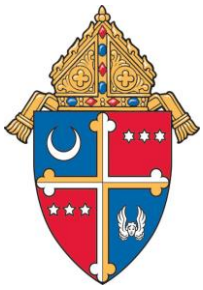
Emergency Response Plan

Prevention

School Emergency Response Plan and Management Guide

Preparedness



ARCHDIOCESE OF WASHINGTON
Catholic Schools Office

Response Protocols

Recovery

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Introduction and Ackowledgements

The safety, security, and well-being of children attending Catholic Schools within the Archdiocese of Washington (ADW) is paramount to fostering a positive and nurturing learning and working environment, based on Catholic values, where students have the opportunity to obtain a high standard of academic excellence and achievement. In 2009, the ADW Catholic Schools Office (CSO) adopted *Policies for Catholic Schools*. ~~Particularly, Policies 3540 and 3541 support the safety and security of the children and the entire school community.~~ In order to ensure that a safe and secure learning environment continues to exist for students, staff, and parents/guardians, a comprehensive and integrated School Emergency Response Plan (SERP), accompanying *School Emergency Response Plan Management Guide* (*Management Guide*), and Classroom Emergency Flipchart have been developed. Federal funding, under Title IV, Part A, Safe and Drug-Free Schools and Communities Act (No Child Left Behind Act of 2001) via Local Educational Agencies (LEA) in the Archdiocese of Washington, was obtained to construct and implement the School Emergency Response Plan, *Management Guide*, and Classroom Emergency Flipchart.

Additionally, the District of Columbia Emergency and Safety Alliance (ESA) provided the final technical guidance for the emergency and crisis response guidelines that adhere to the One City, One Plan model for enhancing the safety and security of the school community, especially for the students.

The SERP, *Management Guide*, and Classroom Emergency Flipchart are based on nationally and regionally recognized best and promising school emergency/crisis preparedness practices and are consistent with key elements from the four phases of emergency management, as prescribed by the U.S. Department of Education's Office of Safe and Drug-Free Schools. These products were developed utilizing a collaborative framework to seek input and guidance from various stakeholders to include District of Columbia and State of Maryland public safety officials and responders, homeland security officials, public and mental health officials, business and community representatives, parent and student representatives, regional school districts and school security officials, ADW and CSO officials, and school administrators, pastors, teachers, and staff.

The ADW CSO acknowledges and greatly appreciates the invaluable assistance and support provided by the LEA District of Columbia Public Schools, U.S. Department of Education's Office of Safe and Drug-Free Schools, Clarke Consulting Group, LLC, District of Columbia Emergency and Safety Alliance, and all of the various stakeholders in developing and implementing the SERP, *Management Guide*, and Classroom Emergency Flipchart. The plans, when activated, will allow for a coordinated and effective response to a school-related emergency and/or crisis.

Purpose

The ADW CSO is equipped, ready, and organized to respond and resolve a multitude of school-related emergencies and/or crises. The SERP, *Management Guide*, and Classroom Emergency Flipchart provide the structure, guidance, tools, procedures, and protocols to be followed during an emergency and/or crisis in order to maximize the safety, security, and well-being of students, staff, parents/guardians, and visitors, as well as protect the physical integrity of the school building and campus.

Mission

The ADW CSO is committed to providing a positive and nurturing learning and working

environment, based on Catholic values, where students have the opportunity to obtain a high standard of academic excellence and achievement in a safe, orderly, and secure manner. The CSO and school administrators are prepared and trained to implement the necessary elements of the SERP, *Management Guide*, and Classroom Emergency Flipchart to provide for a coordinated, strategic, and effective response to school-related emergencies and/or crises.

Goals

The ADW CSO is committed to ensuring a comprehensive, integrated, effective, and sustainable emergency management program exists that includes the below goals:

- ☆ Protect the safety, security, and well-being of students and staff
- ☆ Enhance emergency management knowledge and skills of CSO officials, principals, and school staff
- ☆ Provide for a safe, effective, and coordinated response to a school-related emergency or crisis
- ☆ Restore the school and educational process to a safe, secure, and healthy learning environment in a timely and efficient manner in the aftermath of an emergency or crisis

To accomplish these goals, the CSO has adopted an all-hazards approach to emergency management and a collaborative framework allowing for a coordinated and successful response to a school emergency and/or crisis.

CSO officials and school administrators are committed to working collaboratively with response partners to practice and test the SERP, response procedures, protocols, and conduct emergency drills/exercises to identify gaps so improvements and updates can be made. Initial and on-going emergency management training will be provided to CSO officials, school administrators, and staff to enhance and strengthen their emergency management capacity, capability, and proficiency.

All-Hazards Approach and Framework

The ADW CSO has adopted an all-hazards approach and framework to school emergency management. An all-hazards approach and framework proactively identifies, assesses, and evaluates potential hazards, risks, and vulnerabilities that impact the safety, security, and well-being of students and staff.

Understanding the Plan

The SERP in conjunction with the *Management Guide* and Classroom Emergency Flipchart, are designed to provide CSO officials, school administrators, and staff the needed knowledge and guidance to strategically respond and effectively manage, as well as resolve, an emergency and/or crisis at both the school and archdiocesan level.

A school emergency is a sudden, generally unexpected occurrence or event of circumstances demanding immediate attention and action to prevent death and/or serious mental and/or physical injury to students, staff, and visitors as well as the minimization of property damage to school facilities. Additionally, a school crisis can be defined as a time of great danger, unstable or critical situation, conflict, or an emotionally stressful or traumatic event whose outcomes generate high levels of fear and anxiety requiring immediate attention and action.

The SERP is the system-wide approach for responding to a school problem and/or a serious

or major emergency or crisis. The *Management Guide* provides detailed information and guidance regarding school emergency preparedness and response management. In addition, the Classroom Emergency Flipchart was developed for principals to implement when responding to a serious or major school-related emergency and/or crisis. These core components of the overarching plan will be discussed in greater detail throughout this guide.

The SERP, *Management Guide,* and Classroom Emergency Flipchart were designed and developed based on research of nationally and regionally identified best and promising school emergency/crisis preparedness practices and incorporates an all-hazards approach and framework, as well as the U.S. Department of Education's Office of Safe and Drug-Free Schools four phases of emergency management.

The overall plan also incorporates the key components of the National Incident Management System (NIMS) to include the structure of the Incident Command System (ICS) and is aligned with key elements of the District of Columbia District Response Plan through the Emergency and Safety Alliance that align with the State of Maryland procedures and other regional government emergency operation plans. In addition, the plan takes into account and addresses issues related to students and staff who have special needs.

A critical aspect of the SERP, *Management Guide*, and Classroom Emergency Flipchart is the collaborative involvement and input of key response partners and stakeholders in the design and development of the comprehensive plan. The plan reflects the expertise of District of Columbia and the State of Maryland public safety officials and responders, homeland security officials, and public and mental health officials. It also reflects the perspectives of business and community representatives, parents/guardians and student representatives, regional school districts and school security officials, ADW and CSO officials, and school administrators, teachers, and staff.

The SERP is designed to be activated in three levels: Level I – School Related Problem; Level II – Serious School Emergency; and Level III – Major School Emergency under the structure of the Incident Command System at both the school level and CSO. Levels of Activation, as defined in Section 3.9 and Figure 3.0 of the *Management Guide* and SERP respectively, are predicated upon the nature, scope, and complexity of an emergency and/or crisis.

School Emergency Response Team (SERT)

The SERP identifies the principal as the Incident Commander and confers significant authority and decision-making responsibilities to the principal in the event of a school-related emergency and/or crisis. As Incident Commander, the principal has direct access to and oversight of a School Emergency Response Team (SERT), consisting of staff assigned the roles of Safety Official, School Information Officer, Liaison Official and Operations, Planning, Logistics, and Finance and Administration Chiefs. These School Emergency Response Team members assist the Incident Commander in resolving the school-related emergency and/or crisis.

