices and what each person can do to prepare or respond to minimize health risks.
4.0 EMERGENCY RESPONSE GUIDELINES

d. Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by the local health department and the county EOC.

3. The school district assumes the following responsibilities:

   a. Develop a response plan that will:

      ▪ Identify chain of command in case of illness with a minimum of 2 back ups.

      ▪ Review and best practices for respiratory hygiene and universal precautions. Train all school staff, volunteers and students. Identify and procure needed resources.

      ▪ Review procedures for sending ill individuals home and make adjustments if necessary.

      ▪ Report the number of staff and students daily absent with pandemic flu to the Public Health Department and Incident Commander.

      ▪ Document actions taken.

      ▪ Update staff and provide information on extent of infection at school sites and potential changes that might take place at schools.

4.2.5.2 Direction and Control

1. The Public Health Department and all response partners will operate under the Incident Command System throughout the duration of the pandemic response.

2. The Public Health Department may activate an Emergency Operations Center (EOC) to coordinate the county-wide public health and medical response during a pandemic.

3. The county and school district may activate their EOCs during a pandemic to coordinate consequence response.

4. During Pandemic Phases 1, 2 and 3 where the County is not directly affected, the Public Health Department will lead countywide preparedness and education efforts for pandemic response.

5. During Pandemic Phases 4, 5 and 6 the Public Health Department will communicate with health system partners to coordinate and manage health care system resources and information.

6. The Public Health Department will assess the viability of community containment options and establish criteria for recommending their implementation to local elected officials.
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Revision Date: 7/07/08

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7. Upon reaching Pandemic Phase 4 (if local area is not affected; Phase 3 if local area is affected)

   a. The Public Health Department will provide regular briefings to the County Executive, the local Mayor, other local elected officials, and regional response partners. Briefings will address the nature of the disease, its communicability and virulence, availability of vaccines and antivirals, actions that are being taken to minimize the impact, and health information being shared with the public and health care providers.

   b. The school district will attend the Public Health Department briefings and provide information to staff and students. The school district will take appropriate measures including social distancing and increased respiratory hygiene in order to reduce transmission.

4.2.5.3 Communications

1. Communications with the public and health care providers will be one of the most critical strategies for containing the spread of the influenza and for managing the utilization of health care services. This plan’s communications goals are to:

   a. Provide accurate, consistent, and comprehensive information about pandemic influenza including case definitions, treatment options, infection control measures, and reporting requirements.

   b. Instill and maintain public confidence in the schools and the County’s public health care systems and their ability to respond to and manage an influenza pandemic.

   c. Ensure an efficient mechanism for managing information between the Public Health Department, health system partners and the schools.

   d. Contribute to maintaining order, minimizing public panic and fear, and facilitating public compliance by providing accurate, rapid, and complete information.

   e. Address rumors, inaccuracies, and misperceptions as quickly as possible, and prevent the stigmatization of affected groups.

2. Communications During Pandemic Phases 1, 2, 3

   a. The Public Health Department and it's partners will educate providers, public officials, schools and emergency responders about influenza pandemics and steps they should take to plan for pandemic outbreaks.

   b. Under the direction of the Superintendent, the central administration will assess the needs of the schools.

       1) Assess the information needs of the school community.
4.0 EMERGENCY RESPONSE GUIDELINES

2) Intensify public education efforts about influenza pandemics and steps that can be taken to reduce exposure to infection. Information may be disseminated via web site postings, parent letters, or school newsletters, television and radio broadcasts.

3) Identify hard to reach families and ensure communications in the home language.

4) Coordinate with the Public Health Department to develop common health messages and education materials in multiple languages. Coordinate with the Public Health Department to ensure that bilingual staff can serve as information conduits to vulnerable school families and build sustainable preparedness capabilities.

5) Develop template pandemic informational letters, including translations, for parents/guardians.

3. Communications During Phases 4, 5, 6

a. The Public Health Department will evaluate the need to establish an Information Center in conjunction with appropriate health system and response partners. The Information Center will be activated when The Public Health Department deems it necessary based on specific characteristics of the pandemic. If school closures are considered, the school district will work with the Information Center.

b. The Public Health Department will develop a communications strategy including identifying appropriate community partners for reaching and educating diverse communities such as limited English speaking and homeless students and their families. The school district will assist in translations for the school community.

c. As the pandemic expands, the Public Health Department will provide daily updates on the pandemic and will organize regular media briefings.

d. The Public Health Department will keep the public informed about steps that should be taken to protect against infection, treatment options for individuals who are infected, the status of the spread of the outbreak in the community, and the disease control and containment strategies that are being implemented.

e. The school district will evaluate the need to establish a school information call center to respond to public inquiries. The school district will disseminate web alerts per guidelines and as necessary. Pandemic letters will be sent out to parent/guardians per Information Center and school district communication strategy.
4.0 EMERGENCY RESPONSE GUIDELINES

4.2.5.4 Mitigation

Mitigation activities are taken in advance of an influenza pandemic to prevent or temper its impact. Mitigation efforts will occur primarily during the early pandemic phases (Phases 1-3).

The school district pre-event mitigation activities will include:

1. Planning, exercising, evaluating and revising this Pandemic Flu section of the EOP.
2. Training and equipping school district staff to assure competencies and capacities needed to respond to a pandemic outbreak.
3. Developing strategic partnerships with local community health care institutions and providers, and local, state and federal response agencies and their staff.
4. Educating schools and parents about an influenza pandemic and recommend preparedness measures.
5. Informing and updating schools about the potential impacts of an influenza pandemic on essential services and city, county, and school infrastructure.
6. Stockpiling necessary equipment and supplies that will be needed to respond to an influenza pandemic.

4.2.5.5 Surveillance & Vaccine Management

The school district will rely on the Public Health Department and its partners to conduct surveillance on pandemic flu outbreaks and to oversee all vaccine management.

4.2.5.6 Social Distancing Strategies

Social distancing strategies are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. These strategies could include closing schools; closing non-essential agency functions; implementing emergency staffing plans; to increase telecommuting, flex scheduling and other options; and closing all public assemblies or after school activities.

1. The school district will review social distancing strategies and current epidemiological data during each phase with the Public Health Department.
2. Decisions regarding the closing of all schools will be made by the Carlisle County Board of Education after consultation with local school superintendents, school presidents and elected officials.
3. Decisions regarding the implementation of social distancing measures including suspending large public gatherings (i.e. sporting and school pay events) where large numbers of people gather will be made jointly and concurrently by the Superintendent and the Public Health Department.

4.0 EMERGENCY RESPONSE GUIDELINES

4.2.5.7 Isolation and Quarantine

The School District will coordinate planning efforts for isolation and quarantine with the Public Health Department, community based organizations, and local law enforcement.

4.2.6 References

Q&A: Information for Schools (from the Center for Disease Control (CDC)

The Centers for Disease Control and Prevention (CDC) recognizes that school administrators, teachers, staff, and parents are concerned about the flu, particularly its effects on children. Schools are instrumental in keeping their communities healthy by taking actions such as posting information about hand hygiene in restrooms, providing flu prevention messages in daily announcements, and being vigilant about cleaning and disinfecting classroom materials.

The following are some answers to questions commonly asked by school administrators, teachers, staff, and parents:

**What is influenza (flu)?**
Influenza, commonly called "the flu," is caused by the influenza virus, which infects the respiratory tract (nose, throat, lungs). It can cause mild to severe illness, and at times can lead to death.

**How does the flu spread?**
The main way that influenza viruses are spread is from person to person in respiratory droplets of coughs and sneezes. (This is called "droplet spread.") This can happen when droplets from a cough or sneeze of an infected person are propelled (generally up to 3 feet) through the air and deposited on the mouth or nose of people nearby. Though much less frequent, the viruses also can be spread when a person touches respiratory droplets on another person or an object and then touches their own mouth or nose (or someone else's mouth or nose) before washing their hands.

**What are the symptoms of the flu?**
Influenza is a respiratory illness. Symptoms of flu include fever, headache, extreme tiredness, dry cough, sore throat, runny or stuffy nose, and muscle aches. Children can have additional gastrointestinal symptoms, such as nausea, vomiting, and diarrhea, but these symptoms are uncommon in adults. Although the term "stomach flu" is sometimes used to describe vomiting, nausea, or diarrhea, these illnesses are caused by certain other viruses, bacteria, or possibly parasites, and are rarely related to influenza.
4.0 EMERGENCY RESPONSE GUIDELINES

How long is a person with flu virus contagious?
The period when an infected person is contagious depends on the age and health of the person. Studies show that most healthy adults may be able to infect others from 1 day prior to becoming sick and for 5 days after they first develop symptoms. Some young children people with weakened immune systems may be contagious for longer than a week.

What is the difference between a cold and the flu?
The flu and the common cold are both respiratory illnesses but they are caused by different viruses. Because these two types of illnesses have similar flu-like symptoms, it can be difficult to tell the difference between them based on symptoms alone. In general, the flu is worse than the common cold, and symptoms such as fever, body aches, extreme tiredness, and dry cough are more common and intense. Colds are usually milder than the flu. People with colds are more likely to have a runny or stuffy nose. Colds generally do not result in serious health problems, such as pneumonia, bacterial infections, or hospitalizations.

How can you tell the difference between a cold and the flu?
Because colds and flu share many symptoms, it can be difficult (or even impossible) to tell the difference between them based on symptoms alone. Special tests that usually must be done within the first few days of illness can be carried out, when needed to tell if a person has the flu.

What are the symptoms of the flu versus the symptoms of a cold?
In general, the flu is worse than the common cold, and symptoms such as fever, body aches, extreme tiredness, and dry cough are more common and intense. Colds are usually milder than the flu. People with colds are more likely to have a runny or stuffy nose. Colds generally do not result in serious health problems, such as pneumonia, bacterial infections, or hospitalizations.

What are influenza antiviral medications?
Influenza antiviral medications are drugs that suppress the ability of influenza viruses to reproduce. When used correctly, they can reduce the duration of symptoms and some complications from influenza virus infection.

How are antiviral medications used for flu?
Antiviral medications are used along with vaccines to prevent and treat influenza. They most often are used to control flu outbreaks in institutions, such as nursing homes or hospitals, where people at high risk for complications from flu are in close contact with each other.

At what age should a child be vaccinated?
To protect their health, all children 6 months to 23 months old should be vaccinated against the flu. Children 2 years old or older who have an underlying, long-term illness (such as heart or lung disease [like asthma], metabolic disease [like diabetes], kidney disease, a blood disorder, or a weakened immune system) should get a flu shot. The flu shot is not approved for use in children less than 6 months old.
What can I do to protect myself against the flu?
By far, the single best way to prevent the flu is for individuals, especially people at high risk for serious complications from the flu, to get a vaccination each fall. However, there are other good health habits that can help prevent the flu. These are:

- Avoid close contact with people who are sick. When you are sick, keep your distance from others to protect them from getting sick too.

- If possible, stay home from work, school, and errands when you are sick. You will help prevent others from catching your illness.

- Cover your mouth and nose with a tissue when coughing or sneezing. It may prevent those around you from getting sick.

- Washing your hands often will help protect you from germs.

- 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.

Where can I get more information about the flu?
For more information and updates about the flu, call the CDC's hotline or visit CDC's Web site.

You can call the CDC Flu Information Hotline (English and Spanish) at:
800-CDC-INFO (800-232-4636)
888-232-6348 (TTY)

You can visit CDC's flu Web site where you can access the following:

- Information about preventing the spread of flu in schools;

- "Be a Germ Stopper" and "Cover Your Cough" posters formatted for printing;

- "It's a SNAP" toolkit (leaves CDC's website), which includes activities that school administrators, teachers; and students and others can do to help stop the spread of germs in schools.

Flu Resources for Schools
To find contact information for your state or local health department, go to http://www.cdc.gov/other.htm.

For "Key Facts About the Flu," a fact sheet including information about flu symptoms, how flu spreads, and how to prevent flu, go to http://www.cdc.gov/flu/keyfacts.htm.

For more information about both the injectable flu vaccine and the new, intranasal Flu Mist, go to http://www.cdc.gov/flu/about/qa/fluvaccine.htm.
4.0 EMERGENCY RESPONSE GUIDELINES

For more information about treating flu and flu symptoms, including information about why children or teenagers with flu-like symptoms should NOT take aspirin, go to http://www.cdc.gov/flu/protect/sick.htm

Printable formats of "Cover Your Cough"
http://www.cdc.gov/flu/protect/covercough.htm
4.3 INFECTIOUS DISEASES

4.3.1 Introduction
There are many infectious diseases that may be transmitted within the school district, including but not limited to:

- Methicillin-Resistant Staphylococcus Aureus (MRSA)
- Hepatitis B
- Hepatitis C
- Herpes Simplex
- Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS)

4.3.2 Pre-Incident Planning/Mitigation

Training
- Annual training should be provided to all school staff members who have routine contact with the students such as teachers including substitutes, volunteers, and bus drivers, but also those who may have contact with items contaminated by blood and body fluids such as custodial staff and athletic coaches. Training should be provided by the school nurse or county health department.
- All personnel who may have to cleanup and decontaminate areas exposed to bodily fluids should be properly trained to do so.

Personal Protective Equipment
- Adequate personal protective devices should be made readily available to staff, including gloves and face masks.

Personal Practices to Follow
- Preventing the transmission of infection requires that personal and environmental cleanliness techniques be practiced at all times in every school setting.
  - Allow sufficient time for hand-washing after using the toilet and before eating meals and snacks.
  - Provide ready access to hand-washing facilities.
4.0 EMERGENCY RESPONSE GUIDELINES

- Provide disposable paper towels. The use of cloth towels and cloth rolls is discouraged.
- Maintain storage areas for clean linens, utensils, equipment, and disposable items. These areas must be separate from areas used for storage of soiled items.
- Keep soiled disposable items in covered waste receptacles lined with disposable plastic bags. At the end of each day, the plastic bags are to be sealed and discarded. DO NOT REUSE.

- Frequent hand washing is the most important technique for preventing the transmission of disease.

- Proper hand washing requires the use of soap and water and vigorous washing under a stream of temperate running water for at least 20 seconds.
  - The ideal water temperature is 75° F to 110° F.
  - A disposable soap dispenser is preferred. The use of bar soap should be discouraged.
  - All surfaces of the fingers and hands should be covered with the hand-washing agent. Rinse under running water.
  - Use paper towels to thoroughly dry hands. Faucets should be turned off using a paper towel to prevent re-contaminating clean hands.

- Hand washing should occur:
  - Before working with the students
  - Before drinking, eating, smoking, applying lip balm, or manipulating contact lenses
  - Before handling clean utensils or equipment
  - Before and after handling food
  - Before and after assisting or training the students in toileting and feeding
  - After going to the bathroom
  - After contact with body secretions such as blood, urine, feces, mucus, saliva, semen, tears, vomit, drainage from wounds, etc.
  - After caring for any student, especially those with nose, mouth, eye, or ear discharge
  - After removing disposable gloves or face mask

- All staff members should practice specific principles designed to protect themselves and others from infection.
  - Maintain optimum health through effective daily health practices such as adequate nutrition, rest, exercise, and appropriate medical supervision
4.0 EMERGENCY RESPONSE GUIDELINES

- If you have a cut or an open lesion on your hands, disposable gloves must always be worn when providing direct care for any student where there is contact with bodily excretion or secretions
- Avoid rubbing or touching eyes
- Refrain from kissing or being kissed by students
- Wash hands frequently
- Avoid the use of jewelry such as rings, bracelets, and earrings during working hours
- Use one’s own personal care items such as combs, fingernail files, nail clippers, lipsticks, and toothbrushes
- Keep fingernails clean and trimmed short.

Maintaining a Clean School Environment
These guidelines and procedures should be followed regardless of the presence or absence of a student known to have an infectious disease.

- Clean and disinfect the following areas and items daily:
  - Sinks and faucet handles,
  - Doorknobs and push plates,
  - Toilet seats and bowls (inside and out), and
  - Desks and/or table tops used for eating.

- Clean and disinfect the following areas and items weekly:
  - Walls above sinks and
  - Desks and table tops (or more frequently as needed).

- Clean classroom and hallway floors daily or more frequently as needed.
- Vacuum carpets daily.
- Wash waste receptacles at least weekly.
- When reusable soap dispensers are empty, rinse, disinfect, and air dry them before refilling.
- Rugs or carpets should be cleaned and disinfected as needed.
- If heavy utility (rubber) non-disposable gloves are worn when a disinfectant is being used, they must be washed, disinfected, and air-dried after each use. The heavy utility gloves should be discarded if they are cracked, peeling, torn, punctured, or no longer function as a barrier.
4.0 EMERGENCY RESPONSE GUIDELINES

Infectious Disease Prevention Measures for the School Athletics Setting

- Hand hygiene is the single most important factor in preventing the spread of infectious disease.

- Coaches and trainers should practice appropriate hand hygiene (use alcohol-based hand sanitizer or wash with soap and water) after contact with players, especially when changing bandages and providing care for wounds. Consult with the school nurse or local health department regarding the use of alcohol-based hand sanitizer and provide appropriate student supervision.

- Persons other than school health personnel may assist a student with the application of clean dressings following initial approval and assessment by appropriate authorized school health staff. Such persons should wear disposable gloves, and wash their hands and forearms immediately after removing gloves using barrier precautions at all times.

- In situations where access to sinks is limited (e.g., on playing fields), carry individual containers of alcohol-based hand sanitizer. (See note above regarding the use of alcohol-based sanitizer and appropriate supervision.)

- Provide enough clean towels so players do not need to share them.

- Educate players on appropriate management of all wounds.

- Exclude players with draining lesions or open wounds (whether or not they are covered) from swimming pools, whirlpools, ice tubs, saunas and hot tubs. All excluded students should comply with their district’s standard clearance process for returning to sports and physical education class.

- All wounds (e.g., cuts, scrapes, abrasions) should be covered with a bandage until healed, especially when contact with multi-use items (i.e., weight equipment, electric stimulation cuffs) may occur.

- Wounds (e.g., cuts, scrapes, abrasions) should be completely and securely covered during competition (e.g., bandaged and use of protective sleeve).

- Students with active skin and soft tissue infection (e.g., draining wounds, boils, abscesses) should not participate in activities where skin-to-skin contact is likely to occur until their infections are completely healed.

- Specific guidance for players:
  - Do not share towels (even on the sidelines of games), washcloths, soap, razors, topical preparations, or other personal hygiene items with other players.
  - Shower with soap (preferably not bar soap) before using the whirlpool, steam room, or sauna.
  - Shower as soon as possible after EVERY practice, game, or tournament.
  - Shower before and after sports with extensive skin-to-skin contact (e.g., wrestling, football).
4.0 EMERGENCY RESPONSE GUIDELINES

- Avoid contact with draining lesions and contaminated items (e.g., bandages) from other people.
- Perform hand hygiene after using multi-use equipment (e.g., weight equipment) and after contact with potentially contaminated items (e.g., another person’s wounds, infected skin, or soiled bandages).
- Follow good hygienic practices—hand hygiene, showering, and regularly laundering clothes.

- Disease Surveillance
  - Some infectious diseases can spread quickly on athletic teams and can be difficult to control.
  - It is important for coaches and trainers to be aware of every skin infection as soon as it occurs to prevent a single case from becoming an outbreak. School employees should consult with the school’s health professional(s) as needed for information and assessment as appropriate.
  - If an infectious disease outbreak occurs among team members, associated students and staff should be encouraged to report skin changes such as redness, warmth, swelling, tenderness, or drainage, especially when associated with cuts, boils, or sites of skin irritation and abrasions. Coaches and staff observing open or undressed skin lesions on team members should direct the student to a healthcare provider to have the lesion evaluated.
  - If infectious diseases occur among players on children’s sports teams, appropriate school officials based on school board policy should consider notifying parents of all team members to enlist their support with reinforcing hygiene measures and reporting of skin lesions to team officials.
  - Care must be taken to maintain confidentiality of players with infected wounds to avoid stigmatization and anxiety.

4.3.3 Emergency Response Guidelines

Students or Staff with Symptoms

- Students or staff with symptoms of an infectious disease should contact a healthcare provider and do the following:
  - Keep wounds clean and covered with a bandage until healed. Change bandages as recommended by the healthcare provider or when soiled. Discard promptly used bandages or tape in the regular trash.
  - Wash hands and forearms before and after caring for wounds and throughout the day. Wash for at least 20 seconds using soap (preferably not bar soap) and warm water and dry your hands on a clean paper towel.
4.0 EMERGENCY RESPONSE GUIDELINES

- Do not share personal items such as towels, washcloths, soap, razors, topical preparations, uniforms, or clothing that may have had contact with an infected wound or bandage.

- Wash towels, washcloths, uniforms or clothes that become soiled with hot water and laundry detergent. Drying clothes in a hot dryer, rather than air-drying, also helps kill bacteria in clothes.

- Take all antibiotics as prescribed and for the full length of time prescribed.

- Report new illnesses/symptoms to a healthcare provider.

Notification / Communication

- All suspected infectious disease outbreaks should be reported immediately to the principal who will immediately notify the district Superintendent's office.

- Typically, it is not necessary to inform the entire school community about a single infectious disease case. Schools should take care to maintain the student's or staff member's right to privacy with this or any health issue.

- When an outbreak or an increase in an infectious disease occurs within the school population, or if transmission within a school is identified, the school should contact the local health department.

- Parent and staff notification should be based on consultation with the local health department to the district Superintendent.

School Attendance

- Unless directed by a physician, students with an infectious disease should not be excluded from attending school.

- Students with any open or draining wounds should be excluded from swimming pools, whirlpools, hot tubs, etc. until the wound has healed.

Personnel Responding to an Infectious Disease Case

- Take universal precautions whenever there is a potential for contact with blood or other potentially infectious material. Treat all blood and body fluids as infectious. This is referred to as using universal precautions.

**Universal Precautions:** Universal precautions is a method of infection control in which all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other bloodborne pathogens. Exposure occurs through contact with mucous membranes (e.g., eyes, nose, and mouth) or broken (cut or abraded) skin with contaminated blood.
4.0 EMERGENCY RESPONSE GUIDELINES

- Anyone suspected of having an infectious disease should be sent to the school nurse, to their primary physician, or to an appropriate health treatment facility.

- The parent(s) of any suspected student should be notified immediately.

- Disclosure and confidentiality of patient information must follow state and federal laws.

- School authorities should handle contact and notifications of infectious disease cases in the manner prescribed by the local health authority.

- When a case of infectious disease occurs in a school, this fact should not be considered a reason for the facility to be closed, except in the event of an emergency.

- Persons suspected of being infected with a reportable infectious disease for which isolation is required should be refused admittance to the school while acute symptoms are present.

Cleaning and Disinfection in the School and School Athletics Settings

- If confirmed infectious disease cases in the school population have not been identified, follow routine, common sense procedures for cleaning the classroom environment and school buses.

- Follow local health department guidance for routine classroom and school bus cleaning.

- Follow regular cleaning and maintenance procedures for equipment and materials that may be shared in the classroom such as protective eyewear or clothing.

- Use of disinfectants on shared environmental surfaces and equipment as part of regular facility maintenance may also be considered.

- Most disinfectant products require proper cleaning of surfaces prior to applying disinfectant. Proper cleaning reduces levels of bacteria on environmental surfaces.

- Clean and disinfect health room/nurse room cots regularly (at least daily), and use pillow protectors.

- If soiled linens and clothing are washed on school premises, wash with laundry detergent in hot water (minimum 160°F), add one cup of bleach if water is not 160°F and dry in a hot dryer. Wear gloves when handling dirty laundry.

Enrollment / Continued Attendance

Prior to the enrollment or continued attendance in the regular or special classroom of a known infected student, the school nurse shall develop specific procedures appropriate to the student's age and the stage of development for the specific disease. The school nurse should carry out the following procedures:
• Conduct a health and development assessment including a review of the student's medical records. Collaborate with parents and the physician to ensure that the records are complete.

• Based on the specific disease or pathogen and mode of transition, identify students and school personnel who may be at risk such as those who are chronically ill, pregnant, capable of childbearing, or taking immunosuppressant medication. Make recommendations for restriction of employees or students as appropriate and after consultation with the physician for all involved.

• Identify appropriate personal and environmental cleanliness techniques in accordance with student and staff needs.

• If the regular education program cannot be modified and the student is identified as an individual with exceptional needs, write appropriate health objectives for the student's individual education program (IEP).

• Maintain ongoing communication with parents and the primary physician regarding the student's status.

4.3.4 Additional Reference Material

Center for Disease Control (CDC): www.cdc.gov
National Athletic Trainers Association: http://www.nata.org/publicinformation/position.htm
4.0 EMERGENCY RESPONSE GUIDELINES

4.3 CRIME AND VIOLENCE

4.4.1 Pre-Incident Planning/Mitigation

- Be aware of patterns that may indicate a Threat of Violence is Imminent
  - Serious violent fighting with peers
  - Severe destruction of property
  - Severe rage for seemingly minor reasons
  - Detailed threats of lethal violence
  - Possession or use of firearms and other weapons
  - Self-injurious behaviors or threats or attempts at suicide

4.4.2 Emergency Response Guidelines

- Take ALL threats seriously.
- Protect students at the scene.
- Notify the principal or designee of any threat.
- Notify the Safe Schools Coordinator.
- School administration and/or the SLEO Officer should conduct a preliminary interview with the student.
- If an imminent danger is perceived, contact law enforcement (9-911).
- Notify the parent(s) and have them report to the school.
- Document all actions taken, noting the names of those involved and the date actions were taken.
- Notify law enforcement and the SLEO Officer if crimes/violence are committed.

4.4.3 Other Information / References

Requirements for Contacting Law Enforcement
When a reasonable belief that any of the following acts of crime and violence have occurred on school property or at school sponsored events, you are required to call law enforcement (9-911) and recommended to contact Safe Schools Coordinator. If you should have a question whether or not an incident should be reported, consult with the Safe Schools Coordinator.
4.0 EMERGENCY RESPONSE GUIDELINES

- Assault on school personnel not resulting in serious injury
- Assault resulting in serious injury
- Assault involving the use of a weapon
- Homicide
- Kidnapping
- Possession of a controlled substance
- Possession of a firearm
- Possession of a weapon
- Rape
- Robbery from the person
- Robbery with a dangerous weapon
- Sexual assault
- Sexual offense
- Taking indecent liberties with a minor
- Alcohol consumption, possession, sales or purchase
- Willfully burning a public school
- Bomb threats/bomb hoaxes
4.0 EMERGENCY RESPONSE GUIDELINES

4.5 OUT OF CONTROL STUDENTS

4.5.1 Pre-Incident Planning/Mitigation
- Develop a culture within the school that good behavior and self-discipline are expected at all times.
- Conduct security tours in problem areas.

4.5.2 Emergency Response Guidelines
- If a teacher or other school staff is unable to calm an out of control student, contact the principal or designee.
- Protect students at the scene.
- Contain unrest. Seal off area of disturbance.
- If further assistance is needed, support personnel at the school (counselors, psychologists, social workers) can be requested to talk to the student to attempt to calm him/her down.
- School Based Mental Health Services are also available for telephone assistance.
- Parents should be notified and asked for assistance if the student continues to be out of control.
- If the student cannot be calmed down and is a danger to their self or others, law enforcement should be contacted for assistance (9-911).
- If a crime or act of violence has been committed, refer to previous section: Crime and Violence.
4.6 HOSTAGE SITUATION

Overview

A hostage situation is any situation in which a person or persons are forced to stay in one location by one or more individuals. Weapons are usually in the possession of the hostage taker(s) and hostages are threatened with some degree of bodily harm should they not comply with the directives of the hostage taker(s). Certain demands are usually made of outside officials in return for the release of the hostages.

All hostage situations are dangerous events.

A hostage taker might be a terrorist, fleeing felon, disgruntled employee (past or present), employee’s spouse, drug or alcohol abuser, emotionally disturbed person, trespasser, and on occasion, a parent, student or citizen who is usually angry about some situation and decides to resolve it by taking hostages and making demands to achieve some resolution.

Likewise, the dynamics of a hostage situation vary greatly and no two incidents will be the same.

4.6.1 Pre-Incident Planning/Mitigation

• Maintain current custody information on the student’s emergency card. Any information that you have regarding custody or restraining orders must be included on the student’s emergency card.

• Implement visitor controls

4.6.2 Emergency Response Guidelines

• Remain calm.

• Notify the IC/principal or designee.

• The principal or designee should immediately contact the law enforcement agency that has jurisdiction of your school (9-911).

• The principal or designee should immediately contact the Safe Schools Coordinator.

• The IC/principal or designee should designate a location for a command center. Document all decisions made and all actions taken, noting time of action or decision.

• Avoid confrontation with the intruder.

• The IC/principal or designee should make the announcement over the intercom for a lockdown. Upon hearing this announcement, teachers should not allow students to leave the classroom and should direct them to be seated on the floor next to an interior wall away from windows and doors. Students should only be allowed to leave the
4.0 EMERGENCY RESPONSE GUIDELINES

classroom when the all clear is given or when directed to move to another location by law enforcement personnel.

- Seal off area near hostage scene.
- Teachers must take an accurate count of their students.
- A list should be made of those being held hostage, if possible.
- The principal or designee should designate school personnel to monitor hallways and other areas of the building and to direct students to a safe area.
- The principal or designee should assign a staff member to liaison with law enforcement until the SLEO Officer personnel arrive.
- The principal or designee should instruct office staff as to appropriate information to give to callers. If not given instructions, the response should be “No comment.”
- All media contacts should be referred to the Superintendent.
- The principal or designee should plan how to inform the families of students and school personnel that are directly affected.
- The principal or designee should notify the school’s Crisis Team Leader to activate an intervention plan for other students and school personnel if needed. The Crisis Team Leader should contact the school psychologist or the lead psychologist for backup, if needed.
- Command of the incident will be transferred to law enforcement officials and their hostage negotiation team upon their arrival.
- Keep detailed notes of events.

If you are taken hostage:
- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.
4.7 Suicide Attempt at School

4.7.1 Pre-Incident Planning/Mitigation

- Implement the Carlisle County Comprehensive Suicide Awareness/Intervention Model Plan (Appendix C).
- Implement zero tolerance for bullying.
- Staff should follow procedures taught in the annual Suicide Prevention: An Awareness Program for Educators and in the Screening Students At-Risk for Suicide Training.

Be aware of Verbal Symptoms/Cues
- Discussing and / or making suicide plans
- Discussing and / or gathering of suicide methods / information
- Statements that family and friends would not miss them
- Expression of hopelessness, and / or anger at self and the world
- Direct statements like “I want to die” or “I do not want to live anymore.” Indirect statements like “I’m no good to anyone,” “Nothing matters; anyway,” “I want to go to sleep and never get up,” “They’ll be sorry when I’m gone.”

Be aware of Situational Symptoms/Cues
- Deep or prolonged grief over any loss - a death, breaking up of a relationship, divorce of parents, death of a pet
- Recent suicide in the family or history of suicide in the family
- Witnessed or experienced recent violence
- Trouble with the law
- Persistent problems in school
- Family disruption
- Significant relationship issues
- Anniversary of a significant loss

Be aware of Behavioral Symptoms/Cues
- Previous suicide attempts or gestures
- Giving away of personal possessions
- Recent loss through death
### 4.0 EMERGENCY RESPONSE GUIDELINES

- Dramatic change in school performance
- Being “accident” prone
- Taking unnecessary risks
- Alcohol and/or substance abuse
- Bored attitude, listlessness
- Sadness, crying and tearful
- Sudden positive behavior change following a period of depression
- Chronic failure experiences
- Sudden mood swings
- Excessive school absences
- Running away
- Pulling away from friends
- Scratching, cutting, marking body, other self-destructive behaviors
- Significant weight increase or decrease
- Neglect of personal appearance and hygiene
- Death themes through spoken, written and/or artwork

#### 4.7.2 Emergency Response Guidelines

- The following notifications should be made:
  1. Call appropriate medical personnel immediately i.e., school nurse/emergency medical team or notify off site emergency personnel (9-911). **Do not** communicate the incident as a suicide attempt but as a serious injury.
  2. Notify the principal or designee.
  3. Contact the SLEO Officer.
  4. Contact the parents/guardians.
  5. Contact the Superintendent.

- Keep all students and uninvolved school staff away from the scene.
- **Do Not** jeopardize your personal safety or the safety of others.
4.0 EMERGENCY RESPONSE GUIDELINES

- Keep talking to the person. Actively engage them in conversation.
- Stall for time until additional help arrives.
- Appeal to the person’s emotions and reassure them that you and others want to help.
- If a weapon is involved, exercise extreme caution – keep away.
- If necessary initiate school lockdown procedures to ensure safety of students and staff.
- If the person does not voluntarily give up their weapon(s) or intentions, try to stall the rescue until law enforcement arrives.
- Notify the school Crisis Team leader in order to activate the Crisis Intervention Plan for other students if needed.
- Contact the school psychologist or the lead psychologist for backup, if needed.
4.0 EMERGENCY RESPONSE GUIDELINES

4.8 SUICIDE THREATS

Overview

A suicide threat is a conscious or unconscious appeal for help by an individual with a problem.

The primary objective in this situation is to keep the person from committing the act. If he or she has already hurt himself/herself, seek/provide immediate medical assistance. The longer you delay the act the more likely it is that the person will be rescued and receive the help they need.

Remember – anyone who is suicidal must be considered homicidal.

4.8.1 Pre-Incident Planning/Mitigation

Refer to previous section: Suicide Attempt at School

4.8.2 Emergency Response Guidelines

- Take **ALL** threats seriously.
- Notify the principal or designee.
- Suicide screening of the student should be completed by appropriate school personnel, i.e. school counselor, psychologist, social worker or nurse.
- Take necessary steps to keep student safe in school:
  1. Confiscate pills/weapons.
  2. Search locker.
  3. **Do not leave student alone at any time.**
  4. **Do not permit student to leave campus without adult supervision.**
- Take appropriate action based on results of suicide screening, i.e.:
  1. Conference with parent at school.
  2. Link parent with appropriate community resources i.e., mental health, medical, etc.
  3. Sign release of information to talk with child’s therapist.
  4. Accompany student and parent to or communicate with appropriate community services for suicide assessment for hospitalization or other needed services.
4.0 EMERGENCY RESPONSE GUIDELINES

- If safety issues are involved, notify the WKEC Security Department and/or law enforcement (9-911).
- Appropriate school personnel i.e. counselor, psychologists social worker, teachers should monitor the student after his/her return to school.
- Document all actions taken, noting time and names of those involved in actions taken.
4.0 EMERGENCY RESPONSE GUIDELINES

4.9 THREAT OF RUNAWAY OR CONFIRMED RUNAWAY

4.9.1 Pre-Incident Planning/Mitigation
• Keep up to date information on student emergency cards.

4.9.2 Emergency Response Guidelines
• Take **ALL** threats seriously.
• Notify the principal or designee and provide a description of the student(s) and as much as possible about the incident.
• Interview the student/witnesses.
• Take appropriate action based on the results of the interview.
• Notify the parent(s).
• Do not allow the student to leave campus unsupervised.
• If runaway occurs, notify law enforcement, school principal and Safe Schools Coordinator.
• Follow student(s) if it seems appropriate. The follower should have a cellular phone or two-way radio to communicate with school personnel.
• Share information regarding student's clothing and direction in which s/he is traveling.
• Have appropriate school personnel (i.e., counselor psychologist, social worker, teachers) monitor the student after the incident.
• **Document all actions taken, noting time and names of those involved in actions taken.**

REMINDER: One of the most important elements in emergency response planning is to have CURRENT PICTURES available for every student. All students may pose for permanent record pictures when school pictures are taken; campus staff may take Polaroid pictures of new students or group class pictures. Have a picture of everyone on campus, if possible.
4.0 EMERGENCY RESPONSE GUIDELINES

4.10 MISSING STUDENTS

4.10.1 Pre-Incident Planning/Mitigation

- Compile a site plan that shows surrounding buildings and streets.
- Identify abandoned buildings that could be used as hiding places.
- Identify the location of known sex offenders.
- Coordinate planning with law enforcement.
- It is very important to maintain current custody information on the student's emergency card. Any information that you have regarding custody or restraining orders must be included on the student's emergency card.

4.10.2 Emergency Response Guidelines

If a student is missing from campus:

- Remain calm.
- Assess situation as soon as possible
  - Has the person gone missing before?
  - Is foul play, kidnapping or parental abduction suspected? If so, provide suspect profile, description, vehicle (year, make, model, color, registration), last seen, destination, and motive.

- Consider the Following Possibilities:
  - Lost
  - Accident
  - Abduction/Kidnapping
  - Runaway
  - Abuse
  - Staged incident
  - Homicide
  - Suicide
  - Other Criminal Activity
  - Other reason

- Search classroom / school.
- Advise principal or designee of any problems that are known to you regarding the child.
- The principal or designee should contact the Safe Schools Coordinator or Superintendent.
- Provide as many details as possible about the missing person, including:
  - Name, nickname, aliases
  - Home address and telephone number
4.0 EMERGENCY RESPONSE GUIDELINES

- Parent/guardian and relatives’ names and telephone numbers
- Names and telephone numbers (cellular and home) of friends
- Date of birth
- Race, gender, and nationality
- Physical description (height, weight, hair color, eye color, clothing description, scars or other physical characteristics)
- Photograph, if available
- Detailed description of the clothing
- Summary of physical and mental health including medications or addictions
- Assigned school
- Grade
- Bus number and bus stop
- Time when the student was last seen
- Location where the student was last seen.
- Last seen by whom

• Try to establish the missing person’s last known whereabouts
  - Date, time, and location last seen
  - Last seen by whom
  - Was there water or wooded areas in the vicinity?

• If a search of the school and its perimeter fails to locate the student, the principal or designee should contact the parent/guardian of the missing student.

• When the SLEO Officer or Safe Schools Coordinator arrives, he or she will take control of the situation and work closely with school officials/relatives. A determination will be made whether it is necessary to contact the appropriate law enforcement agency.

• The principal or designee should refer all media inquiries to the Superintendent.

A student should be released from school only to a parent, a guardian, or someone designated by a parent or guardian.
4.0 EMERGENCY RESPONSE GUIDELINES

4.11 BOMB THREAT

Overview
The IC/principal or designee must evaluate the seriousness of bomb threats using input from all sources; then, the principal or designee acts in such a manner that reflects the best safety interests of those under his/her charge. Bomb threats may be originated in writing, in person, over the telephone or related through a second source.

4.11.1 Pre-Incident Planning/Mitigation

- Secure all but the main entrance against access from the outside, if possible.
- Keep all internal storage places, including custodial closets and student lockers, that may serve as hiding places for bombs secured at all times.
- Minimize clutter in hallways and classrooms to facilitate searches.
- Minimize the presence of hazardous materials in the school as much as possible.
- Knowing how to shut off main utilities (natural gas, electric, etc.).
- Establish a protocol for handling bomb threats. Decide in advance whether to evacuate immediately, search and evacuate only if a suspicious item is found, or do nothing.
- Designate alternate evacuation routes in case primary routes are blocked or unusable due to security concerns.
- Designate primary and alternate assembly areas.
- Organize a Bomb Threat Response Team with sufficient two-person search teams for each area of the school to complete the search. Law enforcement will be available for assistance.
- Provide copies of the Bomb Threat Form to anyone who may receive incoming calls.
- Educate all who might receive incoming calls.
- Work with local telephone company on tracing services and know how to utilize it (i.e. *57).