Executive Support Team (EST)

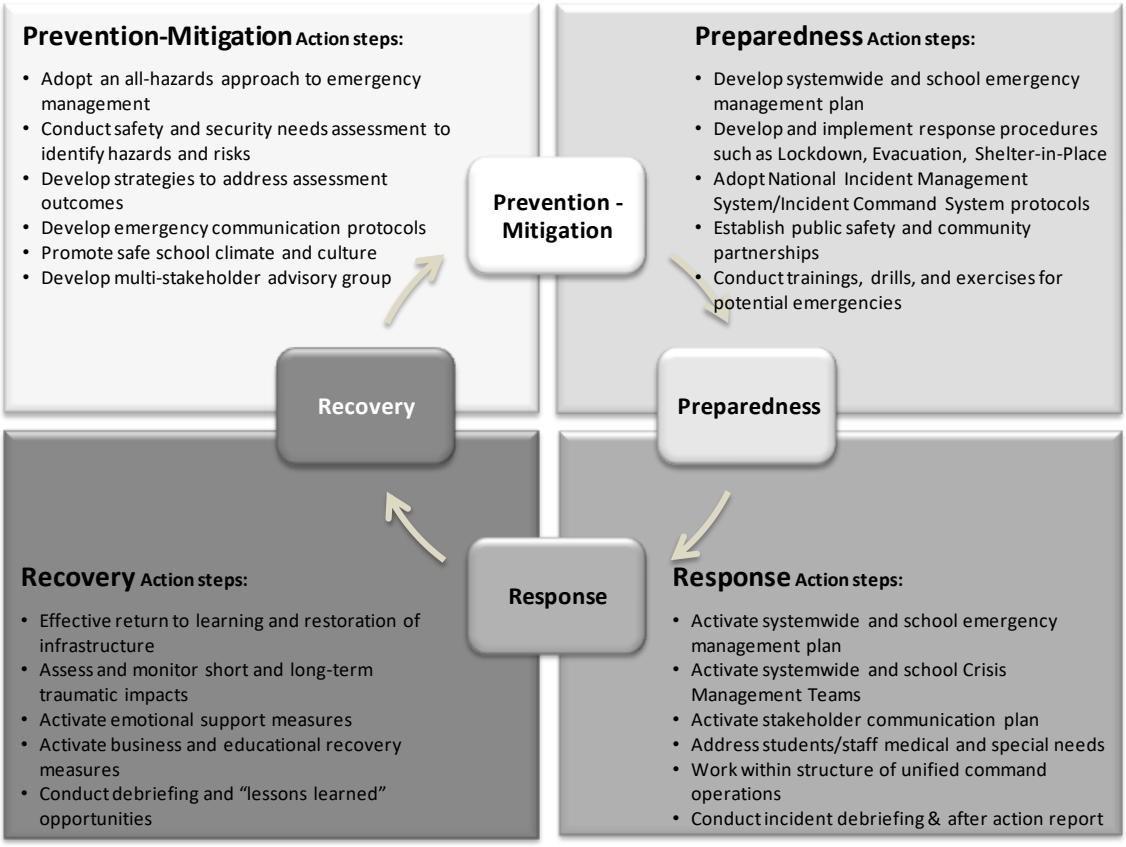
The SERP identifies the Superintendent of Catholic Schools as the system-wide CSO Executive Support Team Manager and confers significant authority and decision-making responsibilities in the event of a school emergency and/or crisis that requires CSO coordination and deployment of archdiocesan personnel, resources, and support. As CSO Executive Support Team Manager, the Superintendent of Schools assumes system-wide authority, leadership, oversight, and decision-making responsibilities for resolving the emergency and/or crisis. In the

role of CSO Executive Support Team Manager, the Superintendent has direct access to and oversight of the CSO Executive Support Team, consisting of staff assigned the roles of in the CSO and other ADW Offices.

An archdiocesan official may supersede the role of the CSO Executive Support Team Manager to Archdiocesan Executive Support Team Manager when a major or catastrophic emergency and/or crisis significantly impacts archdiocesan schools or operations. In this situation, the Superintendent of Catholic Schools would serve as a senior advisor to the designated Archdiocesan Executive Support Team Manager.

Department of Education's Four Phases of Emergency Management

The U.S. Department of Education Office of Safe and Drug-Free Schools has developed a cycle of crisis planning and emergency management guidelines for schools to follow as they develop and enhance their emergency preparedness and response management plans and efforts. The cycle of crisis planning is sequential and identifies the four phases of emergency management as Prevention-Mitigation, Preparedness, Response, and Recovery. These critical phases are interconnected and serve as the foundation for a successful response to a school-related emergency and/or crisis. The figure below illustrates the sequence of the four phases and summarizes key action steps of each phase. In addition, best practices relative to the four phases and accomplishments to date by the CSO and archdiocesan schools in these phases are outlined within the respective sections of the *Management Guide*.



SECTION 1

School Emergency Response Plan (SERP)

In accordance with *Policies for Catholic Schools* (2009), all archdiocesan Catholic schools shall adopt and implement school safety and emergency response plans in accordance with the guidelines set forth in this Management Guide (Policy #3541). Additionally, principals are required to complete the School Emergency Response Plan (SERP) annually and submit it to the ADW CSO for approval. The School Emergency Response Plan (SERP) is comprehensive and designed under the structure of the Incident Command System, reflects an all-hazard approach, and includes the following key components:

- ☆ Identification of School Emergency Response Team members, including Incident Commander and position backups;
- ☆ Identification of School Emergency Response Team critical duties and responsibilities. The principal has the authority, due to the limited number of staff at each school, to have members of the School Emergency Response Team hold and perform the duties of more than one team position and perform more than one assignment or duty concurrently. The principal may also assume more than one position on the team;
- ☆ Identification of key ADW CSO Executive Support Team contacts;
- ☆ Identification of command posts, evacuation sites, media staging areas, special needs students and staff, safe locations, staff trained in first aid/CPR, portable classrooms, joint occupancy users, and parent/child reunification process and sites.

The SERP has been designed and developed in an electronic format so it can be completed and sent electronically to the ADW CSO for approval online through the DC Emergency and Safety Alliance. See Appendix A) for instructions to complete the SERP.

ARCHDIOCESAN EXECUTIVE SUPPORT TEAM (EST) General Emergency & School-related incidents		
Superintendent Ms. Kelly Branaman Office: (301) 853-4553 Cell: (202) 359-4455 Email: branamank@adw.org	**Associate Superintendent** Mrs. Wendy Anderson Office: (301) 853-4588 Cell: (802) 238-9811 Email: andersonw@adw.org	**Assistant Superintendent** Mr. Chris Buchleitner Office: (301) 853-5353 Cell: (410) 533-6071 Email: buchleitnerc@adw.org
President (CCA) Mr. Vincent Spadoni Office: (301) 853-5358 Cell: (301)-318-0651 Email: vincent.spadoni@catholicacademies.org		**Chancellor/General Counsel** Mrs. Kim Viti Fiorentino Office: (301) 853-4495 Cell: (301) 467-6036 Email: fiorentinok@adw.org
Executive Director of Child Protection and Safe Environment Courtney Chase Office: (301) 853-5379 Cell: (202) 255-8514 Email: chasec@adw.org	**Secretary of Communications** Paula Gwynn Grant Office: (301) 853-5372 Cell: (202) 579-1537 Email: grantp@adw.org	**Executive Director of Real Estate** Ms. Michelle Shelton Office: (301) 853-4522 Cell: (301) 980-4293 Email: sheltonm@adw.org

Cover Page: *School Emergency Response Plan*

Each principal is responsible for creating and updating the School Emergency Response Plan (SERP) on an annual basis at **ASSIST on AdvancED (also esa.dc.gov for D.C. schools)**. This cover page should accompany the completed plan. The principal needs to sign this cover page prior to including a copy of the plan within the Management Guide.