4.11.2 Emergency Response Guidelines

Telephone Call Bomb Threats
- Remain calm.
- Signal another staff member to listen, if possible.
4.0 EMERGENCY RESPONSE GUIDELINES

- Immediately record the call ID number located on the Caller Identification screen (if applicable).
- Keep the caller on the line as long as possible. Ask the caller to repeat the message. Try to record every word spoken.
- If the caller does not indicate the location of the bomb or the time of detonation, ask.
- Inform caller the school is occupied and detonation of a bomb could result in death or serious injury to many innocent people.
- Pay particular attention to background noises, such as motors running, music playing, and any other noise which may give a clue about the caller’s location.
- Listen closely to the voice (male, female), voice quality (calm, excited), accents, and speech impediments.
- The person receiving the call should obtain as much information as possible from the caller (bomb location, detonation time, group taking responsibility, reason, etc.) Record this information on the Bomb Threat form (EOP Form 3 can be found in the Appendices of this plan). The following information regarding the call and the caller should be obtained if possible:

**THE CALL**
- Check Caller ID
- Time call received
- Specific location of the device
- Time of detonation of the device
- What is the nature of the device?
- Can the device be moved?
- Reason or motive of threat
- Who does the caller represent?
- Who is the caller (name)?

**THE CALLER**
- Gender of the caller
- Approximate age of the caller
- Any accent detected
- Emotional state of the caller
- Intelligence/educational level of the caller
- Background noises detected
- Was the caller convincing/ did the caller sound credible?
- Was the voice familiar?
4.0 EMERGENCY RESPONSE GUIDELINES

- Other information
- The person receiving the call should immediately notify the principal or designee. Do not broadcast for others to overhear.
- The principal or designee should immediately call the applicable law enforcement officials (9-911) and the SLEO Officer.

**DO NOT UTILIZE ANY TWO WAY RADIOS OR CELL PHONES.**

- If there is any indication of imminent danger, evacuate immediately.
- Evaluate all available information about the threat:
  - Are there any notable circumstances at the time of the threat (e.g., well publicized series of bomb threats elsewhere, exams, athletic event with arch rival)?
  - Was the caller very specific and deliberate? Did the caller repeat the message? In this situation, the bomber wants to be sure that the message is accurately understood.
  - Did the caller provide a detailed and accurate description of the location of the device?

- Generally, the more information provided by the caller, the greater the chance that the call is real.
- If the threat comes from a known student, interview the student, his/her faculty, friends, and parents. The IC/Principal, the SLEO Officer and law enforcement can determine immediate and long-term appropriate actions.
- Confer with law enforcement. Then decide whether to:
  - Evacuate immediately.
  - Conduct a search and evacuate if a suspicious item found.
  - Do nothing.

- If a decision is made to evacuate, standard fire drill procedures will be followed.
- Notification to staff will need to be by an administrator, **NOT** by an announcement.
- Visually scan rooms for unfamiliar or out-of-place parcels/objects. If a suspicious parcel is observed **DO NOT TOUCH**, evacuate immediately, and notify appropriate law enforcement personnel.
- If the building is evacuated, SLEO Officer, school personnel, school administrators, and law enforcement officials will then conduct a search.
- Occupants should return to the building only when directed by the Incident Commander or the Safe Schools Coordinator.
The principal or the Safe Schools Coordinator will notify the superintendent of the situation.

**Electronic Mail Threats**
- Leave the e-mail message open on the computer until assistance arrives.
- Notify the IC/Principal or designee.
- Print the message.
- Save the e-mail.
- Follow rest of guidelines under telephone threats above.

**Written Threats**
- Handle the item as little as possible.
- On a separate piece of paper, re-write the threat exactly as it reads. On the copy, also record:
  - Where the item was found
  - The date and time you found the item
  - Any situations or conditions surrounding the discovery
  - Any other person you are aware of who saw the threat
- Secure the original item. If small, place in a bag or envelope.
- DO NOT fold, crumple, tear, or mark the item in any way.
- If threat is on a large object, such as a wall, secure the location.
- Notify the IC/Principal or designee.
- Follow rest of guidelines under telephone threats above.

**Verbal Threats**
- Detain the person making the threat, if possible and practical.
- If person leaves, note direction of travel. If possible and safe, follow at a discreet distance.
- Note the description of the person who made the threat:
  - Name, if you know them
  - Race, Sex
  - Type and color of clothing
4.0 EMERGENCY RESPONSE GUIDELINES

- Body size, Hair color
- Distinguishing features

- Write down the threat exactly as it was communicated to you:
  - Exact wording
  - Who made the threat
  - The date and time of the threat
  - Where the person who made the threat is now

- For rumors, write down known information.

- Notify the IC/Principal or designee.

- Follow rest of guidelines under telephone threats above.

**Bomb Search Order**

- Any area identified in the threat
- Building exterior, starting at building and working outward to 50 ft
- Parking lot, including cars
- Interior areas with public access:
  - Public restrooms
  - Lobbies
  - Stairwells
  - Hallways
  - Gym or Auditorium
  - Cafeteria
- Interior non-public areas:
  - Classrooms
  - Administration offices
  - Staff lounge
- Secure interior areas:
  - Locked offices
  - locked closets
  - locked maintenance areas
  - monitored locations (office)
4.0 EMERGENCY RESPONSE GUIDELINES

- Outbuildings:
  - Portable classrooms
  - Maintenance sheds
  - Exterior restrooms
  - Field houses
  - Stadiums and athletic fields

- Roof

Search Techniques
- Enter room, close eyes and listen.
- First sweep height is floor to hip.
- Second sweep from the hip to eyes.
- Third sweep is from eyes to ceiling.
- If room has false/ suspended ceiling, conduct fourth sweep to investigate.

Evacuation
- Determine which evacuation routes and assembly areas to use, staying away from the threat area.
- Sweep the chosen evacuation routes and assembly areas to ensure there are no dangerous conditions present.
- Request uniformed law enforcement to provide security.
- When the evacuation order is given, inform faculty and staff to proceed to appropriate assembly area.
- Instruct staff to:
  - Tell students to turn off all cellular phones and pagers.
  - Direct students to gather personal belongings.
  - Visually sweep their classroom for suspicious items.
  - Take student roster and the day's attendance.
  - Do not touch the light switch.
  - Leave doors and windows open.
  - Lead the class out of the building and to the evacuation assembly area.
  - Take attendance.
4.0 EMERGENCY RESPONSE GUIDELINES

- Keep class together. Do not allow any students to leave the area.
- Do not allow anyone to reenter the building or go anywhere besides the designated evacuation assembly area.
- Await further instructions and the order to reoccupy or dismiss students.
4.12 Suspicious Package/Mail Threats

4.12.1 Pre-Incident Planning/Mitigation

- Train staff to report suspicious activity on or about school property.
- Implement a tip-line program that allows users to report concerns anonymously, if they choose.
- Work closely with local law enforcement.
- Staff wears latex gloves when sorting and opening mail.
- Train mailroom and other key personnel to recognize suspicious packages.
- Suspicious packages can take any form – letters, books and parcels of varying size, shape and color. Suspicious mail often exhibits some of the following unique characteristics. Know these characteristics in advance:
  - Letter feels rigid, appears uneven or lopsided, and is bulkier or heavier than normal.
  - Oil stains present on the wrapper.
  - Excessive amount of postage stamps.
  - No postage or non-canceled postage.
  - No return address and/or the sender are unknown.
  - Unusual restricted endorsements such as “Personal” or “Private”.
  - Addressee normally does not receive personal mail at office.
  - Name and title of addressee not accurate or the mail is addressed to a title or position; common words are misspelled.
  - Address prepared to ensure anonymity of sender (i.e. homemade labels, cut-and-paste lettering).
  - Mail emits a peculiar odor.
  - Mail appears to be disassembled or re-glued.
  - Handwriting appears distorted or unusual.
  - Protruding wires, tinfoil or string present.
  - Pressure or resistance noted when removing contents.
  - Outer container irregular or asymmetric in shape or has soft spots or bulges.
  - Wrapping exhibits previous use such as traces of glue, mailing labels, return addresses or tape.
  - Several combinations of tape used to secure the parcel or excessive wrapping.
4.0 EMERGENCY RESPONSE GUIDELINES

- Unprofessionally wrapped parcel is endorsed “Fragile – Handle With Care” or “Rush – Do Not Delay.”
- Package makes a buzzing or ticking noise.
- Contents of parcel make a sloshing sound.
- Watch for anything that looks like a powdery substance.
- International mail, airmail or special delivery.
- Handwritten or poorly typed address.
- Package is hand delivered or dropped off for a friend.
- Packages wrapped in string (modern packaging materials have eliminated the need for string).
- Packages arriving before or after a phone call from an unknown person asking if the item was received.

4.12.2 Emergency Response Guidelines

Letter or Package Marked “Anthrax”

- If any contents have spilled, evacuate the area, notify fire and law enforcement immediately. Shut down ventilation to prevent spread.
- Do not shake, open or empty the contents of any suspicious envelope or package.
4.0 EMERGENCY RESPONSE GUIDELINES

- Do not sniff, touch, taste or look closely at any spilled contents
- Do not carry the package or envelope, show it to others or allow others to examine it.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If no container is available, cover with anything (e.g., clothing, paper, trashcan, etc.) and do not remove this cover.
- Evacuate the area and prevent others from entering.
- Wash hands with soap and water to prevent spreading any powder to the face.

If a Suspicious Item is Found
- Notify Principal that a suspicious package has been detected.
- Alert everyone in adjacent areas that a suspicious letter or package has been found and direct them to clear the area.
- If the suspicious item is believed to be a bomb, evacuate the building and follow procedures for Bomb Threats.
- Place the suspicious item in a sealed container and move it to an isolated area. If believed to be a bomb, leave it alone.
- Have the employee write down any reasons for identifying the package as suspicious (e.g., excessive postage; no return address; rigid envelope; feel, etc.).
- Without making direct contact with the suspicious item, record all available information from all sides:
  - Name and address of addressee and sender
  - Post office codes, stamps, and cancellation date
  - Any other markings or labels found on the item
  - Any other peculiarities (stains, tears, tape, flaps not glued)
- If possible, photograph from all sides without moving.
- Contact the addressee to determine if package was expected.
- If the package can not be verified as legitimate within a reasonable period, notify law enforcement.
4.0 EMERGENCY RESPONSE GUIDELINES

4.12.3 Other Information/References

4.13 TERRORISM

Also refer to separate sections as follows:

4.14 Biological Attack
4.15 Chemical Attack
4.16 Radioactive/Nuclear Attack
4.17 Explosive/Conventional Attack

Overview

Terrorism is the threat or intentional release of a weapon of mass destruction (chemical, biological, radiological, nuclear, or explosive) to intimidate or scare a government or the general population, in pursuit of political, religious, or ideological goals. A terrorist, then, is the perpetrator of terrorism.

AGENTS FOR TERRORISM

The Federal Emergency Management Agency (FEMA) classifies weapons of mass destruction likely to be used by terrorists into four categories: biological, chemical, nuclear/radiological, and conventional.

- **Biological**: Bioterrorism is the intentional use of biological agents, or germs, to cause illness. Biological agents are viruses, bacteria, fungi, and toxin from living organisms that have illness-producing effects on people, plants, or livestock. The effects of a biological agent disseminated in a public place may not be known immediately because of the delay between exposure and onset of illness. Those most likely to identify the symptoms of such attacks, therefore, are the primary care physicians. School nurses or staff may be the first to detect an illness from a biological attack in students. Among the biological agents of greatest concern are: anthrax, smallpox, plague, and botulism. A biological agent may be introduced to the system through the skin, or by ingestion or inhalation.

- **Chemical**: Chemical terrorism involves the dissemination of chemical agents to deliberately harm or incapacitate people. Terrorists typically reserve use of chemical agents for use on civilian populations. Chemical agents are poisonous gasses, liquids, or solids that have a toxic effect on people, animals, or plants. They are introduced through inhalation or absorption through the skin or mucous membranes from food, water, or the air. An acute chemical event develops rapidly in a defined geographic area. The effects will be immediate and obvious. Types of chemical agents used by terrorists may include nerve, blood, blister, pulmonary, and incapacitating agents; heavy metals; volatile toxins; pesticides; explosive nitro compounds; flammable or poisonous industrial gases, solids, or liquids; or corrosive industrial acids and bases.

- **Nuclear/Radiological**: Nuclear or radiological terrorism is the intentional or threatened use of radioactive materials typically found in nuclear weapons, nuclear plants, or other
settings such as medical facilities. A dirty bomb is an explosive used to spread radiological materials obtained from a power plant or medical facility. Like chemical attacks, nuclear attacks are acute events that develop rapidly in a fairly well-defined geographic area. Danger from the detonation of such bombs is radiation sickness caused by exposure to and absorption of radiation particles generated by the bomb. This sickness is marked by fatigue, nausea, vomiting, loss of hair and teeth, and, in most extreme cases damage to blood-forming tissue with a decrease of red and white blood cells and even death. Impact varies depending upon the amount of radiation introduced.

- **Explosive:** Conventional terrorism most often takes the form of bombs and other explosive devices in order to inflict traumatic injury. The danger to people comes from the effects of the blast. To date, this has been the most common type of terrorist attack.

### 4.13.1 Pre-Incident Planning/Mitigation

- Communicate with County Emergency Management to identify local hazards.
- Update EOP and Crisis Intervention Plans based on talks with County Emergency Management.

### 4.13.2 Emergency Response Guidelines

- Determine if a terrorism threat or incident exists.
- Identify the type of terrorism involved: biological, chemical, nuclear/radiological, and conventional.
  - The initial assessment of an incident is absolutely critical to determine:
    - Type of attack (e.g., chemical, biological, explosive, radiological/nuclear, or incendiary)
    - Area of release (inside or outside and proximity to building)
    - Containment or spread of the hazard
    - Casualties
    - An explosion could result in release of chemical, biological or radiological hazards (a “dirty weapon”). Review the signs of different types of attacks to determine as much as possible the nature of the attack.
    - Mass casualties: Unusual numbers of sick or dying people with symptoms such as nausea, disorientation, difficulty breathing, convulsions, localized sweating, red eyes, red or blistered skin
    - Pattern of casualties: Casualties distributed downwind (if outdoors); casualties grouped within a confined area indoors
4.0 EMERGENCY RESPONSE GUIDELINES

- Unexplained odors: Unusual smells (e.g., fruity, flowery, sharp/pungent, garlic/horseradish-like, bitter almonds/peach kernels, new mown hay) out of character with the surroundings
- Unusual fogs, clouds, mists, liquids inside or outside; low-lying cloud/fog-like condition that is not consistent with its surroundings or compatible with the weather
- Abandoned spraying devices, such as chemical sprayers
- Unusual metal debris; unexplained bomb/munitions-like material
- An explosion that disperses or dispenses liquids, mists, vapors, or gas; explosions that destroy only a package or bomb device
- Unscheduled spraying or unusual application of spray

• Notify Law Enforcement and the SLEO Officer.
• Activate the incident management system.
• Determine whether or an evacuation, lockdown, or shelter in place needs to be implemented.
• Maintain communication among all relevant staff at officially designated locations.
• Establish what information needs to be communicated to staff, students, families and community.
• Monitor how emergency first aid is being administered to the injured.
• Determine if more personnel, equipment and/or supplies are needed.

4.13.3 Other Information / References

The Seven Signs of Terrorism

1. Surveillance - Someone recording or monitoring activities. This may include the use of cameras (either still or video), note taking, drawing diagrams, annotating on maps, or using binoculars or other vision enhancing devices.

2. Elicitation - People or organizations attempting to gain information about military operations, capabilities, or people. Elicitation attempts may be made by mail, fax, telephone, or in person.

3. Tests of Security - Any attempts to measure reaction times to security breaches or to penetrate physical security barriers or procedures in order to assess strengths and weaknesses.

4. Acquiring Supplies - Purchasing or stealing explosives, weapons, ammunition, etc. Also includes acquiring military uniforms, decals, flight manual, maps or badges (or the equipment to manufacture such items.) or other controlled items.
5. **Suspicious Persons Out of Place** - *People who don’t seem to belong in the workplace, neighborhood, business establishment, school, or anywhere else.* This includes suspicious border crossings and stowaways aboard ship or people jumping ship in port.

6. **Dry Run/Trial Run** - *Putting people into position and moving them around according to their plan without actually committing the terrorist act.* This is especially true when planning a kidnapping, but it can also pertain to bombings. An element of this activity could also included mapping out routes and determining the timing of traffic lights and flow.

7. **Deploying Assets** - *People and supplies getting into position to commit the act.* This is a person’s last chance to alert authorities before the terrorist act occurs. **SOURCE:** Michigan State Police – Homeland Security
4.14 BIOSOLUTIONAL ATTACK

Overview

A biological release will generally not cause immediate symptoms. In the event of a biological attack, public health officials may not immediately be able to provide information on what you should do. It will take time to determine what the illness is, how it should be treated, and who is in danger. Defense against biological attacks is difficult. Knowledge of the location, and even occurrence, of a biological release will usually depend on either direct observation of the release event (e.g. powder falls out of an envelope), or a warning. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Food poisoning could have some of the same symptoms but would usually not strike many people simultaneously.

A biological incident is defined as the release of bacteria, viruses, and/or toxins that are capable of causing bodily harm or death.

A biological agent rarely causes immediate symptoms; a chemical agent almost always does.

Indicators of Biological Incident

Symptoms may not present themselves for 1-20 days, depending on the biological agent, and may include:

- Fever, headache, chills, sweating, weakness and fatigue.
- Respiratory distress, difficulty talking or eating.
- Joint and muscle pain.
- Nausea.

4.14.1 Pre-Incident Planning/Mitigation

- Communicate with County Emergency Management to identify local hazards.
- Update EOP and Crisis Intervention Plans based on talks with County Emergency Management.

4.14.2 Emergency Response Guidelines

Should a biological attack be discovered while in progress, respond as follows:

Outside Biological Attack

- Call Emergency 9-911.
- Notify the main office, school nurse and Safe Schools Coordinator immediately.
4.0 EMERGENCY RESPONSE GUIDELINES

- Stay calm and keep students calm.
- Try to identify origin and length of symptoms.
- Ensure local health department contacted.
- Establish incident command.
- Advise of illnesses/anyone in immediate danger.
- Establish a location for shelter-in-place, decontamination, or quarantine at the direction/approval of the incident commander.
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Keep students inside building.
- Anyone that may have been exposed should wash with soap and water.
- Isolate all staff and students who were in the immediate area for exposure evaluation by public safety personnel.
- Remain in the designated area until directed by the school administrator or outside emergency response agencies.

Inside Biological Attack
- Call Emergency 9-911.
- Notify the main office, school nurse and Safe Schools Coordinator immediately.
- Stay calm and keep students calm.
- Try to identify origin and length of symptoms.
- Ensure local health department contacted.
- Establish incident command.
- Do not try to clean up the spill.
- Attempt to provide ventilation to the affected area by opening the windows and turning on exhaust fans.
- Implement the appropriate emergency procedures (i.e., classroom evacuation) to ensure that students are not exposed to danger.
- Establish a location for evacuation, decontamination, or quarantine at the direction/approval of the incident commander.
4.0 EMERGENCY RESPONSE GUIDELINES

- Direct the students to go immediately, in a calm and orderly manner, to the agreed-upon designated area.
- If possible, control access to the affected area by closing doors.
- Take your student roster with you and account for all students once you have reached the designated area. Immediately notify an administrator of any missing students.
- Check students for adverse medical symptoms (shortness of breath, fainting, etc.) and request immediate medical attention, if necessary.
- Anyone that may have been exposed should wash with soap and water.
- Isolate all staff and students who were in the immediate area for exposure evaluation by public safety personnel.
- Remain in the designated area until directed by the school administrator or outside emergency response agencies.

Note: Establishment of information sharing system with public health officials to report excessive/unusual student absenteeism should be considered.

Consider establishing a location for evacuation, decontamination, or quarantine at the direction/approval of the incident commander.
4.15 CHEMICAL ATTACK

Overview

A chemical incident is defined as the release of toxic industrial chemicals and/or other agents that are capable of causing bodily harm or death.

A biological agent rarely causes immediate symptoms; a chemical agent almost always does.

Note: Most chemical agents do not produce a visible cloud.

Symptoms of exposure to toxic chemicals, including chemical warfare agents, include one or more of the following:

- pinpoint pupils, leading to a perception of darkness
- dilated pupils (caused by some chemicals, but not chemical warfare agents)
- dizziness
- runny nose
- clammy skin or perspiration
- difficulty breathing
- nausea and/or vomiting
- blurred vision or blindness
- seizures
- loss of bladder control
- loss of consciousness, or death
- coughing
- fatigue
- blisters or rashes

Other signs of chemical attack, may involve:

- Unusual liquid droplets or oily film.
- Unexplained odors.
- Unexplained coughing, fatigue, tearing in eyes, dizziness.

4.15.1 Pre-Incident Planning/Mitigation

- Communicate with County Emergency Management to identify local hazards.
- Update EOP and Crisis Intervention Plans based on talks with County Emergency Management.
4.0 EMERGENCY RESPONSE GUIDELINES

4.15.2 Emergency Response Guidelines

Inside Chemical Attack

- Call Emergency 9-911.
- Notify the main office, school nurse and Safe Schools Coordinator immediately.
- Stay calm and keep students calm.
- Advise of injuries/anyone in immediate danger.
- If contamination has occurred in your immediate area move students to an area away from threat.
- Open doors and windows to bring in fresh air.
- Have students cover nose and mouth with handkerchief or other material.
- Shut down the HVAC system so chemical is not drawn from one area in the building to another.
- Control building ingress/egress.
- If evident, notify administrator of adverse physical symptoms present.
- Stay calm and keep students calm.
- Evacuate as instructed.
- Take attendance and keep class roster in your possession.
- Isolate all staff and students who were in the immediate area for exposure evaluation by public safety personnel.
- Remain in the designated area until directed by the school administrator or outside emergency response agencies.

Outside Chemical Attack

- Call Emergency 9-911.
- Notify the main office, school nurse and Safe Schools Coordinator immediately.
- Stay calm and keep students calm.
- Advise of injuries/anyone in immediate danger.
- If your class is outdoors move them inside the building.
4.0 EMERGENCY RESPONSE GUIDELINES

- Shelter in place. (Do not use basements or low lying areas)
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- If evident, notify administrator of adverse physical symptoms present.
- Stay calm and keep students calm.
- Remain in room with door and windows closed. Await further instructions from administration or outside emergency response agencies.
- Take attendance and keep class roster in your possession.
- If outside with students, seek shelter immediately.
- Have students cover nose and mouth with handkerchief or other material.
- Isolate all staff and students who were in the immediate area for exposure evaluation by public safety personnel.
- Remain in the designated area until directed by the school administrator or outside emergency response agencies.
4.16 RADIOACTIVE/NUCLEAR ATTACK

Overview

This section addresses the response to the detonation of a conventional explosive device incorporating nuclear materials (a so-called “dirty bomb” or radiological dispersal device). A “dirty bomb” would consist of radioactive material wrapped around a core of conventional high explosives, which upon detonation would spew radioactive particles into the environment.

These particles are capable of causing bodily harm or death. The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability.

Inhalation is the primary route of entry for particulate radiation. Symptoms usually do not appear for 2-6 hours, even with high doses. Some symptoms may include nausea, vomiting, diarrhea, dizziness, fatigue, and headache. Protection from the effects of radiation is based on the principle of time, distance, and shielding (TDS).

Radiation is an invisible hazard. There are no initial characteristics or properties of radiation itself that are noticeable. Unless the nuclear/radiological material is marked to identify it as such, it may be some time before the hazard has been identified as radiological. The following signs may be the only indication of a nuclear or radiological incident prior to deployment of monitoring equipment:

• A stated threat to deploy a nuclear or radiological device

• The presence of nuclear or radiological equipment (e.g., spent fuel canisters or nuclear transport vehicles)

• Nuclear placards or warning materials, along with otherwise unexplained casualties

Protective actions are determined by the location of the terrorist incident, known and potential hazards, and obvious property damage and casualties. The response must also anticipate the possibility of further terrorist attacks.

4.16.1 Pre-Incident Planning/Mitigation

• Communicate with County Emergency Management to identify local hazards.

• Update EOP and Crisis Intervention Plans based on talks with County Emergency Management.
4.0 EMERGENCY RESPONSE GUIDELINES

4.16.2 Emergency Response Guidelines

If You are Outdoors

- Call Emergency 9-911.
- Notify the main office, school nurse and Safe Schools Coordinator immediately.
- Stay calm and keep students calm.
- Spend the shortest amount of time possible exposed to the radiological hazard.
- Distance yourself from the hazard area, upwind and uphill, whenever possible. The greater the distance from the source of harm, the less the exposure.
- Take advantage of any available shielding from radiation exposure, including vehicles, buildings, walls, and Personal Protective Equipment (PPE).
- Direct students to classroom as soon as possible and seek shelter.
- Listen for official instructions and follow directions.
- Continue with the Indoor emergency response guidelines that follow.

If You are Already Indoors

- Call Emergency 9-911.
- Notify the main office, school nurse and Safe Schools Coordinator immediately.
- Stay calm and keep students calm.
- Listen for official instructions and follow directions.
- Spend the shortest amount of time possible exposed to the radiological hazard.
- Take advantage of any available shielding from radiation exposure; close windows and doors.
- If possible, turn off any ventilation leading outdoors (i.e. heating, air conditioning, ventilation, etc.).
- Ensure that students do not chew gum, eat, drink or place objects in their mouth.
- Have students cover nose and mouth with handkerchief, paper towels or other materials. Inhalation is the primary route of entry for particulate radiation.
- Cover up food not in containers or put it in a refrigerator.
- Wait for further directions from school administration and outside emergency agencies.
- When directed, move students to specifically identified basement or lower level rooms. Interior hallways as an alternate.
4.0 EMERGENCY RESPONSE GUIDELINES

• Report those who may have been exposed to administrators or security.

• Contamination should be removed as soon as possible. Standard clothing provides some protection, although the longer radioactive material is allowed to remain on clothing or on the skin, the greater the level of exposure and risk of short- and long-term health effects.

• Isolate uninjured persons or equipment from those contaminated or injured.

• Allow parents to pick up their children once cleared to do so by public safety, emergency management, or military authorities.
4.17 EXPLOSIVE/CONVENTIONAL ATTACK

Overview

Approximately 70% of terrorist events involve the use of explosives. Explosives can be used to disperse other hazardous materials. Types of explosions are:

- Mechanical.
- Chemical.
- Nuclear/Radiological.

4.17.1 Pre-Incident Planning/Mitigation

- Communicate with County Emergency Management to identify local hazards.
- Update EOP and Crisis Intervention Plans based on talks with County Emergency Management.

4.17.2 Emergency Response Guidelines

- Written, email, verbal or call-in explosion threat OR Upon discovery of potential explosive device:
  - Call Emergency 9-911.
  - Notify the main office, school nurse and Safe Schools Coordinator immediately.
  - Stay calm and keep students calm.
  - Do not operate radios or electronic equipment that transmits a signal (i.e. two-way radios, cell phones).
  - Instruct students to turn off cell phones and other electronic equipment.
  - Evacuate to designated assembly area, leaving doors open as you exit.
  - Recommend 1,000 feet distance minimum.
  - Do not remove any items from the building as you exit.
  - Take attendance.
  - Report any missing students to Incident Commander immediately.
  - Do not re-enter building.

Note: Terrorist will detonate one bomb to draw responders to the scene and then detonate another bomb once the responders arrive at the scene. Because of this, do not go near the bomb site.
4.0 EMERGENCY RESPONSE GUIDELINES

4.18 HOMELAND SECURITY

4.18.1 Pre-Incident Planning/Mitigation

- Become familiar with Homeland Security Alert System and how it has been revised for school response.

4.18.2 Emergency Response Guidelines

Carlisle County School District Response to Homeland Security Codes

The following threat response actions will be implemented in cooperation with local, state, and federal authorities. Plan designs are flexible to accommodate the differing circumstances of various types of critical events.

**HOMELAND SECURITY RESPONSE GUIDE**

**Recommended Emergency Action Steps**

<table>
<thead>
<tr>
<th>Risk of Attack</th>
<th>Threat Level</th>
<th>Recommended Emergency Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Risk - Green</td>
<td>Definition: Low risk of terrorism. Routine security is implemented to preclude routine criminal threats.</td>
<td></td>
</tr>
</tbody>
</table>

- Update the school EOP and Crisis Intervention Plan.
- Coordinate these plans with WKEC, County EMS, state and federal plans.
- Designate the Emergency Response Team and Crisis Intervention Team. Conduct training for the Emergency Response Team and the Crisis Intervention Team members. Conduct evacuation, shelter-in-place, and lockdown drills.
- Conduct emergency response and crisis intervention training and drills for staff at all levels.
- Attend district-wide in-services and workshops addressing latest in school security, emergency response and crisis intervention.
- Inventory emergency supplies and equipment. Replace expired equipment. Charge all emergency radios.
- Activate video camera(s) in building.
4.0 EMERGENCY RESPONSE GUIDELINES

- Maintain proactive effort of visitor access and control. Reduce the number of doors accessible from the outside to one designated visitor entrance. Stress the importance of staff greeting and challenging strangers and reporting suspicious individuals.

- Maintain current emergency communication and crisis intervention lists such as telephone trees. Ensure that administrative staff makes regular updates due to staff turnover.

- Update staff rosters with correct addresses and telephone numbers. Solicit a second or third number for contact, if available.

- Make contact with the Superintendent for emergency communications.

- **Ensure hard copy is available for rosters, maps, and other important documents and stored in Emergency Response Black Box Kit.**

- Disseminate emergency response and crisis intervention communications methods and resources (i.e., where to get information) to staff, parents and community.

- Have all students update their personal emergency contact cards.

- Inventory medication based on student illnesses.

- Assess those who have been trained and certified in CPR/AED and first aid.

- Inventory and restock emergency supplies and equipment (i.e. first aid, radios, etc.).

- Encourage students and families to develop a family disaster plan and disaster supplies kit:
  - Determine escape routes from your home.
  - Make a plan for what to do with your pets if you need to evacuate.
  - Put emergency telephone numbers by your phones, in your wallet or purse.
  - Stock nonperishable emergency supplies and a disaster supply kit.
  - Know how to turn off your power, gas and water service to your house.

- Know what hazardous materials are stored in your home and how to properly dispose of unneeded chemicals.

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**Guarded Risk - Blue**

*Definition:* Guarded risk with no credible threats to specific targets.

- **Complete recommended actions at lower levels.** 🟢🟢🟢
4.0 EMERGENCY RESPONSE GUIDELINES

- Ensure the EOP and Crisis Intervention Plans are up-to-date.
- Continue normal activities, but report suspicious activities to the local law enforcement agencies.
- Continue normal activities but be watchful for suspicious activities. Report criminal activity to local law enforcement.
- Monitor local and national news for terrorist alerts.
- Conduct test of Emergency Phone Tree systems (at least one daytime notice and one evening notice).
- Access the results of the Emergency Telephone Tree exercise and take appropriate action to correct any issues.
- Make every effort to encourage meetings with parents and non-district employees by appointment only rather than walk-ins.
- Conduct training/emergency drills following the EOP and Crisis Intervention Plans.
- Check and maintain emergency supplies and equipment.
- Develop an emergency communications plan with students, staff and parents. Ensure emergency communication equipment is in working order.

**Elevated Risk - Yellow**

**Definition:** Elevated risk of terrorist attack but a specific region of the United States or target has not been identified.

- Complete recommended actions at lower levels. ↑↑↑
- Maintain a “heightened awareness” for suspicious activity and report it to:
  - School Main Office
  - Safe Schools Coordinator

This may include suspicious vehicles on and around campus, suspicious persons in and around school buildings including those taking photographs or videotaping, suspicious packages around the building perimeter and/or in the school, and suspicious information seeking efforts by phone or by unknown “visitors”.

- Verify the identity of service personnel and vendors visiting the school, including those seeking access to utilities, alarm systems, communications systems, maintenance areas, and related locations. Do not permit access and report suspicious individuals representing themselves as service or delivery personnel.
4.0 EMERGENCY RESPONSE GUIDELINES

who cannot be verified.

- Maintain detailed and accurate records of service and delivery personnel including a log (signed in by school personnel) of the full names, organization name, vehicle information (as appropriate), and other identification information.

- Learn what critical facilities are located in and around your school and report suspicious activities at or near these sites.

- Remind students and staff to be alert and to report any suspicious activity to the appropriate authorities.

- Assess increased risk with public safety officials.

- Review EOP and Crisis Intervention Plans with ERT and Crisis Intervention Team members, including any changes.

- Test emergency communication capabilities (PA system, telephones, radios).

- Increase communication with staff and community via web site and e-mail distribution. Inform community and parents how communication and reunification will occur in the event of an emergency.

- Review field trip decisions.

- Verify that sufficient supplies are collected at potential shelter sites.

- Assess special medical needs of students and staff and ensure that medical needs will be met in the event of a lockdown or shelter in place for 6-8 hours (i.e., adequate medication, inhalers, etc.).

- Encourage families to develop their own crisis plans, including communication and reunification procedures in an emergency.

- Ensure emergency supplies are stocked and ready.

- Secure appropriate supplies, materials and equipment in the event of a closing.

- Teachers should maintain paper copies of attendance rosters in an easily accessible location. This roster will travel with you in the event of an evacuation and will be essential for verification and reunification with caregivers.

- Consider sending information home with students such as, Terrorism: Preparing for the Unexpected”, available from the Red Cross.

High Risk - Orange

**Definition:** Credible intelligence indicates that there is a high risk of a local terrorist attack but a specific target has not been identified.
### 4.0 EMERGENCY RESPONSE GUIDELINES

- **Complete recommended actions at lower levels.**
- Visitors should be limited to essential personnel only. If necessary, have all visitors wait in the general reception area to be escorted to and from their appointment destination.
- Continue 100% ID check for visitors.
- Restrict the use of the lunch room, classrooms and offices to students and/or staff only.
- Update door signs to inform visitors of increased security due to terrorism threat.
- Take additional precautions at public events, possibly considering alternate venues or considering cancellation.
- Be alert to suspicious activity and report it to law enforcement.
- Prepare to execute contingency procedures such as moving to an alternate site or dispersing the students/staff (transportation, agreements, etc.).
- Establish a controlled dismissal procedure for students (i.e. Bus riders by numbers, walking students, parent pick-up and designated entrance/exits)
- Conduct visual inspection of buses prior to student boarding and immediately after students are delivered. Report any suspicious actions/items to bus supervisors.
- Review field trip decisions.
- Review “Aftermath and Recovery” plans with guidance and mental health counselors. Suggest activities to teachers to manage anxious children.
- Prepare to handle inquiries from anxious parents and media.
- Have "shelter in place" materials on hand.
- Continue to monitor world and local events as well as local government threat advisories.
- Discuss students’ fears concerning possible terrorist attacks.
- Maintain sufficient supply of water, food and medication to cover 6-8 hours of extended stay.
- **Staff should inspect and maintain the Classroom Red Bag Emergency Kits.**

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**Severe Risk - Red**

**Definition:** a terrorist attack has occurred or credible or corroborated intelligence indicates that one is imminent. Normally, this threat condition is declared for a special location or
### 4.0 EMERGENCY RESPONSE GUIDELINES

- **Complete recommended actions at lower levels.**
- Increase school building security throughout the district.
- 100% identification check (i.e., driver’s license retained at front office) and escort of anyone entering school other than students, staff and faculty.
- Secure the building and post signs of the new and limited access routes.
- Maintain contact with local emergency responders to coordinate security activities.
- Be prepared to "shelter in place" or evacuate if instructed to do so by local governmental authorities.
- Listen to radio/TV for current information/instructions.
- Stay tuned to radio and television for updates on school and office closures and delays.
- Be sure to pass on pertinent telephone tree messages to a live person.
- Provide staff members to County Emergency Operations Center, if applicable.
- Activate Carlisle County School District ERT and Crisis Intervention Team, if appropriate.
- Communicate or confirm your emergency communication procedures/protocols with the staff and Emergency Response and Crisis Intervention Team members. Keep emergency communication lines open in the event of emergency communication from the District.
- Be alert to suspicious activity and report it to law enforcement immediately.
- Assess threat level to determine status of school openings and closings.
- Close school if recommended to do so by appropriate authorities.
- If schools are open,
  - Cancel outside activities and field trips.
  - Restrict visitor access; escort of all persons other than staff, faculty, and students.
  - Enhance exterior security measures.
  - Limit parking near buildings.
- Address critical emergency needs under the direction of public safety officials.
and in accordance with the district EOP and Crisis Intervention Plan.

- Coordinate parent-student reunification process, if necessary.
- Continue staff, parent, and community communications.
- Redirect personnel to fulfill critical emergency needs in accordance with the school/site EOP and Crisis Intervention Plan.
- Restrict visitor access. Communicate procedures to parents.
- Cancel outside activities and field trips.
- Continue staff and community communication.
- Turn on school’s Emergency Communication System and maintain in an on position throughout RED alert period.
- Coordinate activities with ERT and Crisis Intervention Team.
- Check all communications devices to ensure they are functioning.
- Restrict all external communication not related to the primary mission of the district.
- Keep designated phones clear in key areas of the building to receive information and notification from the District ERT or EMS if necessary.
- Ensure mental health counselors are available for students and staff.
- Expect traffic delays and restrictions.
- Avoid passing unsubstantiated information and rumors.
- Discuss students’ fears concerning possible/actual terrorist attacks.
4.19 DANGEROUS AND/OR ARMED INTRUDER

4.19.1 Pre-Incident Planning/Mitigation

- Only the main entrance near the high school office is unsecured to access from the outside.
- The procedures for screening and monitoring visitors, including a visitor badge system, are assertively enforced.
- The SLEO Officer patrols the parking lot each day and is available in the school building throughout the school day.
- Policy on Visitors:
  - Any individual entering a school building or program, should proceed directly to the Main Office to identify himself/herself and sign in. The individual must sign out before leaving.
  - A trespasser is defined as anyone in the school building or on school grounds who refuses to cooperate with the Visitors Policy or appears to pose a potential safety threat.