Emergency Response Plan for:

School Name: _____

Address: _____

City:_____ **State:**_____ **ZIP:** _____

Phone:_____ **Alternative Phone:**_____

ON THE WEB-BASED PROGRAM, YOU WILL BE ASKED TO SUBMIT AN ELECTRONIC PICTURE OF THE FRONT OF THE SCHOOL BUILDING.

_____

Principal's Signature

_____

Date

WARNING: This document is CONFIDENTIAL and FOR INTERNAL USE ONLY. This operational plan is protected from disclosure. Release of this document to unauthorized individuals is strictly prohibited.

School Emergency Response Team: *Roles and Responsibilities*

The principal (IC) serves as the lead incident official. As appropriate, the IC activates the SERT that, in turn, activates others needed to fulfill emergency response tasks.

Title and Suggested Staff	Role, Responsibility
***Incident Commander:** **Principal or Designee** *(IC)*	Responsible for the development of the school plan and overall management of emergency situations; establishes/manages Command Post; activates SERT; determines strategies to implement protocols and adopts as needed
***Public Safety Liaison:** **Asst. Principal or Teacher**	Develops working knowledge of local/regional agencies; serves as primary on-scene contact for outside agencies assigned to an incident; assists in accessing services when need arises; documents activities
***Occupant Accounting Coordinator:** **Teacher or Counselor** *(Operations)*	Analyzes school staffing to develop an Occupant Accounting and Release Plan (accounting from individual teachers to Occupant Accounting and Release to Command Post); implements plan in an emergency; develops and maintains Occupant Accounting Worksheet to document activities
Facility Access Coordinator: **Chief Custodian** *(Operations)*	Monitors site utilities (electric, gas, water, HVAC); shuts off only if danger exists or directed by IC ; assists in securing facility (locking gates and perimeter doors, posting yellow caution tape as needed, etc.); establishes secondary toilet facilities in event of water or plumbing failure; requests needed supplies from Logistics; documents activities
Triage Coordinator: **Nurse** *CPR/First-aid trained designee, if the nurse is not available* *(Operations)*	Develops plan to address management of student medications/treatments; establishes medical triage with staff trained in first aid; provides CPR and conducts CPR training; provides/oversees care given to the injured; distributes supplies (gloves, bandages, etc.); requests additional supplies from Executive Support Team; establishes and maintains first-aid supply box; documents activities
***Media Liaison:** **PRINCIPAL**	Develops relationship with local media representatives; prepares media releases; establishes media center near Command Post; coordinates information with IC and EST; documents activities
Community Liaison **School Secretary**	Communicates with parent groups and parents on the Release Plan; collaborates with the Occupant Accounting Coordinator to properly identify parents and adults identified as emergency release personnel; documents activities
Counseling Coordinator: **School Counselor** *(Operations)*	Provides psychological first aid services for those in need (working with Operations: Medical); accesses Crisis Teams, coordinates local/regional providers for ongoing crisis counseling for students, staff and parents; documents activities
Supplies Coordinator: **Teacher/Cafeteria Manager** *(Logistics)*	Establishes and maintains "School Emergency Response Team Toolbox" (batteries, etc); coordinates access to and distribution of supplies during an emergency; monitors inventory of supplies and equipment; coordinates the rationed distribution of food and water (prolonged emergencies); documents activities
Transportation Coordinator: **AP or Teacher** *(Logistics)*	Establishes emergency transportation of students and staff through established procedures; coordinates pickup locations; documents activities
Floor Wardens: **If applicable – Not a Teacher** *(Operations)*	Upon activation of an alarm or universal emergency response, quickly tour the assigned floor and alert all occupants of the appropriate response. Particular attention should be paid to isolated offices and individuals needing special assistance. Report status and use of Areas of Refuge to the IC.

*Required Members

Emergency Response Team: *Assignments*

In general, School Emergency Response Team (SERT) roles should be logical, reasonable parallels to day-to-day work assignments. Complete the form below to reflect the team assignments.

Note: More than one staff member may assume more than one (1) role within the plan.

Title	Name Position 1. Primary 2. First Alternate 3. Second Alternate	Location Person Is Found: Room #—Phone #/Ext.—Intercom #
***Incident Commander:**	1. 2. 3.	
***Public Safety Liaison:**	1. 2. 3.	
***Occupant Accounting Coordinator:**	1. 2. 3.	
***Facility Access Coordinator:**	1. 2. 3.	
***Triage Coordinator:**	1. 2. 3.	
Media Liaison:	1. NOTE: Only the Principal may be the Media Liaison in consultation with the ADW Office of Communications	
Community Liaison:	1. 2. 3.	
Counseling Coordinator:	1. 2. 3.	
Supplies Coordinator:	1. 2. 3.	
Transportation Coordinator:	1. 2. 3.	
Floor Wardens:	1. 2. 3.	

*Required Members at all levels.

Command Post Locations

School/Parish Primary: _____

_____Phone #_____

Building Alternate 1: _____ Phone #_____

_____

Building Alternate 2: _____ Phone #_____

_____

Evacuation (Fire Drill): _____

_____

Evacuation):

_____

_____

Walking Distance (Facility): Location 1: _____

Address: _____Phone # _____

Walking Distance (Facility): Location 2: _____

Address: _____Phone # _____

Occupants Needing Special Assistance: *Master List*

Using the information from individual survey forms, the School Emergency Response Team (SERT) maintains a master list of all occupants (students and staff) needing special assistance in the event of an emergency. The following information must be entered and updated regularly:

☐ Check here if you currently have *NO* persons requiring special assistance

Name **Location** **Time** **Assistance Needed and Individual To Provide**

_____ _____ _____ **Assistance needed:** _____

Assistant _____

Alternate _____

_____ _____ _____ **Assistance needed:** _____

Assistant _____

Alternate _____

_____ _____ _____ **Assistance needed:** _____

Assistant _____

Alternate _____

_____ _____ _____ **Assistance needed:** _____

Assistant _____

Alternate _____

_____ _____ _____ **Assistance needed:** _____

Assistant _____

Alternate _____

_____ _____ _____ **Assistance needed:** _____

Assistant _____

Alternate _____

Building "Hazard Hunt"
Master List and Mitigation Plans

Each School Emergency Response Team is required to identify circumstances unique to its school/campus/facility that present risks to persons or property. These might include materials used within the building, potentially troublesome evacuation routes, dangers due to geographic location, proximity to potentially hazardous buildings in the community, issues related to sharing a campus with another entity, hazard-prone areas (i.e., persistent flooding), etc.
Using information from Building "Hazard Hunt" (see Appendix A, Page 5 #9), as well as insights from School Emergency Response Team members, list all specific risks or potential hazards that need special consideration, and plans to address and mitigate them.

Potential Hazard	**Locations**	**Action Taken (or Planned) To Mitigate the Hazard, If Possible**
_____	_____	_____
_____	_____	_____
_____	_____	Contact:_____
_____	_____	_____
_____	_____	_____
_____	_____	Contact:_____
_____	_____	_____
_____	_____	_____
_____	_____	Contact:_____
_____	_____	_____
_____	_____	_____
_____	_____	Contact:_____
_____	_____	_____
_____	_____	_____
_____	_____	Contact:_____

Assembly Area: *Standard Outdoor Evacuation*

Complete the following worksheet to plan for evacuation from the school building to an onsite or near-site Assembly Area (e.g., onsite football field or parish hall). The Assembly Area should minimize occupants' exposure to dangers or hazards around the building.

- Examine floor plans and maps for the school campus and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as: gas, sewer and power lines; chain link fences (electrical hazard); facilities containing toxic or radioactive material; water towers; multiple story buildings (vulnerable to collapse); transformers; balconies (which may fall from buildings); etc.

- Designate each of the following in Assembly Area 1: Normal Evacuation (Fire Drill):

Command Post–Location of Incident Commander_____

Access for emergency vehicles_____

Triage Area_____

Media Area_____

Reunification Area_____

Assembly areas (by grade level, team, etc.)_____

_____

_____

_____

- Designate each of the following in Assembly Area 2: 500+ Feet from the Building:

Command Post–Location of Incident Commander _____

Access for emergency vehicles _____

Triage Area _____

Media Area_____

Reunification Area_____

Assembly areas (by grade level, team, etc.)_____

_____

_____

_____

_____

- Place copies of floor plans and evacuation routes, highlighted as appropriate, in this section of the guide, and post throughout the building.

Alternate Building Location: *Walking Distance*

In inclement weather, or if the school building and surrounding area need to be evacuated, students and staff might need to move to an Alternate Building Location rather than using the Standard Outdoor Evacuation Assembly Area. Use the following worksheet to plan for evacuation from the building to an offsite building location within *walking distance* from the building. Coordinate planning with the parish office, ADW CSO Office, other buildings, etc. The principal or designated planner should implement the following actions:

- Examine maps and site plans for a possible Alternate Building Location in the immediate vicinity of the property;

- Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards;

- Coordinate planning with nearby schools, community centers, businesses, churches, etc., to establish relationships for an Alternate Building Location;

- Reconfirm evacuation sites with the sponsor(s) annually. Sometimes when using private sites, the willingness or ability to accommodate a school evacuation changes so the sponsor may be unable to recommit. Obtain a signed Memorandum of Understanding for such sites.

Designate each of the following:

Alternate Building Location **Lead Contact / Phone**

Name _____

_____

Address _____

_____

Phone
_____

_____

Secondary Location **Lead Contact / Phone**

Name _____

_____

Address _____

_____

Phone
_____

_____

Use space below for any special planning needs, routes, alternate routes, and Resource, Media, Triage, and Reunification areas, or for coordinating your plan with other entities.

Alternate Building Location: *Requiring Transport*

Planning for evacuation from the building to an offsite location *requiring transportation* will be coordinated with the ADW CSO Executive Support Team (EST) for Level II or III emergencies requiring such transportation. The principal should initiate the following actions:

- Contact a ADW CSO Executive Support Team member to coordinate and plan for transporting occupants to an Alternate Building Location;
- Consider factors such as roadways (for potential traffic gridlock), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards;
- ADW CSO Executive Support Team will collaborate with local responders to assist with directing students and staff to one of the shelters identified in the alternate building location plan.
- Actual location will be determined and instructions will be provided to the Incident Commander (Principal) by a member of the ADW CSO Executive Support Team.

Use space below for any special planning needs or for coordinating your plan.

No contacts for these facilities are necessary because the ADW CSO Executive Support Team will direct these actions with other archdiocesan offices.

Student/Staff Accounting and Release Guidelines

Each school principal needs to establish a specific plan for student/staff accounting and release. Refer to *Section 4: Response* for information on Reunification planning. Use the following worksheet to describe how your School Emergency Response Team will account for occupants in the building in the event of an emergency. Rosters and visitor sign-in sheets should be taken during an evacuation preferably by the Recorder/Tracker Coordinator (administrative assistant).

REMEMBER TO INCORPORATE THE CLASSROOM EMERGENCY FLIPCHART IN PRACTICE DRILLS, IF APPLICABLE:

- **RED SIDE OUT**—NEED ASSISTANCE/PERSON(S) MISSING
- **YELLOW SIDE OUT**—HAVE ADDITIONAL PERSON(S)
- **GREEN SIDE OUT**—ALL PERSON(S) ACCOUNTED FOR

All occupants need to have emergency information on file.

- List steps or guidelines staff will take to ensure student accounting:

- List the steps to release students during an emergency from your Reunification Area, if applicable:

School Emergency Response Plan: *Accountability*

The principal should complete the following sheets on the following pages:

- ⋆ **Orientation and Training Schedule**
- ⋆ **Drill Schedule and Log (also complete Form D in Appendix D)**

Practice the Universal Emergency Responses found in the *School Emergency Response Plan* as scheduled, and complete the drill schedule to be uploaded to ASSIST for review by the ADW CSO and when necessary local fire departments.

Furthermore, fire drills are subject to review by the State or District Fire Marshall's Office.

Orientation and Training Schedule

School: _____School Year_____

Annually, each team should prepare a schedule of orientation and training events. Use the worksheet below to outline a schedule for training events, drills, etc.

Month	Training Event and Benchmarks	Person Responsible	Comments
August	• Teacher/Staff orientation of the SERP • Develop SERP and Practice • Update School Emergency Kit(s)	Principal/Staff Principal Staff Designee	
September	**1.** Orientation of Students, Parents, and Community, if applicable **2.** Practice Evacuation and Fire Drills	Principal Principal/Staff	
October	**1.** Submit final SERP online for ADW CSO approval **2.** Practice Evacuation and Fire Drills **3.** Practice ALICE response	Principal Principal/Staff Principal	
November	**4.** Practice Evacuation and Fire Drills	Principal	
December	**5.** Practice Evacuation and Fire Drills **6.** Review and Update SERP	Principal Principal/Staff	
January	**7.** Practice Evacuation and Fire Drills **8.** Update School Emergency Kit(s)	Principal Staff Designee	
February	**9.** Practice Evacuation and Fire Drills	Principal	
March	**10.** Practice Evacuation and Fire Drills	Principal	
April	**11.** Practice Evacuation and Fire Drills **12.** Review and Update SERP **13.** Practice ALICE response	Principal Principal/Staff Principal	
May	**14.** Practice Evacuation and Fire Drills	Principal	

June	**15.** Practice Evacuation and Fire Drills	Principal	

School Universal Response Drill Schedule and Log

School: _____

Use the following worksheet to plan drills for the school building. Submit a copy of the schedule with the SERP, and update the SERP to address issues or challenges encountered during drills.

Fire Drills: **In general, two fire drills in the first month of school, and one per month each following month, if applicable**

Monthly Schedule	Date Conducted	Weather Condition	Total Occupants	# Mobile Impaired	Evacuation Time	Alarm Status	Notes
1st							
1st							
2nd							
3rd							
4th							
5th							
6th							
7th							
8th							
9th							
10th							
11th							
12th							

Emergency Evacuation (500 feet) Practice Drills: **Two each year.**

Date Scheduled	Date Conducted	Number of Occupants	Evacuation Time	Comments, Notes
1st				
2nd				

A.L.I.C.E Response Practice Drills: **Two each year.**

Date Scheduled	Date Conducted	Number of Occupants	Did ALL Grades Participate	Did the Drills Incorporate Age Appropriate Components of A.L.I.C.E.?
1st				
2nd				

Severe Weather Safe Area: **At least one in March**

Date Scheduled	Date Conducted	Number of Occupants	Reaction Time	Comments, Notes
1st				
2nd				