4.19.2 Emergency Response Guidelines

- Remain calm.
- IN ALL CASES – USE EXTREME CAUTION. DO NOT CONFRONT THE SUSPECT.
- Do as the intruder demands.
- Avoid sudden moves which could frighten the subject.
- Never argue.
- Take your time.
- Keep students as calm as possible.
- Talk to the intruder and learn as much as you can about him/her.
- Keep the intruder’s attention on you, not on students.
- If more than one person is involved, concentrate on one person.
- Be observant, but do not stare at the intruder.
- At a safe distance, mentally record a detailed description of the individual and weapon. Identify a distinctive feature and concentrate on it.
- Note what objects the intruder touches; preserve for law enforcement.
4.0 EMERGENCY RESPONSE GUIDELINES

- If the intruder starts shooting, get everyone down on the floor. Take cover on the floor and/or behind equipment.
- If possible, notify the Main Office of the situation, but do not place anyone at risk in your attempt to notify.
- Be prepared to provide:
  - A description of the person
  - A description of the weapon observed (i.e. knife, pistol, rifle, etc.)
  - The location observed and where the person was heading
- The principal or designee should immediately contact law enforcement (9-911).
- The principal or designee should immediately contact the Safe Schools Coordinator and the Superintendent.
- The principal or designee should designate a location (interior or exterior) for a command center. Document all decisions made and all actions taken, noting time of action or decision.
- If the situation warrants, an announcement should be made for all classrooms to be secured (locked), for the lights to be turned off, and the students to be moved away from glass doors and windows. The announcement should be in plain language with no codes.
- If the situation warrants, the immediate area and/or building should be evacuated if possible. **DO NOT** use the fire alarm system to evacuate students and school personnel.
- Control access to buildings by the potential offender by locking doors.
- When law enforcement and WKEC Security personnel arrive at the scene, they will take control of the situation and work closely with school officials.
- Access to crime scenes should be limited to those in authority. Preserve the crime scene and avoid touching, moving or disturbing evidence.
- Should someone observe a gun or other weapon, instruct them NOT TO TOUCH IT.
- After consulting with law enforcement and the SLEO Officer, the principal or designee will determine when it is safe to return to the area.
- The principal or designee should notify the school’s Crisis Team Leader to activate an intervention plan for other students, if needed. The Crisis Team Leader should contact the school psychologist or the lead psychologist for backup if needed.
4.0 EMERGENCY RESPONSE GUIDELINES

4.20 FIRE

4.20.1 Pre-Incident Planning/Mitigation

- Document the location of the following systems and equipment in this plan:
  - Fire alarm enunciator and control panel
  - Sprinkler systems including all control valves
  - Fire pumps
  - Fire extinguishers (a list shall be posted in the Main Office)
  - Electrical service disconnects
  - Emergency generator
  - HVAC system
  - Coordinate with maintenance and operations to ensure fire protection equipment and life safety systems are in reliable condition.
  - Inspect fire protection and building utilities.

- Custodians and/or Maintenance personnel should know how to operate all fire and life safety systems.
- Office staff and/or Custodians should know how to read/monitor the fire alarm panel.
- Hold monthly fire drills.

Inspections, Testing & Maintenance

- Inspect fire protection systems at least monthly to verify all systems and equipment are in normal operating condition. Document inspections in a log.
- Test fire detection, alarm, and fire suppression systems as required by code.

4.20.2 Emergency Response Guidelines

FIRE

These are guidelines for handling the three most common fire related emergency situations on campus as well as suggested fire drill procedures. The three most likely events to occur on campus will be an actual fire or smoke situation, automatic system activation, or a false alarm.
4.0 EMERGENCY RESPONSE GUIDELINES

Actual Fire or Smoke Situation

- Begin building evacuation by pulling nearest fire alarm pull station to activate fire alarm.

- Call for emergency assistance (9-911) and notify the SLEO Officer and the Safe Schools Coordinator.

- After locating fire or source of smoke, determine if fire is small enough to handle properly with a fire extinguisher. Only persons trained to use a fire extinguisher or who know what they are doing should attempt to extinguish a fire. The person(s) extinguishing the fire should never let the fire get between them and their exit.

- If fire is too large or out of control, evacuate the area immediately and ensure that all occupants have left the building.

- Standby outside to provide information to fire department personnel relative to location, size and type of fire (i.e. what is burning, where and how big is the fire).

- All teachers and assistants should begin checking roll books to account for all students. All office staff will begin to account for all teachers and assistants. Principal and staff will begin to account for office, custodial and cafeteria staff.

- Do not attempt to abort the response of fire department personnel. Whenever there is an actual fire of any sort of magnitude, they must be permitted to arrive and make a determination of the causes, extent, and safety for occupants to return to the building.

- Upon approval of fire department officer in charge of scene, allow occupants to return to the building. You must wait for the fire chief or incident commander to give you permission to reenter. Signaling the occupants to return, to the building is NEVER accomplished by using the building’s fire alarm. Rather you should employ a manual means of signaling reentry (i.e. compressed air horns, bullhorn or just physically waving an all clear signal for the occupants to return). Do not use intercom, bells or fire alarm to signal occupants to return to the building.

Smoke/Fire Detection Automatic Extinguishing Systems

- Ensure building begins evacuation.

- Call 9-911.

- Proceed to fire alarm enunciator panel or remote panel.

- DO NOT RESET OR SILENCE SYSTEM AT THIS TIME.
4.0 EMERGENCY RESPONSE GUIDELINES

- Determine zone tripped and send staff member to investigate. Keep in mind that alarm will be initiated by either heat/smoke detectors (usually in ducts of HVAC system) or pull stations.

- If smoke or fire is encountered, see the previous procedure beginning at the 4th bullet. If unable to determine the reason for alarm, DO NOT silence alarm until evacuation is complete and the correct zone is noted on the panel. If after a thorough investigation by the fire department, no apparent cause for the alarm can be found, contact maintenance and operations Customer Services. After hours contact the Superintendent.

- Silence alarm but do not reset at this time.

False Alarms

- At the time of activation you will not know whether or not an alarm is false. For this reason, regard each alarm as if it were real. In fact, it is a violation of local fire code to disregard alarm activations by refusal to evacuate. The procedure for response to false alarm activations is identical to the steps outlined for automatic activation; however you will not find a fire or smoke situation. Note in a logbook the time, date and location of the activation in the event the situation becomes epidemic. This information may be useful in apprehending suspects.

- Contact the Superintendent.

All Situations

- Conduct post-incident critique; prepare incident report; and initiate corrective action.

- Coordinate with Facilities Management to ensure contractors are notified to restore or repair systems and equipment that have operated or been used during an emergency.
4.21 Natural Gas Leak

Overview

Natural gas leaks, with odor in the building, may occur and bring danger of explosion. Natural gas leaks will often be outside because most gas lines are outside the building. Natural gas is mixed with mercaptan to give it an odor similar to rotten eggs.

4.21.1 Pre-Incident Planning/Mitigation

- Maintain gas valve and lines in good working condition.
- Identify main gas shut-offs in Section 2.1.1 of this plan.
- Provide wrenches in immediately accessible location to operate each valve, if required in an emergency.
- Protect gas piping from mechanical damage; provide barriers to prevent vehicle collisions.
- Identify all systems and equipment supplied with natural gas; document procedures for emergency shutdown and relighting.
- Label all natural gas lines.
- Know natural gas precautions:
  - Natural gas is extremely flammable, and easily ignited by heat, sparks or flames.
  - Will form explosive mixtures with air.
  - Vapors from liquefied natural gas (LNG) are lighter than air and will migrate up into the atmosphere.
  - Vapors may travel to source of ignition and flash back.
  - Vapors may cause dizziness or asphyxiation without warning.

4.21.2 Emergency Response Guidelines

Gas leaks are identified by an odor similar to rotten eggs. If a gas leak is detected, the following steps should be taken:

**IF THE GAS LEAK IS INSIDE:**

- Assess the situation and determine appropriate actions.
- Open exterior windows to vent room/building.
- Contact the principal or designee.
4.0 EMERGENCY RESPONSE GUIDELINES

- The principal or designee should contact off site emergency services (9-911) and the Safe Schools Coordinator.
- **Do not turn on or off any electric device including light switches (arc prevention).**
- Utilize district evacuation procedures to evacuate the area/building upon direction of the fire department.
- Upon their arrival, direct the fire department and gas company to the location of the main and auxiliary gas shutoff valves.
- Close the main gas valve, if safe to do so.
- Provide situation/status reports to the Incident Commander.
- Determine the need for early dismissal.
- Conduct post-incident critique; prepare incident report; and initiate corrective action.

**IF THE GAS LEAK IS OUTSIDE:**

- Assess the situation and determine appropriate actions.
- Move upwind of gas odor. Turn off **ALL** automobile engines in the area.
- If you are outside, return to the building.
- Notify the principal or designee.
- The principal or designee should contact off site emergency services (9-911) and the Superintendent.
- Keep exterior windows and doors closed as much as possible.
- Upon their arrival, direct the fire department and gas company to the location of the main and auxiliary gas shutoff valves.
- Shelter-in-place until the threat is over.
4.22 HAZARDOUS MATERIAL SPILL/LEAK/RELEASE

4.22.1 Pre-Incident Planning/Mitigation

- Survey all classrooms to identify spill hazards.
- If possible, always try to substitute a hazardous material with something that is non-hazardous (i.e. a water based product instead of an oil based product).
- Train faculty, staff, and students to recognize hazardous material spills and the procedures to follow. This instruction should include information about the effects of hazardous materials on humans and the environment.
- Compile Material Safety Data Sheets in an accessible location for hazardous materials stored or used on-site.
- The location of shut-offs for the HVAC Systems should be identified.

4.22.2 Emergency Response Guidelines

Spills of hazardous materials are likely to occur at any location and at anytime.

If Spill is Outside:
- The principal or designee should contact off site emergency services (9-911) and the Superintendent.
- Move upwind away from the spill area.
- If you are outside, return to the building.
- Close all exterior windows, doors, and vents.
- Shelter-in-place

If Spill is Inside:
- Contact the principal or designee.
- The principal or designee should contact off site emergency services (9-911) and the Superintendent.
- Avoid direct or indirect contact with materials spill.
- Go to a safer location inside the building.
- Evacuate the building if the situation requires.
Additional Emergency Response Guidelines:

- Assess the situation:
  - Type, quantity, and hazards of chemical spilled (obtain Material Safety Data Sheet – MSDS)
  - Number and extent of injuries
  - Spill location; current and potential spread of liquid or vapors into ventilation system, drains, or sewer
- Determine appropriate actions.
- The principal or designee should contact off site emergency services (9-911) and the Superintendent.
- Do not allow anyone other than trained and equipped responders to enter the spill/release area.
- Do not attempt the rescue of anyone overcome by chemical vapors or gases in an enclosed room or area. Only trained rescuers should enter the area protected with self-contained breathing apparatus.
- Never enter a manhole or other confined space unless you are trained, properly equipped and supervised in accordance with confined space entry regulations.
- Evacuate the building if the situation requires.
- Shut down ventilation system if vapors are spreading or could spread outside the immediate area of the spill.
- If exposed to any chemical, either on clothing, skin or by inhalation, remove the clothing, decontaminate, and provide medical treatment immediately.
- Do not clean up chemicals unless the spill is small, you have been trained in the proper method, equipped with personal protective equipment, and have the necessary cleanup and containment equipment.
- Refer larger spills to outside contractors.
- Provide situation/status reports to Superintendent’s Office; assess need for early dismissal.
- Conduct post-incident critique; prepare incident report; and initiate corrective action.
4.0 EMERGENCY RESPONSE GUIDELINES

4.23 SEVERE WEATHER

4.23.1 Pre-Incident Planning/Mitigation

- Maintain open communications with County Emergency Management.
- Monitor local weather/Emergency Alert System radio, Internet weather, text messaging, AM/FM radio or television for weather warnings.
- Maintain generator fuel tanks ¾ full. Arrange for fuel delivery before the storm approaches.
- Inspect roof drains and remove any debris.
- Check windows and doors; ensure they are intact and water tight.
- Check heating systems and fuel supplies.
- Make special provisions for students/staff with disabilities
- Make special provisions for those in portable classrooms. In tornado and hurricane incidents, relocate to shelters in the main building.
- Make sure someone knows how to turn off utilities (especially electricity and gas) in the event the school is damaged.
- Hold a severe weather drill or exercise at least once per semester.

4.23.2 Emergency Response Guidelines

NOTE: Carlisle County’s emergency call system will be activated to notify schools in the event of early closing.

4.23.2.1 All Severe Weather Situations

Upon learning of a weather warning:

- Listen and verify the general area to be affected.
- LOOK outside to verify the weather conditions.
- Listen to the radio and or television for additional information.
- Keep students and staff informed.
- Determine if the school is in the affected area.
4.0 EMERGENCY RESPONSE GUIDELINES

- Prepare for a weather emergency by gathering your school's emergency material.
- Monitor weather information from NOAA Weather Radio and local radio/television stations.
- As a rule, if you hear thunder, you are close enough to be struck by lightning. Lightning has been known to strike up to 15 miles away from the parent cloud. Go inside and remain in the building until 30 MINUTES after the last rumble of thunder is heard. Do not take shelter in small structures or under isolated trees.
- If the school’s alarm system relies on electricity, have a compressed air horn or megaphone to activate the alarm in case of power failure.
- Keep students at school beyond regular hours if threatening weather is expected. Children are safer at school than in a bus or car. Students should not be sent home early if severe weather is approaching.
- Lunches or assemblies in large rooms should be delayed if severe weather is anticipated. Gymnasiums, cafeterias, and auditoriums offer no protection from tornado-strength winds.
- Remember: Do not activate the fire alarm in a weather emergency. This may confuse the staff and cause some to go outside.
- Assist any students and staff with disabilities, if needed.
- Relocate to a safer area within the building.
- When the severe weather passes:
  - Take attendance
  - Check all reports from staff for injuries and damage to the building.
  - Evacuate the building if the building is damaged and unsafe.
  - Do not allow students/staff to wade in water because of the danger of live electrical wires.
  - If the building is damaged, have building maintenance staff cut off all gas, electric, and fuel oil at main disconnects, according to maintenance procedures.
  - Contact the Superintendent with school conditions and safety updates.
  - Follow any further instructions from the Incident Commander.

4.23.2.2 Hurricanes

Hurricanes normally develop slowly. This can be used to an advantage by providing an opportunity for the district to work with County public safety agencies to prepare a response for the expected emergency situation.
NOTE: Carlisle County emergency call system will be activated to notify schools in the event of early closings.

PRE-STORM PREPARATIONS

Notification of schools will be accomplished by the Nextel emergency radio system. When an official hurricane watch has been issued for Carlisle County and upon notification by the Superintendent, it is the responsibility of each principal or designee, assisted by assigned personnel, to be prepared to take the following precautions:

- Close and fasten all windows.
- Secure or take down and store awnings and signs.
- Take down and secure wind screens and batting cages.
- Store all portable items inside the building. Consider such items as garbage cans, cartons, tin cans, loose boards, and portable playground equipment.
- Store all books, papers, and other equipment as far as possible from windows or areas subject to damage or entry of water. Store these items above the floor with plastic covering if possible, to protect the items from water damage due to minor flooding.
- Move audio-visual, computer equipment, and other expensive appliances to a secure central location without windows. If equipment has to be left in an area that may receive water damage, cover it with plastic (garbage bags work well for this).
- Try to use cafeteria food stock in advance and limit new orders as much as possible.
- Buses and vehicles throughout the district should be moved to higher ground, away from flood areas.
- Start and test emergency generators to insure they are operational. Fill fuel tanks servicing the generator (underground tanks may float to the surface if they are left empty). Check lubricating oil and battery water.
- Turn off all gas and electrical appliances, except as required in designated emergency shelters.
- Turn off boilers in facilities not serving as designated shelters.
- Check battery powered emergency lights for operation.
- Sand bag doors in low flood areas.
- Take any additional precautions considered necessary for the protection of the particular facility and site.
4.0 EMERGENCY RESPONSE GUIDELINES

- Insure that telephone numbers and instructions for contacting appropriate departments are available to Emergency Response Team members and local authorities (fire / law enforcement).

- Direct employees to leave all school facilities not designated as shelters, unless approved by the Superintendent.

4.23.2.3 WINTER STORM WARNING (Snow or Icing Conditions):

Issuance of a winter storm warning indicates some form of frozen precipitation (snow, sleet, freezing rain, etc.) is occurring within Carlisle County which will provide significant accumulation of frozen precipitation on the ground.

- Once school is started, the district will be very reluctant to dismiss early because of the problem of sending a substantial number of children home to locked houses.

- If a winter storm or sudden freezing occurs, WKEC will survey conditions; consult with ABC County Emergency Management, law enforcement, snow removal officials if we can, and follow radio weather reports. A decision will be made as soon as possible to:
  - Cancel schools before the school day begins
  - Close schools early
  - Maintain normal operating hours
  - Delay bus departure time until traffic conditions improve
  - Shelter students until weather improves

- The decision to close the schools is made by the Superintendent or designee and disseminated to the schools through the Nextel radio system and to the public over local radio and television stations. In the event of an early dismissal time, each school is notified by the Superintendent's office and/or the Nextel radio system.

- In the event of an early dismissal due to inclement weather, television and radio stations will be notified prior to dismissal time. School closure information will also be listed on the District website during snow and ice conditions.

- Parents/guardians should listen to radio/television stations or go to the website for updated information regarding early or late school bus departure times as well as for news on overall traffic conditions.

- Parents should instruct their child as to where he/she should go in the event of an early dismissal due to emergency conditions.

- Buses are dispatched to each school by the Transportation Department.

- Early in the school year, parents will be instructed to make the necessary arrangements in the event school is dismissed before the end of the regular school day. In the event a student is to go to a residence other than his or her own, parents will be asked to make the school aware of this arrangement.
4.0 EMERGENCY RESPONSE GUIDELINES

- Students should be instructed to go directly home upon dismissal.
- Students with disabilities will be handled individually by their teacher. Provisions will be made for them to ride a bus home if this can be accomplished safely. If not, the student(s) will remain at school until such time as their parents can be reached.
- Students should be warned to be especially careful because of poor visibility during inclement weather.
- Staff should establish emergency plans with their family members, in case weather conditions do not permit travel back to home and require sheltering in the school overnight.
- The school cafeteria should maintain an emergency food supply in case students and staff must be sheltered overnight due to weather conditions.

School Bus Driver Actions

- For heavy snow or blowing and drifting snow: Be familiar with alternate routes, stay up to date on the latest forecast, and maintain communication with school officials.
- For ice storms: Remain alert for downed trees and utility lines, and other road hazards. Be familiar with alternate routes. Stay up to date on the forecast and maintain communication with school officials.

4.23.3 Other Information/References

Weather Definitions

The following are terms used by weather forecaster, media and government authorities to describe severe weather conditions:

Weather Watch* - Weather conditions are favorable for severe weather to develop during the next 24-36 hours. No severe weather currently exists within the county; therefore no action other than preparation is required at this time.

Weather Warning* - Weather conditions have produced severe weather within ABC County. Actions should be taken to protect lives and property.

* As issued by the National Weather Service, _______. ____ Forecast Office

Blizzard - Winds of 35 mph or more with snow and blowing snow reducing visibility to less than ¼ mile for at least 3 hours.

Hurricane Watch - hurricane conditions (sustained winds greater than 73 mph) are possible in your area within 36 hours.
4.0 EMERGENCY RESPONSE GUIDELINES

_Hurricane Warning_ - hurricane conditions are expected in your area in 24 hours or less.

_Severe Thunderstorm Watch_ - Severe thunderstorms are possible in the area. Remain alert for approaching storms.

_Severe Thunderstorm Warning_ - Severe thunderstorms are occurring.

_Thunderstorm Dangers_ - All thunderstorms produce lightning and thunder. Severe thunderstorm can produce damaging winds in excess of 57 mph, ¾ in. hail or greater, heavy rain, flooding, and tornadoes.