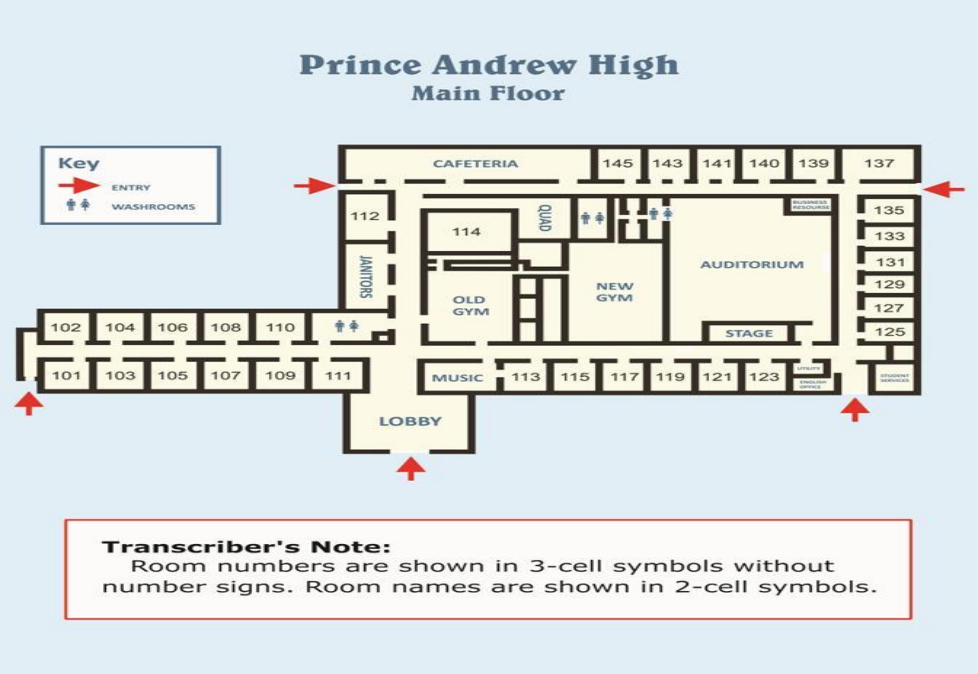
Lockdown Drill: **Twice a year**

Date Scheduled	Date Conducted	Type of Event Practiced	Comments, Notes
1st			

2nd			

Inspections

Inspection Type	Date of Inspection	Date of Re-Inspection	Violations Cited	Violations Cleared
			☐YES ☐ NO	☐YES ☐ NO



Floor Plans

Complete this section with copies of the school floor plan, detailing evacuation routes and locations of hazardous materials. Include classrooms, storage areas, and laboratories that contain toxic substances, etc.

This floor plan also should show the locations of facility infrastructures, including HVAC systems; fire alarm; pull stations; generators; utility control valves for water, gas and electricity; computer system servers; fire extinguishers; etc.

Finally, this floor plan must indicate the location(s) of the Severe Weather Safe Area(s), Shelter in Place, and any Areas of Rescue Assistance.

Checklist for SERP Development

Under the direction of the principal or his/her designee, each school must complete this checklist according to its unique needs and circumstances.

- ☐ Create a School Emergency Response Team (Staff know their assigned roles)
- ☐ Each School Emergency Response Team member is familiar with this *School Emergency Response Plan and Management Guide* and the guidelines outlined in this Management Guide
- ☐ Create School Emergency Kit(s)
- ☐ Review *Visitor Screening Policy* with staff
- ☐ Review *General Dismissal Procedures* with staff
- ☐ Review Universal Response Guidelines found in this Management Guide; make necessary modifications for school-specific needs (using staff and School Emergency Response Team input, local or district phone numbers and titles, etc.).
- ☐ Review and update Evacuation Sites – Fire evacuation location as well as secondary locations at 500 feet, rally and reunification sites.
- ☐ Review Lockdown plan for each room of building

- ☐ Review and update *Severe Weather Safe Area* for each room of building
- ☐ Remind staff to keep the Classroom Emergency Flipchart visible in their classrooms and offices at all times
- ☐ Establish a schedule for orientation, training, and practice for each of the School Universal Responses (fire drills, evacuation, A.L.I.C.E, lockdowns, etc.)
- ☐ D.C. Schools will submit a copy of the School Emergency Response Plan on the web-based application, through the DC Emergency and Safety Alliance Website (http://esa.dc.gov), for system use by October 15 of each year
- ☐ All Scholls Submit a copy of the School Emergency Response Plan to **ASSIST on AdvancED** by October 15 of each year
- ☐ Place a copy of the School Emergency Response Plan in School Emergency Kit(s)
- ☐ Conduct drills and exercise the School Emergency Response Plan as required

SECTION 2

Prevention-Mitigation

The Prevention-Mitigation phase of emergency management focuses on assessing and addressing the safety and integrity of school facilities as well as the culture and climate to ensure a safe, secure, and healthy learning and working environment exists. Prevention includes the steps and actions initiated by archdiocesan schools and the Catholic Schools Office to minimize and reduce the chance of a school-related emergency and/or crisis from occurring. Mitigation includes the steps school administrators should initiate in order to eliminate or reduce the loss of life and/or property damage resulting from a school-related emergency and/or crisis that are not preventable.

Prevention-Mitigation is a proactive process for identifying potential risks, hazards, and vulnerabilities that schools face in order to eliminate or reduce the damage, effect, and consequences they may have in creating a school-related emergency or crisis. The concept of Prevention-Mitigation is very similar to the actions and steps principals initiate in the area of risk management.

Prevention-Mitigation best practices and strategies include, but are not limited to the following:

- ☆ Conduct an all-hazards vulnerability assessment and analysis of the school and campus to determine areas where the school may be susceptible to elements of hazards, risks, threats, vulnerabilities, and safety and security factors impacting safe-school operations
- ☆ Evaluate the hazards, risks, threats, and vulnerabilities to develop corresponding prevention-mitigation solutions to effectively eliminate, reduce, and manage the identified elements
- ☆ Development of safe-school climate surveys to assess the overall physical plant and emotional nature of the school and students. Assessing the emotional nature of the school may help prevent students from engaging on a pathway of school violence
- ☆ Assess the status of special needs students and staff relative to emergency preparedness
- ☆ Employ an all-hazards approach to identify hazards, risks, and vulnerabilities such as school-climate issues, fights on school grounds, fires, chemical spill, medical and/or facility emergencies, bomb threats, school shooting, student/staff death, public health emergencies, natural disasters, pandemic influenza outbreak, and terrorist-related incidents
- ☆ Create a multi-discipline team that includes School Emergency Response Team members and other stakeholders, such as public safety personnel, to conduct the vulnerability assessment
- ☆ Development of school emergency communication strategies

The CSO and archdiocesan schools have initiated the following Prevention-Mitigation actions and activities as part of the overall emergency readiness efforts. Additional updates and refinements will be made to both the CSO and school-based emergency readiness efforts.

- ☆ Identified school-related hazards, risks, and vulnerabilities
- ☆ Established prevention and mitigation strategies
- ☆ Developed School Emergency Response Plan, Management Guide, and response procedures
- ☆ Developed Classroom Emergency Flipchart
- ☆ Developed CSO emergency/crisis notification process

- ☆ Defined CSO Executive Support Team (EST) with lines of succession
- ☆ Defined School Emergency Response Teams (SERT)
- ☆ Defined ADW Crisis Intervention Team
- ☆ Developed and delivered emergency management training
- ☆ Developed pandemic influenza planning process (e.g., H1N1)
- ☆ Acquired NOAA Weather Alert Radios and incorporated them into emergency kits

The outcomes of Prevention-Mitigation best practices and strategies will determine where each school and the archdiocesan school system are along the continuum of effective emergency preparedness and response management. In addition, the outcomes allow for strategic opportunities to enhance and improve the capacity and ability of school officials, principals, staff, students, and parents/guardians to be effectively prepared for school-related emergencies or crises. Refer to Appendix B for guidelines on how to conduct a Vulnerability Assessment and the overall process.

2.1 School Emergency Communication

It is important that each school develop emergency communication strategies and the means to address communication issues in response to a school-related emergency and/or crisis. The challenge is to ensure that accurate, timely, and appropriate information is shared with the CSO Executive Support Team, school pastor, public safety responders, staff, students, parents/guardians, and other appropriate parties.

2.2 Internal School Communications

It is important that principals work with members of the School Emergency Response Team, school staff, and students and parents/guardians, as appropriate, to develop communication strategies and a plan that meet the needs of their respective school and community.