_Winter Storm Advisory_ - Winter weather conditions are expected to cause significant inconveniences and may be hazardous. If cautious, conditions should not be life threatening.

_Winter Storm Watch_ - Severe winter conditions, such as heavy snow and or ice, may affect the area, but its occurrence, location and timing are still uncertain. A watch is issued 12 to 36 hours in advance of the possibility of severe winter weather.

_Winter Storm Warning_ - 4 or more inches of snow or sleet is expected in the next 12 hours, or 6 or more inches in 24 hours, or ¼ inch or more of ice accretion is expected.

_Winter Storm Dangers_ - Heavy accumulations of ice can bring down trees and topple utility poles and communication towers. Even small accumulations of ice can be extremely dangerous to motorists and pedestrians. Winds generated from intense winter storms can cause widespread tidal flooding and severe beach erosion. Exposure to cold can cause frostbite or hypothermia and become life-threatening. Frostbite is damage to body tissue caused by extreme cold. A wind chill of -20°F will cause frostbite in just 30 minutes. Hypothermia is a condition brought on when the body temperature drops to less than 95°F.
4.24 FLOODING

Overview

Storm water or other sources of water may inundate or threaten to inundate school/site grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school/site should have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. These events could threaten the safety of students and staff.

Schools/sites in flood prone areas must be alert to the possibility of a flooding emergency that will require staff and students to take immediate action.

Except in the case of flash flooding, the onset of most floods is a relatively slow process with the buildup taking several days. Progressive situation reports should be available from the National Weather Service or County Emergency Management Services.

The following are terms used by the media and government authorities to describe Flooding Conditions:

- **Flood Watch** - high flow or overflow of water from a river is possible in the given time period. It can also apply to heavy runoff or drainage of water into low-lying areas. These watches are generally issued for flooding that is expected to occur at least 6 hours after heavy rains have ended.

- **Flood Warning** - flooding is actually occurring or is imminent in the warning area.

- **Flash Flood Watch** - flash flooding is possible in or close to the watch area. Flash Flood Watches are generally issued for flooding that is expected to occur within 6 hours after heavy rains have ended.

- **Flash Flood Warning** - flash flooding is actually occurring or is imminent in the warning area. It can be issued as a result of torrential rains, a dam failure, or ice jam.

4.24.1 Pre-Incident Planning/Mitigation

- The principal or designee will have primary responsibility for evaluating creek/river elevation conditions and for triggering various levels of response. There are a variety of factors that determine the possibilities and extent of flooding, including:
  - Amount of rain in a given period of time
  - The quantity and rate of increase of water levels in a given time period
  - Temperature and time of year
  - Percentage of watershed covered
CHAPTER 4

4.0 EMERGENCY RESPONSE GUIDELINES

- Soil condition, type of cover, and slope, which determine the amount of runoff in a given rain.

- The principal or designee should know what a forecast creek/ river height means as it relates to the school/site. Helpful information includes:
  - Knowledge of how elevations relate to river gauges from which a forecast is prepared.
  - Know whether or not the facility is in a flood plain.

- Maintain open communications with County Emergency Management.

- Monitor local weather/ Emergency Alert System radio, Internet weather, text messaging, AM/FM radio or television for flood warnings.


- Ensure that all liquid fuel storage tanks are secure and water tight. Note that empty tanks may float if they are not properly secured.

- Make sure key personnel know how to turn off utilities (especially water and electricity in the event the school/site is flooded.

- Designate elevated areas within the building to store valuable equipment: computers, printers, audio-visual equipment, etc.

- Determine in advance where sandbags should be placed (i.e. lower wall openings).

- Have a supply of sand and sandbags readily available to protect wall openings or areas where water can migrate into the building(s)

4.24.2 Emergency Response Guidelines

The extent of the flood and the time before it arrives will dictate the response measures to be taken. Depending on the situation, it may be necessary to initiate one or more of the following Emergency Response Guidelines:

4.24.2.1 Minor Flooding

- If the school/site experiences minor flooding (one or a few classrooms), the class(es) affected will evacuate to another part of the building (principal will decide where to go).

- Classes will continue.

- The principal will notify the district and they will jointly decide what to do next.
4.0 EMERGENCY RESPONSE GUIDELINES

4.24.2.2 Major Flooding

- Monitor announcements of flood watch or flood warnings on weather radio or local radio and television stations.
- Keep battery powered radio tuned to a weather channel or local radio station for information.
- The principal or designee will determine the need for and initiate appropriate protective actions, which may include shelter-in-place, evacuation of building(s) or off-site evacuation.
- The principal or designee should notify “911” and the district office and describe the nature and extent of the flooding.
- Notify District of flooding threat and if you need buses. Notify bus company/bus drivers for an early/late dismissal.
- The PA system or other verbal communication should be made to announce shelter-in-place or evacuation to a safer location. Note: Designated evacuation assembly areas may become jeopardized by flood waters.
- If the principal or designee issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Evacuation or Relocation Assembly Area.
- In the event of an evacuation, Teachers will bring the Classroom Red Bag Emergency Kit with them and take attendance at the Assembly Area to account for students. Teachers will notify the IC/principal of missing students.
- If possible and time allows, have children take jackets and coats.
- Backup and protect computer data and shut down and protect critical equipment.
- If there is enough time and it is safe to do so, try to relocate items to safer areas, especially items of greater value (i.e. office equipment, computer equipment, audio-visual equipment, musical instruments, science equipment, fine arts, etc.).
- Move equipment and vehicles from garages, parking lots, and the grounds, to higher ground.
- Shut off water to prevent contaminated water from entering the school/site supply. Shut off water at mains so contaminated water will not back up into facility supplies.
- De-energize equipment (if safe to do so). Shut off electricity to prevent electrical shock.
- Take whatever steps are necessary to protect items that cannot be relocated.
- Secure doors as much as possible to reduce flood waters into the building.
- Sandbag areas where water may migrate into the building(s).
4.0 EMERGENCY RESPONSE GUIDELINES

- Notify parents via phone of flooding situation and actions taken so far.
- Render first aid as needed.
- If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.

4.24.2.3 Buses
- If evacuation is by bus, DO NOT drive through flooded streets/roads.
- Do not attempt to cross damaged bridges or overpasses
- Take an alternate route or wait for public safety personnel to determine safety
- If the bus is disabled, stay in place until help arrives
- Contact the School Administration and Bus Dispatch to report location and condition of students.
- The driver will account for all passengers throughout the emergency.

4.24.2.4 After the Flood:
- Re-enter school/site only after a qualified person has done a building assessment.
- If water supply has been contaminated, post signs warning people not to drink the water. Contact maintenance to arrange for flushing, disinfecting and testing of the water lines.
- Do not re-energize power lines or equipment that may still be under water.
- Beware of contaminated food
- Beware of broken gas lines
- Take photos of damaged areas
- Complete a written incident report at the earliest opportunity
4.25 TORNADO

A tornado is defined as a violently rotating column of air extending from a thunderstorm to the ground. The most violent tornadoes are capable of widespread destruction with wind speeds of 250 mph or more.

Occasionally, tornadoes develop so rapidly that advance warning is not possible. Remain alert for signs of an approaching tornado. Flying debris from tornadoes cause most deaths and injuries.

4.25.1 Pre-Incident Planning/Mitigation

- Maintain open communications with County Emergency Management.
- Provide devices to monitor local weather/ Emergency Alert System radio, Internet weather, text messaging, AM/FM radio or television for tornado warnings.
- Make special provisions for those in portable classrooms. In tornado incidents, relocate to shelters in the main building when a tornado warning is provided.
- Make sure someone knows how to turn off utilities (especially electricity and gas) in the event the school is damaged.
- Hold a tornado shelter drill or exercise at least once per school year.
- Designate tornado shelter areas.
- Educate staff on sheltering in a tornado situation.

4.25.2 Emergency Response Guidelines

If a tornado "watch" is issued for your area, it means that a tornado is "possible."

If a tornado "warning" is issued, it means that a tornado has actually been spotted, or is strongly indicated on radar, and it is time to go to a safe shelter immediately.

- It is important to use extreme caution during and after a tornado to avoid any unnecessary accidents.
- Relocate students and staff in portable classrooms to the main building when a tornado warning is in effect.
- Remain calm and listen to authorities if a tornado warning arises. Information will be passed to district facilities as soon as possible before, during and after a tornado strikes.
- If outside, return to the building and shelter in predetermined safe areas of the building.
4.0 EMERGENCY RESPONSE GUIDELINES

- All students and staff located on the upper floors of buildings should relocate to the lowest floor in the building. If this is not possible, individuals should move to an area without windows and where the risk of flying debris is minimal.

- **Safe Shelter Areas should / could be:**
  - Internal hallways on the lowest floors
  - Internal classrooms without glass walls
  - A basement if quickly accessible and internally safe
  - An internal stairwell if glass is not present

- **Do not use these areas for Safe Shelter Areas:**
  - Classrooms / rooms with high profile ceilings, such as gymnasiums, auditoriums, and cafeterias
  - Classrooms with an outside wall and / or windows
  - Adjacent to entrance / exit doors with glass inserts
  - Adjacent to or having atriums, skylights, glass walled classrooms

- Close classroom doors to keep debris out of interior room and hallway shelter areas.

- Have students assume the tornado protection "drop and tuck" position. Kneel or crouch on your knees and elbows, with your head between your knees and your hands clasp over the back of your head.

- Remember: All classroom visitors, parents, MUST move with the class to the assigned shelter area and must assume the protective kneeling position when instructed.

- Move all staff, office visitors to shelter areas.

- Take attendance.

- Keep students assembled in an orderly manner. Remain in shelter area until warning expires or emergency personnel have issued an all–clear signal.

**General Safety Precautions After a Tornado Strikes:**

- Continue to monitor radio or television for emergency information.

- Be careful when entering any structure that has been damaged.

- Be careful walking on or near debris. Be aware of hazards from exposed nails, broken glass, power lines, puddles containing power lines, and emergency traffic areas.
4.0 EMERGENCY RESPONSE GUIDELINES

- Do not touch downed power lines or objects in contact with downed lines. Report electrical hazards to the Incident Commander or public safety officials.

- Ensure nobody is using matches or lighters, in case of leaking natural gas pipes or fuel tanks nearby. Report gas hazards to the Incident Commander or public safety officials.

- Keep everyone out of damaged parts of the school; chunks of debris or even that whole section of the building may fall down.

- While waiting for emergency personnel to arrive, carefully render aid to those who are injured.

- Cooperate fully with public safety officials.

- It is very important for staff and other adult authority figures set a calm example for students at the disaster scene, and reassure those who are shaken.

**Buses in Tornado Situations**

**Note:** School buses are easily rolled by tornado winds.

- Generally speaking, school buses should continue to operate during tornado watches but not during tornado warnings.

- Bus drivers should be familiar with the locations of tornado shelters along their routes and be ready to move to the nearest shelter if a warning is issued or threatening weather is sighted.

- If no shelter is nearby, students should evacuate the bus for a nearby ditch, culvert or ravine.

- Keeping a safe distance from the bus, students should get into the protective position until the threat of severe weather has passed.

**PORTABLE CLASSROOMS**

**Note:** Any sound tornado plan must include getting students out of portable classrooms and into a safe area in the main building, as quickly as possible, to minimize the time spent outside and exposed to the elements. While the seconds spent outside will pose considerable risk, the danger inside the portable classroom is just as great.

- Students should be evacuated from portable classrooms anytime a tornado warning is issued.
A tornado is a violent windstorm characterized by a twisting, funnel-shaped cloud. It is spawned by a thunderstorm (or sometimes as a result of a hurricane) and produced when cool air overrides a layer of warm air, forcing the warm air to rise rapidly. The damage from a tornado is a result of the high wind velocity and wind-blown debris. Tornado season is generally March through August, although tornadoes can occur at any time of year. They tend to occur in the afternoons and evenings: over 80 percent of all tornadoes strike between noon and midnight.

**Fujita-Pearson Tornado Scale:**
- F-0: 40-72 mph, chimney damage, tree branches broken
- F-1: 73-112 mph, mobile homes pushed off foundation or overturned
- F-2: 113-157 mph, considerable damage, mobile homes demolished, trees uprooted
- F-3: 158-205 mph, roofs and walls torn down, trains overturned, cars thrown
- F-4: 207-260 mph, well-constructed walls leveled
- F-5: 261-318 mph, homes lifted off foundation and carried considerable distances, autos thrown as far as 100 meters

**Tornado Danger Signs:**
- An approaching cloud of debris can mark the location of a tornado even if a funnel is not visible.
- Before a tornado hits, the wind may die down and the air may become very still.
- Tornadoes generally occur near the trailing edge of a thunderstorm. It is not uncommon to see clear, sunlit skies behind a tornado.
4.26 Utility Outage

4.26.1 Pre-Incident Planning/Mitigation

- Identify faculty, staff, and students with disabilities who may need special assistance.
- Assess the impact a loss of electrical power will have on potable water supplies. Water pressure may be inadequate to supply sinks and toilets. Instructions on limiting use of toilets may be needed.
- Ensure there are sufficient flashlights for distribution.
- Evaluate the adequacy of emergency lighting to illuminate all exit travel paths. Periodically, inspect and test each unit to ensure reliability.
- Check all exit door locking mechanisms to ensure they unlock when power is lost.
- Determine whether there is any emergency power to elevators to enable sequenced lowering of elevator cabs to the ground floor.
- Assess building security systems to determine if they would be functional during a blackout. Locking systems may fail, requiring supervision of points of entry and egress.
- Ensure district supplied Nextel is operational.
- Compile operating instructions and diagrams of:
  - Electrical main disconnects and sub panels, and the areas of the building they control
  - Domestic potable water
  - Fire protection (sprinkler riser and sectional control valves)
  - Steam lines
  - Natural gas meter and main shutoff valve
  - Location of oil tanks
- Mark the location of valves and controls, so they can be easily located during an emergency.

4.26.2 Emergency Response Guidelines

- Listen carefully for instructions
- If the Power Goes Out:
  - Stay calm. Reassure students.
  - Principal or designee will attempt to assess the scope and expected duration of the outage known.
4.0 EMERGENCY RESPONSE GUIDELINES

- Evaluate problem; determine if problem is on-site or off-site.
  - On-site: Determine if staff can correct it and if there are safety hazards affecting building occupants. Determine if life-safety systems have been affected. Isolate hazardous areas and/or evacuate the building as appropriate.
  
  - Off-site: Ask utility supplier to determine probable duration of outage. Determine if life-safety systems have been affected. Isolate hazardous areas and/or evacuate the building as appropriate.

- Determine if critical operating systems have been affected. These may include: HVAC systems, computer systems, communications and signaling systems.

- Determine if building operations should be curtailed or canceled. Report to Area Superintendent.

- Evaluate problem. Commence appropriate remedial action. Coordinate with maintenance and operations as appropriate.

  ▪ Principal or designee will provide information via whatever communications system is available.
  ▪ Remain in classrooms and do not move around the building unnecessarily.
  ▪ Do not use elevators.
  ▪ Check rest rooms, stairwells and corridors in proximity to classrooms to determine if anyone needs assistance and to direct them to their classroom.
  ▪ Activate off switch on all computers and other electronic equipment to protect them from a power surge when the power is restored.
  ▪ Notify main office of any problems or special circumstances.
  ▪ If emergency lights in an area are out, notify main office.

- If There is Loss of Another Utility System:
  ▪ Contact main office if there is an immediate problem or special circumstances.
  ▪ Otherwise, the principal or designee will provide information to staff as the situation warrants and as information becomes available.
  ▪ Do not contact main office unnecessarily.
  ▪ If necessary, implement the appropriate emergency procedures (i.e. Evacuation - Classroom/Area) to ensure that students are not exposed to danger.
  ▪ Open blinds to let outside light in or use flashlights.
  ▪ Take attendance to ensure all students are accounted for. Immediately notify principal or designee of any missing students.
  ▪ Remain in place unless directed by principal or designee to go to another designated area.
4.0 EMERGENCY RESPONSE GUIDELINES

- If moved to another area, conduct a student count upon arrival at the new location.
- Wait for the all clear bell or administrative direction before returning to the classroom.
- Upon return, take attendance to make certain all students are present.
4.0 EMERGENCY RESPONSE GUIDELINES

4.27 SCHOOL BUS ACCIDENT

4.27.1 Pre-Incident Planning/Mitigation

- Maintain a bus accident folder including a list of each bus number, names and emergency telephone numbers of all occupants.
- All bus drivers should be trained to handle emergencies.

4.27.2 Emergency Response Guidelines

- Contact the following departments of the WKEC: Risk Management, Security, and Transportation.
- Have school personnel on standby and ready to contact parents.
- The principal or designee should take several copies of the bus roster to the scene of the accident.
- A copy of the bus roster should be provided to the rescue unit commander.
- A copy of the bus roster should be provided to the law enforcement officer conducting the investigation.
- No matter how minor the accident is, emergency medical services should be called upon to assess for injuries. The assessment of injuries should not be done by anyone representing the district.
- In any school bus accident where injuries occur, all parents of students on that bus should be notified first by telephone and later by letter. If there are no injuries, all parents of students should be notified of the accident by letter.
- The principal or designee should go to the hospital to assist students and parents.
- The news media should be referred to the Superintendent.
- Notify school Crisis Intervention Team leader regarding any needs for intervention for students.
- Contact the school psychologist or the lead psychologist for backup, if needed.
4.28 EARTHQUAKE

Earthquakes usually occur without any type of warning. Depending on the severity, the earthquake may invoke minimal damage to disaster proportions. Earthquakes can result in the following:

- Fatality(ies)
- Multiple Injuries
- Structural damage to buildings
- Interruption of operations
- Damage requiring relocation to another facility

4.28.1 Pre-Incident Planning/Mitigation

- Check for earthquake hazards
  - Bolt down or provide other strong support for appliances, top-heavy objects, cabinets, and shelving.
  - Place large and heavy objects on lower storage shelves of cabinets and storage areas.
  - Plan an area of refuge (desk, doorway, etc.) or escape route.
  - Keep a first-aid kit on hand.

4.28.2 Emergency Response Guidelines

4.28.2.1 During the Earthquake

If you are indoors:

- Do not run outside immediately.
- Get under a desk, table, or supported doorway.
- Stay away from glass windows and mirrors.
- Watch for failing plaster, bricks, light fixtures and other objects.
- Watch for high bookcases, cabinets, shelves and other furniture or heavy equipment that might slide or topple.
- Don't use candles, matches, or other open flames during the tremor. Douse all fires.
4.0 EMERGENCY RESPONSE GUIDELINES

- Do not rush for stairways or elevators. Exits are likely to be jammed and elevators often stop operating. Seek safety where you are.

- Don’t be surprised if the electricity goes out, or if fire alarm starts ringing or fire sprinkler systems go on. Expect to hear noise from breaking glass, cracks in walls and falling objects.

- Avoid power lines, as they may be live.

- Remain under cover for a few minutes and prepare for the possibility of aftershocks. Aftershocks often cause more damage to buildings already weakened by the initial shock.

**Outdoors:**

- **Do not run inside immediately.**
- Stay in the open.
- Beware of fires, downed utility lines, and aftershocks.
- Assist with evacuation of the buildings.

**Driving:**

- **Pull to the side of the road and stop.**
- Avoid utility lines or other objects that may fall.
- Set brakes and turn-off the ignition.
- Stay in the vehicle until the earthquake is over.

**4.28.2.2 After the Earthquake**

- Evacuate the building when it appears that earthquake aftershocks are over and go to evacuation assembly area(s).