A well-developed communications plan that is designed in a collaborative manner and which addresses the various challenges of effective communication during an emergency and/or crisis will greatly enhance the communication process during an actual school-related emergency and/or crisis. Below are key elements and strategies for an effective school emergency communication plan:

- ☆ Maintain emergency contact lists to include school staff roster, class rosters, parent/guardian rosters, CSO Executive Support Team and office roster, public safety agency rosters, utility service provider rosters, other service provider rosters, and community partner rosters. These rosters should be routinely updated and easily accessible by members of the School Emergency Response Team. Copies of the rosters should be placed in the school emergency kit(s) and should include home, work, cell, and email, where appropriate
- ☆ Maintain on-going public safety relationships with local police and fire and rescue services commanders, supervisors, and officers to include exchanging of contact information. Principals should periodically invite public safety command staffs to meet with school officials to discuss issues of mutual concern and emergency/crisis preparedness measures. In addition, principals may elect to attend public safety community meetings as a community partner to learn more about community issues impacting the safety of the school and surrounding community
- ☆ Establish multiple means of communication to inform and update school staff and students

in an age-appropriate manner of a school-related emergency and/or crisis, response actions, and for student accountability purposes. These should include, but are not limited to:

- ★ School public address/intercom system
- ★ School computer intranet system
- ★ Classroom telephones
- ★ Two-way walkie talkie radios
- ★ Staff cell phones to include text messaging or communications applications
- ★ Service provider automatic telephone, email, PDA notification systems, etc.
- ★ Runners, only when safe and practicable to do so

☆ Use of plain language to describe the emergency and/or crisis with clear instructions regarding implementation of response actions and ***avoid use of code words or phrases to describe the situation***. Emergency and/or crisis announcement messages should be delivered in calm, reassuring tone and in an age-appropriate manner so as not to increase undue stress or concern for students and staff

☆ Update messages, as necessary and appropriate, depending on the nature and scope of the emergency and/or crisis to staff, students, and CSO Executive Support Team so they may be informed as to the current status of the incident. Some messages, due to the sensitivity of the information, may only be shared with staff and School Emergency Response Team members. Public safety agencies should also be regularly updated as to any changes in the incident and/or need for additional response services

☆ Establish multiple means of communications to inform, update, and direct parents/guardians, and community partners of a school-related emergency and/or crisis.

2.3 External School Communications

☆ Principals should be cognizant of the language needs of their school community and implement effective measures in delivering the appropriate types of messages. The CSO Executive Support Team Public Information Official (PIO) will provide assistance and coordination of these efforts with the principal. These communication means should include, but are not limited to:

- ★ Telephone notification by school staff (such as the AP Notify)
- ★ Email notification broadcast by school staff via distribution lists
- ★ School website and school answering machine to include incident message from principal and directions for parents/guardians to follow
- ★ Parent/Guardian-assisted telephone trees and contacts (A note of caution when utilizing this method: accurate incident information may be lost in transmission and interpretation)
- ★ Mass communication systems, such as AP Notify, that provide telephone, email, or PDA notification
- ★ Letters sent home for parents/guardians (fact sheets may be included), as drafted by CSO Executive Support Team and reviewed by Executive Support Team Manager

☆ Delivery of emergency and/or crisis conclusion message by the Incident Commander/Principal to staff, students, parents/guardians, and other stakeholders should be crafted. This message should be in a reassuring manner that the incident has been successfully resolved and efforts are in place for returning to a normal school/educational

environment. Written communication will be drafted by the CSO Executive Support Team PIO in consultation with the principal and reviewed by Executive Support Team Manager

- ☆ Parents/guardians must be informed of the importance of completing and updating emergency contact information and designating, in writing, the family members and other named individuals who are authorized to pick their children up from school in the event of an emergency and/or crisis
- ☆ Development and delivery of strategies and forums to inform and educate parents, guardians, and community partners of the school's efforts in the areas of safety, security, and emergency/crisis preparedness. These will assure all parties that appropriate plans and procedures are in place for the safety of children, staff, parents, and/or guardians. The role of parents, guardians, and community partners in a school-related emergency and/or crisis should also be shared and discussed. For example, parents/guardians should be encouraged not to initially respond to the school during an emergency/crisis but instead await information and direction from the school or public safety official

These elements and strategies for principals to follow, along with procedures and guidelines from the ADW Office of Communications Guide "Communicating with the Media: *Pitching the Good News and Handling the Crisis*," will allow for the development of effective and efficient school communication strategies and plan. Principals, working in concert with School Emergency Response Team members, should practice and test the various components of the communication strategies. They should ensure the plan meets the needs of the school and school community and make any necessary changes to improve the overall plan.

2.4 Special Needs Students and Staff

It is critically important in planning and developing emergency response strategies and corresponding actions that special needs of students, staff, or school volunteers be taken into consideration. The principal, in conjunction with members of the School Emergency Response Team, should identify students, staff members, or school volunteers who have special medical needs, such as limited mobility and/or other types of disabilities. These special needs may be temporary or permanent in nature, could include the authorized dispensing of medication such as insulin, parental identification of student allergies, authorized use of a nebulizer, use of a wheelchair, etc. Principals should discuss special needs of students as well as the assistance needed with parents/guardians and students to ensure those needs are met during an emergency/crisis. The same discussion should occur with staff and school volunteers who have special needs considerations. This information should be updated throughout the school year as conditions and needs change.

The information pertaining to the school's special needs population should be incorporated into each school's Emergency Crisis Plan. Each student and their grade level should be identified along with the type of assistance needed and the name of a staff member and backup staff member assigned to provide assistance during an emergency and/or crisis. In addition, this same information pertaining to staff and school volunteer's assignments should be incorporated in the plan, which should be included in the School's Emergency Kit.

Depending on the special needs and limited mobility of students, staff, or school volunteers, it may be necessary to move those individuals to a predetermined refuge or safe room depending on the emergency and/or crisis. Identification of a refuge or safe room should be done in consultation and approval by representatives of the local fire department and designated

archdiocesan risk management officials. Selection of a refuge room should include an evaluation of factors such as proximity to building exits, fire doors, stairwells, accessibility to exterior windows, and communication capabilities of the identified room. If a refuge or safe room is approved and utilized, staff and impacted parties must be trained on the procedures for use. Responding firefighters and police officers must be informed by school staff or members of the School Emergency Response Team if the refuge or safe room is being utilized so they can evaluate the need for evacuation, depending on the emergency and/or crisis. Building elevators should not be used in the event of a suspected fire and/or hazardous materials incident unless authorized to do so by public safety personnel. The location of refuge/safe room(s) and building elevators must be indicated on the school floor plan as part of the School Emergency Response Plan (SERP).

2.5 Threat Assessment

The safety, security, and well-being of students and prevention of school violence are paramount to creating a positive and supportive learning environment. One important component in preventing school violence is to establish threat assessment guidelines, procedures, and protocols in an effort to identify students who may display violent tendencies or are on a pathway of targeted school violence prior to an actual incident. As part of an all-hazards approach to emergency preparedness, principals should be prepared to address students who may pose a threat to themselves or others and be ready to implement appropriate prevention and intervention measures.

2.6 Threat Assessment Background

The U.S. Secret Service and U.S. Department of Education jointly published the Safe School Initiative in June 2002. This initiative was an extensive research project that examined 37 incidents of targeted school violence that have occurred in the United States. Outcomes of the Initiative have determined that there is no single "profile" based on identified risk factors that can accurately predict whether a student or students will become involved in committing a violent act at school. A better approach is to develop a school-based threat assessment team and process to proactively evaluate the level and severity of threat posed, determine the likelihood of the threat being actualized, and then develop and implement necessary actions and interventions to prevent the act from being acted upon. The Safe School Initiative has identified ten key findings that provide valuable insight into various aspects of school violence and are as follows:

Top 10 School Violence Findings – U.S. Secret Service and Department of Education

1. Incidents of targeted violence at school rarely were sudden, impulsive acts
2. Prior to most incidents, other people knew about the attacker's idea and/or plan to attack. In most cases, those who knew were other attacker's friends, schoolmates, siblings, and others. However, this information rarely made its way to an adult
3. Most attackers did not threaten their targets directly prior to advancing the attack
4. There is no accurate or useful "profile" of students who engaged in targeted school violence
5. Most attackers engaged in some behavior prior to the incident that caused others concern or indicated a need for help
6. Most attackers had difficulty coping with significant losses or personal failures. Moreover, many had considered or attempted suicide
7. Many attackers felt bullied, persecuted, or injured by others prior to the attack
8. Most attackers had access to and had used weapons prior to the attack
9. In many cases, other students were involved in some capacity
10. Despite prompt law enforcement responses, most shooting incidents were stopped by means other than law enforcement intervention

As a result of the Safe School Initiative, both the U.S. Department of Education and Secret Service recommend that schools develop and implement a threat assessment team and team process for assessing, evaluating, and managing threats made by students who may be on a pathway of targeted school violence. Threat assessment is a useful tool and resource for maintaining a safe school environment. A summary of the stages for conducting a threat assessment and process as well as identified levels of threats with corresponding actions are enumerated in Appendix C. This information will assist principals in addressing a potential act of school violence and provide a framework for establishing a school-based threat assessment process.

SECTION 3

Preparedness

The **Preparedness** phase of emergency management entails the coordinated process at both the archdiocesan and school level for strategically planning, developing, and implementing a comprehensive and overarching School Emergency Response Plan, including strategies, methods, and procedures to meet the needs of the school and Archdiocese.

Preparedness best practices, strategies include, but are not limited to the following:

- ☆ Utilization of data and information gleaned and outcomes from the vulnerability assessment conducted in the Prevention-Mitigation phase
- ☆ Adopt an-all hazards approach in devolving emergency response actions and procedures
- ☆ Adopt and embed the tenants of the National Incident Management System (NIMS) and structure of the Incident Command System (ICS) in both archdiocesan and school level Preparedness and Response efforts and operations
- ☆ Establish effective emergency management partnerships with public safety response agencies, emergency management and homeland security agencies, public health and mental health agencies, and community stakeholders
- ☆ Create a multi-discipline team that includes School Emergency Response Team members, emergency management partners, parents and guardians, and community stakeholders as part of a comprehensive planning process
- ☆ Develop CSO Executive Support Team with delineated duties and responsibilities
- ☆ Develop emergency communication plan and incident notification procedures
- ☆ Develop an emergency preparedness training and awareness program for CSO members, principals, staff, students, and parents/guardians
- ☆ Conduct regular fire evacuation and emergency preparedness drills and exercises
- ☆ Develop Memorandums of Understanding with response partners and key stakeholders
- ☆ Develop planning contingencies for the impact of business interruptions to a catastrophic incident and/or pandemic influenza outbreak
- ☆ Evaluate the need for pre-negotiated contracts for critical services such as transportation, construction, and mental health in the aftermath of an emergency and/or crisis
- ☆ Utilization of NOAA Weather Alert Radios and School Emergency Kits
- ☆ Continually evaluate the school-level School Emergency Response Plan and response procedures to make improvements

The CSO and archdiocesan schools have initiated the following Preparedness actions and activities as part of the overall emergency readiness efforts. Additional updates and refinements will be made to both the CSO and school-based emergency readiness efforts.

- ☆ Developed emergency management plan and response procedures
- ☆ Developed Classroom Emergency Flipchart
- ☆ Identification of CSO and school-based Incident Commander(s)
- ☆ Assignment of CSO Executive Support Team and School Emergency Response Team roles and responsibilities
- ☆ Review of school-based emergency crisis plans

- ☆ Practice of fire evacuation and emergency response drills
- ☆ Developed CSO emergency/crisis notification process
- ☆ Developed ADW Crisis Intervention Team
- ☆ Developed CSO and stakeholder's emergency management advisory groups
- ☆ Developed and delivered emergency management training
- ☆ Developed pandemic influenza planning process
- ☆ Deployed NOAA Weather Alert Radios and emergency kits
- ☆ Establishment of student accountability measures and special need protocols
- ☆ Establishment of parent/child reunification procedures
- ☆ Establishment of incident command posts, staging, and evacuation areas
- ☆ Establishment of public safety response partner relationships
- ☆ Establishment of response partner and stakeholder awareness of emergency preparedness efforts

Proactive efforts by schools in the area of emergency management preparedness will ensure a safe and successful response to a school-related emergency and/or crisis.

3.1 Catholic Schools Office Incident Management Framework

The ADW CSO and archdiocesan schools must be prepared and organized to respond and effectively resolve a multitude of school-related emergencies and/or crises in order to maximize the safety, security, and well-being of students, staff, and visitors. As such, the CSO and archdiocesan schools have adopted the tenants of the National Incident Management System (NIMS) and structure of the Incident Command System (ICS) as the framework for responding to and addressing school-related emergencies and/or crises. This approach and framework represents formalization of the current CSO emergency management structure in order to comply with national emergency management standards and norms and maximizes incident response effectiveness and efficiency.

It is important that CSO officials, archdiocesan principals, public safety officials, communication officers, emergency management officials, homeland security, and public health officials understand and use common emergency management terminology linked to the National Incident Management System and Incident Command System when responding to a school-related emergency and/or crisis.

3.2 National Incident Management System (NIMS)

Homeland Security Presidential Directive/HSPD-5, Management of Domestic Incidents directed the creation of the National Incident Management System (NIMS) and National Response Plan. The fundamental principles of HSPD-5 are:

- ☆ NIMS provides a consistent framework for federal, state, and local governments to work effectively and efficiently together to prepare for, prevent, respond to, manage, and recover from domestic incidents, regardless of cause, size, or complexity
- ☆ NIMS establishes a unified approach to incident management under the Incident Command System, which serves as the standardized incident organizational structure utilized in managing domestic incidents, natural disasters, acts of terrorism, and school emergencies and/or crises
- ☆ NIMS provides for mutual aid and resource management among agencies
- ☆ Archdiocesan schools are required to implement the structure and tenants of NIMS as part of an integrated, collaborative, and coordinated effort with local government

3.3 Incident Command System (ICS)

The Incident Command System (ICS), as specified by NIMS, is the nationally-recognized model, organizational structure, and management system which is expandable, scalable, and collapsible. The ICS is utilized when responding to and managing domestic incidents, natural disasters, acts of terrorism and school emergencies and/or crises. Emergencies and/or crises require certain tasks and functions be performed under the structure of ICS. The following are key principles and tenants of the Incident Command System:

- ☆ ICS integrates a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure
- ☆ ICS uses common terminology and standard titles for positions and facilities
- ☆ ICS identifies an Incident Commander, who is the primary decision maker and leader responsible for managing and resolving the incident with the assistance from members of a response team. The response team includes the command team and general staff who collectively develop and implement strategies with approval of Incident Commander to mitigate and resolve the emergency/crisis
- ☆ ICS identifies key roles and specific duties to be carried out
- ☆ ICS span of control should not exceed seven (7) subordinates with the optimum being five (5)
- ☆ ICS identifies clear lines of succession/backups for key positions
- ☆ ICS level of activation and response is dictated and driven by the nature and scope of incident
- ☆ ICS utilizes a unified command structure when multiple response agencies are involved. The Incident Commander can change between response agencies, depending on which agency has primary responsibility for managing and resolving the incident
- ☆ The Incident Commander holds scheduled briefings with the response team to assess the incident and implement resolution decisions
- ☆ The Incident Commander ensures a timely incident debriefing is held and after action report completed