- Other facilities in the area may have been affected also, and help from local emergency response agencies may not be immediately available.

- School staff should check for injuries and property damage.

- Do not attempt to move seriously injured persons unless they are in immediate danger and only if you are trained in first aid.

- Stay out of severely damaged buildings. Aftershocks can shake them down.
4.0  EMERGENCY RESPONSE GUIDELINES

- Maintenance or designated staff will conduct a quick inspection of the building(s) prior to allowing students and others to re-enter.
- Use care to investigate possible damage to the structures and utility systems.
- Watch for falling debris or electrical wires.
- Keep roadways, fire lanes, hydrants and walkways clear for local emergency response agencies.
- Be aware of escaping natural gas that could be ignited once it reaches an ignition source.
- Shut off fuel (natural gas) and ignition sources (pilot lights and electrical equipment that may create a spark). Escaping gases may present explosion hazards.
- Exposed wiring could cause electrical shock.
- All damage to building structures, utilities, etc. shall be reported to the District EOC and to local emergency response agencies as soon as possible.
- Secure damaged areas as soon as possible. No one shall be allowed to enter the damaged areas.
- Provide local emergency response agencies with emergency keys / access cards.
- As incident response is taken over by local emergency response agencies, follow their direction and provide support as needed.
- Advise local emergency response agencies of injuries, missing persons, property damage, natural gas leaks, power outages, etc.
- Remain outside until directed by local emergency response agencies.
- Monitor local radio broadcasts for additional instructions and news reports.
- Keep staff informed.
- Secure damaged areas for future claims purposes.
- Photograph damaged areas as much as possible and inventory damaged property.
5.0 TERMINATION & RECOVERY

5.1 TERMINATION

All Clear
The Incident Commander will determine when the emergency is over and will direct an "all clear" announcement be made informing all students, staff and visitors that the situation is now safe.

Ensure that all areas are informed of the "all clear".

Preserving the Scene
If the emergency warrants, seal off the affected area and leave it as is until released by law enforcement, fire department, insurance claims personnel, etc.

Have a school staff member take photos of the area as a record of the incident.

Once released, clean up and repair the scene promptly. (Depending on the situation, the district may want to use an outside service for the clean up.)

5.2 RECOVERY

Crisis Intervention
Emergencies may leave emotional scars on those involved - school staff, students, parents, others at the school, and emergency service providers. Implement the school's Crisis Intervention Plan as soon as possible. Address both short-term and long-term actions.

Identify Resources
Additional services may be needed should staff not be able to deal adequately with the situation. Anticipate that long-term follow-up will be required for victims and their families, students, and staff during the period of recovery.

Talk with officials from other schools that have lived through emergency/crisis situations.

Work closely with emergency response agencies.

Direction of Staff and Students
Determine if personnel are allowed to re-enter the building for personal possessions, and how people will be kept out of the hazardous areas.

Direct staff what to do the rest of the day and the days that follow, until the school is back in operation. (Will it be business as usual tomorrow?) School may be canceled for several days while recovery is underway. Address both short-term and long-term actions, and keep staff informed.
5.0 TERMINATION & RECOVERY

Communicate with Parents and Community
Communications with parents and the community at-large is essential following an emergency. At a minimum, inform parents about the situation. Parent/community meetings may be warranted to give everyone a chance to gather and discuss what has happened.

If necessary, help arrange for counseling for parents and community members.

Document the Incident and Debrief
The Incident Commander should debrief those who were involved. Everything written during the emergency (notes, checklists, etc.) should be retained by School Administrators.

Get written statements from staff and others who were directly affected, and those who witnessed critical events.

Document the emergency response in an Incident Command Report - EOP Form 2 in the Appendices of this EOP. Document the debriefing in an Incident Response Debriefing Report - EOP Form 7 in the Appendices of this EOP.

Learn from the Incident/Follow-up
At the appropriate time (as soon as practicable), review the emergency situation and implementation of the Emergency Operations Plan. Determine what lessons have been learned, if any, and how these lessons may help the school be better prepared for any future crisis. As part of the review, ask the following:

• What is the probability of a copycat incident? Are we prepared?
• Do we need to modify the Emergency Operations Plan?
• Do we need more training?
• How can we make our school(s) safer?
6.0 APPENDICES

A. Glossary of Selected Emergency Response Terms

B. Forms
   1. Incident Command System Assignments
   2. Incident Command Report
   3. Bomb Threat Call Worksheet
   4. Staff Skills
   5. Student Release Permission Slip
   6. Student Release Log
   7. Incident Response Debriefing Report
   8. Telephone Communication Log
   9. Evacuation Status Report
  10. Emergency Damage Report
  11. Equipment Audit
  12. Emergency Drill Record

C. Add additional information to the Appendix such as:
   • Floor plans
   • Photos
   • Satellite Photos
Appendix A

Glossary
of Selected
Emergency Response Terms

**Accident:** An unexpected or undesirable event, especially one causing injury to a small number of individuals or modest damage to physical structures. (US/FEMA)

**Action:** Any response or recovery-related task or activity that has been authorized by an Incident Commander, Management Support Team, Incident Support Team, or the Corporate Crisis Management Team, and assigned to an individual or element of the business organization to complete within a specified time.

**Activation:** The initial formal meeting of a corporate crisis management team that marks the beginning of the crisis response and decision-making process.

**Agency:** A division of government having a specific function offering a particular kind of assistance. In ICS, agencies are defined as either jurisdictional (having statutory responsibility for incident management) or assisting or cooperating (providing resources or other assistance). (US/NRP)

**Alert:** Any message, signal, or other communication received by any means advising of any threat, incident, or condition that may require the implementation of emergency response or business continuity plans either immediately or at some future point. Examples include news bulletins, weather service advisories, radio and telephone notifications, and indications received from automated monitoring or surveillance systems.

**Alternate Site:**
(1) Any location, other than the primary location, to be used for business functions when primary facilities are inoperative, unavailable, or inaccessible.
(2) A location, computer center, or work area designated for recovery. (DRI)

**Annex:** An attachment to an Emergency Operations Plan that establishes the framework for a specific type of operational response, such as hazardous materials or technical rescue, or a specific type of support function, such as Crisis Communications or Humanitarian Assistance. Although part of a larger plan, an annex is usually written so that it can be extracted and issued as a stand-alone instruction or procedure.

**Appendix:** An attachment to a plan or annex that provides amplifying or supporting information, such as contact lists or technical specifications.

**Assembly Area:** A pre-designated area outside and a safe distance away from evacuated buildings at which evacuated persons gather, are accounted for, and receive any necessary information or instructions.

**Asset:**
(1) Any real or personal property, tangible or intangible, that a company or individual owns that can be given or assigned a monetary value. (ASIS)

(2) Any human or physical resource that directly relates to the performance of mission critical business functions. Examples include hardware and software, physical equipment or furnishings, and human capital.
**Awareness:** The continuous process of collecting, analyzing, and disseminating intelligence, information, and knowledge to allow organizations and individuals to anticipate requirements and react effectively. (US/NRP)

**Authority Having Jurisdiction (AHJ):** An organization, office, or individual responsible for enforcing the requirements of a code or standard, or for approving equipment, materials, an installation, or a procedure (US/NFPA 1600)

**Biological Attack:** The deliberate release of germs or other biological substances for the purpose of inducing illness or death in humans. (US/FEMA)

**Capability:** The ability to apply skills or knowledge, or provide resources to meet specific requirements.

**Casualty:** Any person who is declared dead or who is missing, ill, or injured. (US/NRP)

**Catastrophic Incident:** Any natural or manmade incident, including terrorism, which results in extraordinary levels of mass casualties, damage, or disruption severely affecting the population, infrastructure, environment, economy, national morale, and/or government functions. A catastrophic event could result in sustained national impacts over a prolonged period of time and almost immediately exceeds resources normally available to State, local, tribal, and private-sector authorities in the impacted area. (US/NRP)

**Chain of Command:** A series of command, control, executive, or management positions in hierarchical order of authority. (US/NRP)

**Checklist:** A predetermined list of response actions that can be used to guide the activities of individuals or response teams, and document the completion of prescribed actions.

**Chemical Attack:** The deliberate release of a toxic gas, liquid, or solid that can poison people and the environment. (US/FEMA)

**Cold Site:** A type of alternate facility that has an environmental infrastructure in place to recover critical business functions or information systems but does not have pre-installed operational infrastructure, such as computer hardware, telecommunications equipment, and communications connectivity.

**Concept of Operations:** The portion of a Crisis Management or Emergency Operations Plan that broadly describes how a response will be carried out and provides specific information on operational aspects, such as notification, activation, response priorities, and roles and responsibilities.

**Confined Space:** Any area that is large enough for a human being to enter, but is not designed for continuous occupancy, and which has limited or restricted means of entry and exit. Examples include tanks, vessels, silos, storage bins, hoppers, vaults, and pits. (US/OSHA)

**Contact List:** A list of response team members and key managers or executives to be contacted in anticipation of or response to an incident. Contact information includes all applicable communications means, such as home, office, and mobile telephone numbers. A complete contact list also includes designated alternates to be contacted in the event the primary individual cannot be contacted.

**Crisis:** Any single event or circumstance, series of events, or set of circumstances that produces or threatens to produce unexpected negative impact on financial results, reputation or brand, or relationships with employees, customers, suppliers, the community, and other stakeholders.
**Critical Infrastructure:** Systems and assets, whether physical or virtual, so vital that incapacity or destruction would have a debilitating effect on security, economic stability, public health, or safety either singly or in any combination. (US/NRP)

**Damage Assessment:** An analysis of the effects of an incident of event on mission-critical infrastructure and/or operations, including identification of lost, damaged, or destroyed functionality.

**Deactivate:** The orderly return of crisis management, emergency response, and business recovery team members to their normal duties.

**Declaration:** A formal announcement by a recognized authority that an emergency, business interruption, or crisis is either predicted or has occurred, and which triggers pre-arranged response or mitigation actions.

**Dirty Bomb:** See Radiation Attack.

**Disaster:** Any incident or event that produces consequences that, when combined, exceeds the response capability of a government or private entity, and requires response and recovery assistance from outside sources. (US/FEMA)

**Drill:** An exercise activity requiring the performance of selected response actions by individuals or response teams. A drill may involve limited mobilization of response resources.

**Emergency:** Any single incident or series of incidents that disrupts normal operations or poses actual or potential threats to human life, property, assets, operations, or the environment if not immediately controlled, contained, stabilized, or neutralized.

**Emergency Management:** Those measures taken to prevent, prepare for, detect, respond to, and recover from any emergency.

**Emergency Operations Center (EOC):** A dedicated or standby facility that serves as the base of operations for the site-level Management Support Team (MST). An EOC is staffed and equipped to coordinate and support the on-scene response, manage site-level consequences, and maintain situational awareness.

**Emergency Response Coordinator (ERC):** The individual at the facility, site, or plant-level who has overall responsibility for developing, managing, and implementing the emergency response program.

**Emergency Response:** The tactical deployment of human and material resources, and the application of procedures and techniques to mitigate or limit the consequences of an emergency. (US/FEMA)

**Emergency Operations Plan (EOP):** A documented set of policies and related procedures governing the detection of, response to, and recovery from incidents that can reasonably be anticipated. Emergency Operations Plans generally provide for an incident management system, concept of operations, predetermined response procedures, and the identification and allocation of necessary supporting resources.

**Emergency Response Provider:** Includes Federal, State, local, and tribal public safety, law enforcement, emergency response, emergency medical, and related personnel, agencies, and authorities. (US/NRP)

**Emergency Response Team (ERT):** The response organization at the facility, site, or plant level that is organized, staffed, trained, and equipped to carry out response actions at an incident scene. Also known as Incident Management Team (IMT) under US/NIMS terminology.
**Emerging Issue:** Any growing controversy or negative climate that begins to threaten reputation, brand, organizational stability, or financial strength.

**Evacuation:** A protective action involving the physical movement of visitors, staff, and others to temporary locations outside and away from any building or structure that poses an actual or perceived safety threat because of the consequences of any emergency.

**Exercise:** An activity requiring the performance, integration, or coordination of planned response activities by individuals and/or teams to facilitate training and provide a basis for evaluating the effectiveness of plans or procedures. Exercise formats include table tops, drills, and full-scale exercises.

**First Responder:** Local and nongovernmental police, fire, and emergency personnel who, in the early stages of an incident, are responsible for the protection and preservation of life, property, evidence, and the environment. (US/NRP)

**Full-scale Exercise:** A scenario-based activity that introduces pre-scripted artificial events to drive the simulated execution of a Crisis Management or Emergency Operations Plan, to include the mobilization and deployment of some or all response resources.

**Hazard:** Any known physical, environmental, or natural condition that has the capability to kill or injure, cause damage to property, assets, operations, or the environment, or produce economic loss.

**Hazardous Materials (HAZMAT):** Any flammable, combustible, corrosive, poisonous, reactive, explosive, or toxic substance that can damage living cells or which, by its nature, presents a danger to the environment. Also known as Dangerous Goods. (US/EPA)

**Hot Site:** A pre-designated physical facility that is usually geographically separated from core business facilities and is designed and equipped to continue critical business processes until disaster recovery has progressed to a point where relocated processes can be permanently re-established. Also known as Alternate Work Site.

**Incident:** Any condition or circumstance that has affected or may affect safety, security, property, assets, operations, the environment, or critical business processes. An incident may require further assessment and could ultimately result in a crisis or emergency declaration and the implementation of emergency response, business continuity, and crisis management plans.

**Incident Assessment:** An appraisal of the nature and severity of an incident to estimate probable effects on life safety, property, assets, operations, the environment, and critical business processes.

**Incident Command System (ICS):** A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of an incident without being hindered by jurisdictional boundaries. Used extensively in the U.S. (US/NIMS)

**Incident Commander (IC):** The individual responsible for all incident response activities, including the development of strategies and tactics, and the ordering and release of resources. The IC has overall authority and responsibility for all operations at an incident scene. (US/NIMS)

**Incident Command Post (ICP):** The field location from which tactical on-scene incident command functions are performed. (US/NIMS)

**Incident Management System:** The combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure with responsibility for the
management of assigned resources to effectively accomplish stated objectives pertaining to an incident. (US/NFPA 1600)

**Incident Management Team (IMT):** The Incident Commander and appropriate Command and General Staff personnel assigned to an incident (US/NIMS). Synonymous with Emergency Response Team.

**Incident Support Team (IST):** A corporate or business unit response organization that may be activated during corporate crises and/or facility-level emergencies or business interruptions to provide corporate and other external resources that may be required to mitigate or recover from an incident. Support activities may include, but are not limited to, deploying senior executives to incident scenes, providing personnel or equipment from corporate or contract sources, and coordinating business continuity and recovery issues arising from an incident.

**Infrastructure:** Those service or support functions upon which all business processes are dependent. Examples include utilities, facilities, information technology systems, and communications equipment and networks.

**Initial Actions:** Actions taken by those responders who are first to arrive at an incident site. (US/NRP)

**Initial Response:** Resources initially committed to an incident. (US/NRP)

**Issue:** Any potential consequence identified during the corporate crisis management process for which the company either does not have an advance strategy or otherwise lacks the necessary policy or other means of authorizing action. The identification and assignment of an issue reserves the authority for decision-making to the group identified as having authority over the issue.

**Joint Information Center (JIC):** A facility established to coordinate all incident-related public information activities. It is the central point of contact for all news media at the scene of an incident. Public information officials from all participating agencies should co-locate at the JIC. (US/NRP)

**Line of Succession:** A prearranged plan that ensures continuity of governance, authority, decision-making, and communications in situations where key senior managers suddenly become unavailable or incapacitated.

**Mitigation:** Activities taken to eliminate or reduce the probability of an event, or to reduce its severity or consequences, either prior to or following an incident. (US/NFPA 1600)

**Mobilization:** The process and procedures used by all organizations for activating, assembling, and transporting all resources that have been requested to respond to or support an incident. (US/NRP)

**Mutual Aid:** Any collective action by businesses in a defined area to provide aid, relief, and other services to a participating business that cannot immediately recover from the effects of emergency. Mutual aid may include response resources, temporary sheltering of evacuated employees, temporary working space, or other support relating to emergency response and recovery.

**Mutual Aid Agreement:** A written agreement between agencies, organizations, and/or jurisdictions to assist one another on request by furnishing personnel, equipment, and/or expertise in a specified manner. (US/NRP)

**Natural Disaster:** Any naturally occurring destructive geological or meteorological event that causes death, extensive injuries, and widespread physical damage. (US/Stafford Act)
**News Media:** A collective term that encompasses local, regional, national, or international journalists who gather and report information, and newspapers, television and radio stations, magazines, internet, and wire services which disseminate information.

**Outage:** An extraordinary event causing a disruption to or loss of key business processes that has a high impact on the organization. (AUS/BCM Handbook)

**Post-Incident Review:** The analysis of an organizational response to an incident for the purpose of identifying both positive and negative aspects of the response. The review also documents lessons learned and recommends corrective actions where appropriate.

**Preparedness:** Activities, programs, and systems developed and implemented prior to a disaster/emergency that are used to support and enhance mitigation of, response to, and recovery. (US/NFPA 1600)

**Prevention:** Measures taken to identify hazards and reduce risk, such as conducting hazards and vulnerability analyses, and implementing related safety and accident prevention programs. Actions taken to avoid an incident or intervene to stop an incident from occurring (US/NRP)

**Procedures:** Steps taken by an individual to achieve a result. (AUS/BCM Handbook)

**Protective Actions:** Those measures taken to protect staff and visitors from the direct, indirect, or potential consequences of any incident or emergency. Options include evacuation, shelter-in-place, and safe haven.

**Public Sector:** Organizations and entities that are part of the governmental structure at any level. (US/NRP)

**Radiation Attack:** The use of common explosives to spread radioactive materials over a targeted area. Also known as a "dirty bomb" attack. (US/FEMA)

**Rank Order:** The level of importance of a process or function within a business unit (division), department, or sub-department.

**Recovery:** Actions taken to restore operations to levels approximating those that existed prior to an incident.

**Refuge:** A designated area within a building or structure that is equipped or architecturally designed to reduce vulnerability to life-threatening emergencies.

**Resources:** Personnel, supplies, and equipment that is available or potentially available for assignment to an incident. (US/FEMA)

**Response:** Those actions directed at the short-term, direct effects of an incident. These include immediate actions to save lives, protect property, and meet basic human needs, and may involve the execution of emergency operations plans and incident mitigation activities designed to limit loss of life, personal injury, property damage, and other unfavorable outcomes. (US/NRP)

**Restoration:** A part of recovery that involves planning for and/or implementing procedures for the repair or relocation of a primary site and its contents.

**Risk:** The potential for losses associated with a particular hazard and defined in terms of expected probability, frequency, exposure, and consequences. (US/FEMA)
**Risk Assessment:**
(1) Any methodology to identify the type and extent of loss or damage that could occur due to lack of precautions and protective measures.
(2) The systematic and comprehensive identification of natural, physical, business, technological, environmental, security, and other hazards to which a business might become exposed and an assessment of vulnerability to those hazards. A comprehensive risk assessment may include separate but related functional components, such as a business impact analysis (BIA), a security vulnerability assessment (SVA) and a physical hazard identification and vulnerability assessment.

**Safe Haven:** A protective action involving relocation to designated interior refuges when outside conditions, such as smoke, contaminated air, or violent weather preclude immediate evacuation.

**Secondary Evacuation:** The movement of evacuated persons after an initial evacuation is completed to other buildings, public shelters, or other safe locations when the evacuated building cannot be reoccupied within a reasonable period.

**Security Vulnerability:** An exploitable capability, weakness, or deficiency at a facility, entity, venue, or pertaining to a person. (ASIS)

**Shelter-in-place:** A protective action that involves taking cover or otherwise remaining at or near normal workstations or wherever else an individual may be located when conditions outside or in other parts of a building pose safety threats that outweigh those posed by remaining in-place.

**Site:** A spatial location that can be designated by longitude and latitude. (ASIS)

**Spokesperson:** The person or persons authorized to speak to the media and other stakeholders on behalf of a business or organization.

**Sweep:** The organized and methodical visual inspection of enclosed or isolated areas and other floor space during an evacuation to ensure that all persons located in those areas are aware of and comply with an evacuation order. An evacuation sweep is separate and distinct from search and rescue operations that may be conducted by emergency responders to locate and remove trapped victims.

**Tabletop Exercise:** A scenario-based simulation for a crisis management or emergency response team that uses facilitated discussion to analyze one or more hypothetical situations, develop courses of action, and arrive at critical decisions.

**Terrorism:** The unlawful use of force or violence committed against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof in furtherance of political or social objectives. (US/FBI)

**Threat:** Any indication of possible violence, harm, damage, or danger. (US/FEMA)

**Vulnerability:** The potential for fatalities, injuries, property damage, or economic loss that may be caused by a hazard in terms of both probability of occurrence and severity of consequences.

**Warning:** Any pre-determined audible or visual signal or other communication advising of the existence of a hazard, incident, emergency, or other event that requires the imminent or immediate application of one or more protective actions. Examples include sirens, klaxons, bells, horns, and flashing lights.

**Weapons of Mass Destruction:** Any device, material, or substance used in a manner, quantity, type, or circumstance to cause mass casualties, damage or destroy public or private property, or damage, destroy, or deny the use of any portion of the national economic infrastructure. (US/FBI)
Workplace Violence: Any physical assault, threatening behavior, or verbal abuse occurring in a work setting. It includes but is not limited to beatings, stabbings, actual and attempted suicides, shootings, rape, and psychological traumas such as threats, obscene phone calls, intimidating presence, and harassment of any nature, such as being sworn at, shouted at, or followed. (US/NIOSH)

SOURCE LISTING

Organizations and Agencies

ASIS - American Society for Industrial Security International
US/EPA - U.S. Environmental Protection Administration
US/FBI - U.S. Federal Bureau of Investigation
US/FEMA - U.S. Federal Emergency Management Agency
US/NIOSH - U.S. National Institute for Occupational Safety and Health
US/OSHA - U.S. Occupational Safety and Health Administration

ACRONYM LIST

AHJ - Authority Having Jurisdiction
CMT - Crisis Management Team
EOC - Emergency Operations Center
ERC - Emergency Response Coordinator
EOP - Emergency Operations Plan
ERT - Emergency Response Team
HAZMAT - Hazardous Materials
IAP - Incident Action Plan
IC - Incident Commander
ICP - Incident Command Post
ICS - Incident Command System
IMT - Incident Management Team
IST - Incident Support Team
JIC - Joint Information Center
SITREP - Situation Report
SRO - Security Resource Officer
WMD - Weapons of Mass Destruction
Appendix B

EOP Forms
## Incident Command System Assignments

**Instructions:** Complete this form by filling in the person responsible for each position/function. In addition, assign two alternate people in case the primary person in charge is absent during the critical incident.

<table>
<thead>
<tr>
<th>Title</th>
<th>Name and Tele. No.</th>
<th>Alternate Names and Tele. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MANAGEMENT</strong></td>
<td></td>
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</tr>
<tr>
<td>Management/Incident Commander. This person (the principal or designee) is responsible for the school's EOP and management of the emergency situation. As a general rule, the Incident Commander should be the most appropriate person to fill the function. He or she must have a clear understanding of the district's policies and operations and the emergency at hand. The IC must also be able to make quality assessments, communicate well, and command others. He or she activates the Incident Command System and remains in charge until the arrival of law local emergencies response agencies (i.e. law enforcement, fire, EMS).</td>
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<tr>
<td>Management/Public Information Officer. This person is responsible for compiling and releasing information regarding an incident to the news media and other appropriate agencies and personnel. This person establishes the News Media Center (close but not on school property) and coordinates information released to the news media. (The person responsible for this position only needs to inform the news media that a WKEC PIO will be arriving soon and would they wait in the designated News Media Center.)</td>
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<tr>
<td>Management/Safety Officer. This person is responsible for monitoring the district's response in an attempt to prevent injuries from occurring to both those caught up in the incident and those trying to resolve it. This person monitors safety conditions of an emergency situation and serves as a point of contact for assisting law enforcement and fire and rescue agencies. He / She will normally correct unsafe acts or conditions through regular lines of authority, but has authority to stop or prevent unsafe acts when immediate action is required.</td>
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<tr>
<td>Management/Liaison Officer. This person serves as the point of contact for responding agencies (law enforcement, fire, emergency medical, utilities, etc.) and other school locations that may be involved in the incident. This includes negotiating mutual aid agreements with these agencies and schools.</td>
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<tr>
<td><strong>PLANNING</strong></td>
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<tr>
<td>Planning/Instructional Staff. This person(s) is(are) responsible for collecting, evaluating and disseminating the information needed to measure the size, scope, and seriousness of an incident and to plan an appropriate response. <em>(Makes it rational - by &quot;thinking&quot;)</em></td>
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<tr>
<td><strong>OPERATIONS</strong></td>
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<tr>
<td>Are responsible for all tactical operations of an incident, directing the implementation of action plans and strategies for resolution. Once a temporary water source is on site, Operations will see that a process for water distribution is established. <em>(Makes it happen - the &quot;doers&quot;)</em></td>
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<tr>
<td>Operations/First Aid Coordinator. This person knows the location of medical supplies and oversees care given to the injured until paramedics arrive.</td>
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<tr>
<td>Operations/Facility and Ground Coordinator. This person knows the school campus and location of shut-off valves for utilities, fire alarm, sprinkler system and cable television.</td>
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<tr>
<td>Operations/Food and Water Coordinator. This person oversees the distribution of food and water.</td>
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<tr>
<td>Operations/Student Accounting &amp; Release Coordinator. This person accounts for everyone on site and should have access to attendance records and visitor sign-in sheets.</td>
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<tr>
<td>Operations/Traffic Safety Coordinator. This person oversees the transportation system.</td>
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<tr>
<td>Operations/Other. <em>(i.e. IT, Security, )</em></td>
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<tr>
<td><strong>LOGISTICS</strong></td>
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<tr>
<td>Logistics/Resource Coordinator. This person is responsible for obtaining resources (personnel, equipment, facilities, services, etc.) to support the operations functions and monitors inventory of supplies and equipment required for incident resolution. <em>(Makes it possible - by &quot;getting&quot;)</em></td>
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<tr>
<td><strong>FINANCE &amp; ADMINISTRATION</strong></td>
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<tr>
<td>Finance &amp; Administration/Document Coordinator. This person is responsible for all cost and financial matters related to an incident. Admin/Finance will keep a record of costs incurred during the incident. Generally, administrative staff, which handles finances for the school, should be assigned this position. <em>(Makes it fiscally accountable - by &quot;recording&quot;)</em></td>
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</tbody>
</table>
### Incident Command Report

This report form is provided to assist in managing and documenting the response to an emergency.

<table>
<thead>
<tr>
<th>Description of Incident</th>
<th>Date</th>
<th>Time</th>
<th>A.M.</th>
<th>P.M.</th>
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</thead>
<tbody>
<tr>
<td>School’s response to the emergency was commanded by</td>
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<tr>
<td>Name</td>
<td>Title</td>
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<tr>
<td>Telephone No.</td>
<td>Email Address</td>
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<tr>
<td>Type of Incident</td>
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<td>(this may be a combination of the below)</td>
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<tr>
<td>Medical Injury</td>
<td>Missing Student</td>
<td>Intruder</td>
<td>Utility Outage</td>
<td></td>
</tr>
<tr>
<td>Pandemic Flu</td>
<td>Bomb Threat</td>
<td>Fire</td>
<td>School Bus Incident</td>
<td></td>
</tr>
<tr>
<td>Crime / Violence</td>
<td>Suspicious Package</td>
<td>Natural Gas Leak</td>
<td>Severe Weather</td>
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</tr>
<tr>
<td>Out of Control Student</td>
<td>Terrorism</td>
<td>Haz. Material Spill Release</td>
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<tr>
<td>Hostage Situation</td>
<td>Biological Attack</td>
<td>Workplace Violence</td>
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<tr>
<td>Suicide Threat</td>
<td>Chemical Attack</td>
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<tr>
<td>Suicide Attempt</td>
<td>Radioactive/Nuclear Attack</td>
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<tr>
<td>Runaway</td>
<td>Conventional Attack/Explosion</td>
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<tr>
<td>Other:</td>
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</table>

| Additional Details | | | | |

| District Notification | Notification to WKEC District: | | | |
|-----------------------|---------------------------------|------|------| |
| By Whom | Date Notified | Time Notified | A.M. | P.M. | |
| Agency Name | Telephone No. | Date Notified | Time Notified (A.M. or P.M) | |
| Outside Agencies Notified | | | | |

| Protective Action | Incident required: | Evacuation | Yes | No | Shelter-In-Place | Yes | No | Lockdown | Yes | No | |
|-------------------|--------------------|------------|-----|----|------------------|-----|----|-----------|-----|----|

| Weather Conditions | Describe: | | | |
|---------------------|-----------| | | |

| District Notification | Notification to WKEC District: | | | |
|-----------------------|---------------------------------|------|------| |
| By Whom | Date Notified | Time Notified | A.M. | P.M. | |
| Agency Name | Telephone No. | Date Notified | Time Notified (A.M. or P.M) | |
| Outside Agencies Notified | | | | |

| Protective Action | Incident required: | Evacuation | Yes | No | Shelter-In-Place | Yes | No | Lockdown | Yes | No | |
|-------------------|--------------------|------------|-----|----|------------------|-----|----|-----------|-----|----|

| Weather Conditions | Describe: | | | |
|---------------------|-----------| | | |
Material Safety Data Sheet (MSDS): Attach MSDSs for all chemicals involved in the incident.

The following additional hazards existed on-site at this location:

In addition to the materials involved in the incident, the following substance(s) are known or are suspected to be near the incident site. The primary hazards of each are identified below:

<table>
<thead>
<tr>
<th>Substances</th>
<th>Concentrations</th>
<th>Primary Hazards</th>
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<tbody>
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Emergency Medical Care for this incident required the following:

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<tr>
<th>Ambulance Service</th>
<th>Ph. #</th>
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<table>
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<tr>
<th>Hospital</th>
<th>Ph. #</th>
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<thead>
<tr>
<th>First Aid Supplies</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Eye Wash</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Emergency Shower</td>
<td>Yes</td>
<td>No</td>
</tr>
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</table>

Incident Declared Over At

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>A.M.</th>
<th>P.M.</th>
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Declared By Whom

<table>
<thead>
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<th>Name:</th>
<th>Title:</th>
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Debriefing and Post Incident Critique

<table>
<thead>
<tr>
<th>Debriefing of Personnel Conducted By</th>
<th>Critique Response to Incident</th>
</tr>
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<tbody>
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Additional Notes

Completed By

<table>
<thead>
<tr>
<th>Name:</th>
<th>Phone No.:</th>
<th>Date:</th>
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<table>
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<th>Name:</th>
<th>Phone No.:</th>
<th>Date:</th>
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</table>
Bomb Threat Call Worksheet

Do not under any circumstances, touch or move any suspicious packages.

Date:  
Time:  
School Name:

Person Receiving Call:  
Receiving Telephone Number:  

Exact Words of Threat:

Is Caller’s number available on caller ID?  
☐ No  ☐ Yes  If yes, what is number:

Questions to Ask:  
Caller’s Reply:

1. When is the Bomb Going to Explode?
   
2. Where is the Bomb Right Now?
   
3. What Kind of Bomb is it?
   
4. What Does it Look Like?
   
5. Why did You Place the Bomb?
   
6. What will cause it to explode?
   
7. Where are you calling from?
   
8. What is your name?

Complete the Following:
(Circle Appropriate Descriptions)

Caller’s Identity:  
Voice:  
Accent:  

Speech:  
Language:  
Manner:  

Background Noises:

Additional Information:

Action to Take Immediately After Call:

EOP Form 3  
1 of 1
## Staff Skills

**School:**
________________________________________________________

**School Year:** ________________

<table>
<thead>
<tr>
<th>Experience/Equipment</th>
<th>Name of Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical/First Aid Experience</td>
<td></td>
</tr>
<tr>
<td>Fire Extinguisher Experience</td>
<td></td>
</tr>
<tr>
<td>Communication Equipment (indicate type)</td>
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</tr>
<tr>
<td>Search and Rescue Experience</td>
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</tr>
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</table>

EOP Form 4  
1 of 1
## Student Release Permission Slip

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
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<tbody>
<tr>
<td>School</td>
<td>________________________________________________</td>
</tr>
<tr>
<td>Date</td>
<td>________________________________________________</td>
</tr>
<tr>
<td>Time</td>
<td>________________________________________________</td>
</tr>
<tr>
<td>□ A.M. □ P.M.</td>
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</tr>
<tr>
<td>Student’s Name</td>
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</tr>
<tr>
<td>Authorized Adult</td>
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</tr>
<tr>
<td>Relationship to Student</td>
<td></td>
</tr>
<tr>
<td>Student Being Transported to:</td>
<td></td>
</tr>
<tr>
<td>Phone Number to Reach</td>
<td></td>
</tr>
<tr>
<td>Verified by Student Release Center (Signature):</td>
<td></td>
</tr>
<tr>
<td>Authorized Adult (Signature)</td>
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</tbody>
</table>

EOP Form 5  
Page ___ of ___
# Student Release Log

**School:** __________________________________________________________

**Date:** ___________________________________________________________

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Time Released</th>
<th>Disposition</th>
<th>Name of Person Released To</th>
<th>Signature</th>
</tr>
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</tbody>
</table>
## Incident Response Debriefing Report

### School Name / Location

### Date of Incident

### Time of Incident

[ ] A.M.  [ ] P.M.

### Type of Incident

### Debriefing Meeting Attendees

<table>
<thead>
<tr>
<th>Action / Response</th>
<th>Comments and/or Action Items</th>
<th>Action Item Assigned To and Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Notification &amp; Communication</strong></td>
<td>Comments:</td>
<td>Assigned to:</td>
</tr>
<tr>
<td>Describe initial notification process and effectiveness; evaluate overall communication during incident response (i.e., alarms working, persons who could not be reached, dead spots to hear alarm, etc.)</td>
<td>Action Item(s):</td>
<td>Due date:</td>
</tr>
<tr>
<td><strong>Initial Assessment</strong></td>
<td>Comments:</td>
<td>Assigned to:</td>
</tr>
<tr>
<td>Describe initial assessment of the incident (i.e., by whom, within reasonable time, clear information was provided, etc.)</td>
<td>Action Item(s):</td>
<td>Due date:</td>
</tr>
<tr>
<td><strong>Command &amp; Coordination</strong></td>
<td>Comments:</td>
<td>Assigned to:</td>
</tr>
<tr>
<td>Describe activation of Incident Command System, effectiveness of Incident Management System, decision making responsibilities, assignments, at scene, at Incident Command Center, etc.</td>
<td>Action Item(s):</td>
<td>Due date:</td>
</tr>
<tr>
<td><strong>Protective Actions</strong></td>
<td>Comments:</td>
<td>Assigned to:</td>
</tr>
<tr>
<td>Describe how well the following were completed: evacuation, shelter-in-place, lockdown, assembly at evacuation sites, roll call, etc.</td>
<td>Action Item(s):</td>
<td>Due date:</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>Comments:</td>
<td>Assigned to:</td>
</tr>
<tr>
<td>Did Teachers respond as instructed, were rooms/floors/building sections cleared in a good manner, searches completed, any additional training needed, etc.?</td>
<td>Action Item(s):</td>
<td>Due date:</td>
</tr>
<tr>
<td>Action / Response</td>
<td>Comments and/or Action Items</td>
<td>Action Item Assigned To and Due Date:</td>
</tr>
<tr>
<td>-------------------</td>
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<td>--------------------------------------</td>
</tr>
<tr>
<td><strong>Local Emergency Response Agencies</strong>&lt;br&gt;What agencies responded, was their response time acceptable, did they take over Incident Command, etc.?</td>
<td>Comments:  &lt;br&gt;Action Item(s):</td>
<td>Assigned to:  &lt;br&gt;Due date:</td>
</tr>
<tr>
<td><strong>Emergency Response Equip.</strong>&lt;br&gt;Describe equipment that was not available, any equipment that was not maintained, any additional equipment that is needed, etc.</td>
<td>Comments:  &lt;br&gt;Action Item(s):</td>
<td>Assigned to:  &lt;br&gt;Due date:</td>
</tr>
<tr>
<td><strong>Shut-downs (Utility / Equip.)</strong>&lt;br&gt;Did shut-downs go smoothly, were shut-offs easy to locate, etc.?</td>
<td>Comments:  &lt;br&gt;Action Item(s):</td>
<td>Assigned to:  &lt;br&gt;Due date:</td>
</tr>
<tr>
<td><strong>Safety</strong>&lt;br&gt;Describe safety control measures, major injuries, illnesses, etc.</td>
<td>Comments:  &lt;br&gt;Action Item(s):</td>
<td>Assigned to:  &lt;br&gt;Due date:</td>
</tr>
<tr>
<td><strong>Emergency Operations Plan</strong>&lt;br&gt;Are there any revisions or additions needed in the Emergency Operations Plan?</td>
<td>Comments:  &lt;br&gt;Action Item(s):</td>
<td>Assigned to:  &lt;br&gt;Due date:</td>
</tr>
<tr>
<td><strong>Other Comments / Information / Action Item</strong></td>
<td>Comments:  &lt;br&gt;Action Item(s):</td>
<td>Assigned to:  &lt;br&gt;Due date:</td>
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</tbody>
</table>
# Telephone Communication Log

School___________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Message</th>
<th>Initials</th>
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</table>

EOP Form 8

Page ____ of ____
**Evacuation Status Report**

This form is to be completed by the Principal or designee immediately after evacuation.

School: _____________________________________________________________

Completed by: ______________________________________________________

Date: ___________________________________________________________________

<table>
<thead>
<tr>
<th>TEACHER / CLASS / GROUP</th>
<th>STUDENTS # MISSING</th>
<th>STUDENTS # INJURED</th>
<th>STAFF # MISSING</th>
<th>STAFF # INJURED</th>
<th>ANYONE TRAPPED?</th>
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<tbody>
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**TOTALS**

NOTES:

EOP Form 9
Emergency Damage Report
This form is to be completed as soon as possible and delivered to the Principal at the Incident Command Center.

School: ____________________________________________________________

Completed by: ______________________________________________________

Date: ____________

<table>
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<tr>
<th>Area or Item</th>
<th>Description of Damage</th>
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NOTES:

EOP Form 10
## Equipment Audit

<table>
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<tr>
<th>Type of Equipment</th>
<th>Have?</th>
<th>#</th>
<th>Location</th>
<th>Working Order?</th>
<th>Yes</th>
<th>No</th>
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<td>Emergency Generators</td>
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</table>
## Emergency Drill Record

School Name: ______________________________________________________________

<table>
<thead>
<tr>
<th>Type of Drill</th>
<th>Date Held</th>
<th>Time</th>
<th>Remarks</th>
<th>Recorded By</th>
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EOP Form 12

Page ____ of ___