In addition, the Incident Command System is structured and organized into five functional areas:

1. Command Team, which includes Incident Commander, Safety Official, Public Information Official, and Liaison Official:
   - ☆ Incident Commander is the primary decision maker and leader responsible for managing and resolving the incident with the assistance from members of the command team and general staff
   - ☆ Safety Official monitors incident operations, ensures the safety of responders, and advises Incident Commander on all safety matters and concerns
   - ☆ Public Information Official interfaces with the public, media, and/or other agencies pertaining to the release of information and coordinates any press release(s) with Incident Commander
   - ☆ Liaison Official is the point of contact between Incident Commander and representatives of public safety, emergency management, homeland security, other response agencies, non-governmental organizations, and/or private entities
2. Operations Section is led by the Operations Chief, who is responsible for response operations and implementing incident action plan
3. Planning Section is led by the Planning Chief, who is responsible for developing and providing planning services, contingency strategies, incident action plan, and incident documentation
4. Logistics Section is led by the Logistics Chief, who is responsible for identifying supplies, equipment, personnel, and resources needed for resolving the incident and managing the logistic function
5. Finance and Administration Section is led by the Finance and Administration Chief, who is responsible for tracking financial-related aspects of the incident and reimbursement activities

The Operations, Planning, Logistic, and Finance and Administration Chiefs make up the general staff who assist the Incident Commander in managing the challenges of the emergency and/or crisis. These key assistants also provide the Incident Commander with accurate and timely information so that effective decisions can be made.

3.4 Incident Command System (ICS) in Schools

In many ways, Incident Command has been in place since the formation of the first modern schools. In an emergency, the principal assumes control or management responsibility and activates others as needed. For relatively small incidents, the principal may perform all the roles of the ICS structure. If an incident grows, he/she may activate other personnel as needed. In turn, once activated, each individual in the diagram below may activate others needed to complete necessary functions (Figure 3.4 depicts the School Emergency Response Team and key functions under the structure of the Incident Command System).

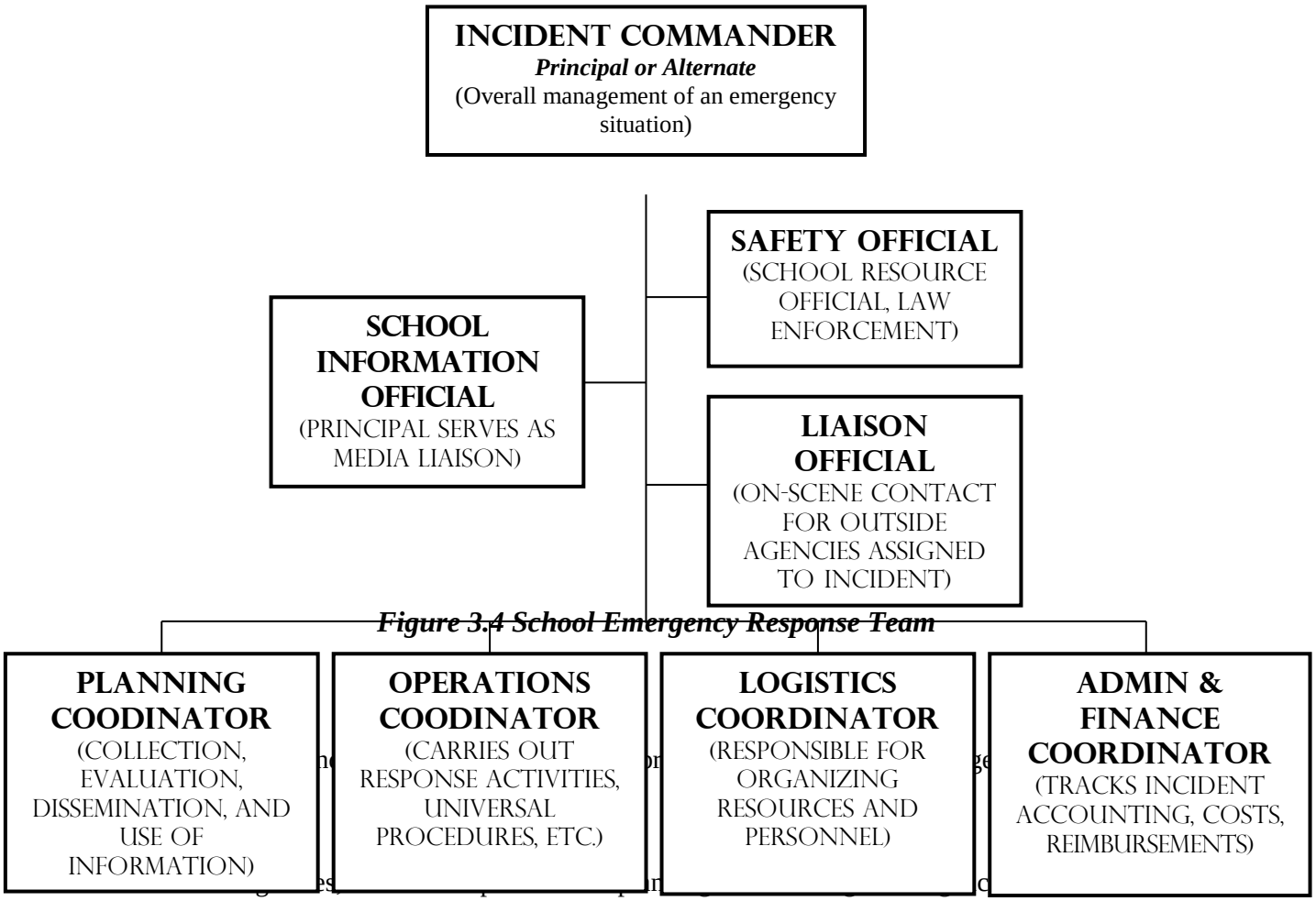


Figure 3.4 School Emergency Response Team

a Planning Section. Planning collects and evaluates information regarding incident development and status of resources.

Operations

On a school campus, most staff will be assigned roles in the Emergency Response Plan under the Operations Section. Functions performed under this area include responsibilities for student care, performance of response activities according to established Universal Emergency Procedures and Emergency Response Protocols.

Logistics

Is responsible for communications, as well as securing and providing needed materials, resources, services, and personnel. This section may take on a major role in extended emergency situations.

Administration/Finance

Sometimes overlooked, the Administration/Finance is critical for tracking incident costs and for reimbursement accounting. This is especially important in tracking costs for a declared State or Federal disaster area.

3.5 Identifying Roles in a School Emergency

The following is an outline of roles and responsibilities for staff during an emergency. The School Emergency Response Team has specifically assigned roles during an emergency and will

access the CSO Executive Support Team in accordance with the school's individualized plan also called the School Emergency Response Plan (SERP).

Principal/Chief Administrator

The principal will serve as Incident Commander (IC) and be responsible for the overall direction of the emergency procedures at the school or support building site. Responsibilities include:

- ☆ Take steps necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Response Protocols
- ☆ Determine whether to implement Universal Emergency Procedures (evacuation; alert status; shelter in place; severe weather/safe area; drop, cover, and hold; lockdown)
- ☆ Activate the School Emergency Response Team
- ☆ Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster
- ☆ Work with emergency service personnel (depending on the incident, community agencies such as police or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- ☆ Maintain a line of communication with the Executive Support Team

Teachers

Teachers will be responsible for the supervision of students and shall remain with students until directed otherwise. They will:

- ☆ Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Response Protocols
- ☆ Direct students in their charge according to established Universal Emergency Procedures
- ☆ Render first aid if necessary. School backup staff should be trained and certified in first aid and CPR
- ☆ Have their student roster and the School Emergency Procedures Guide with them
- ☆ Take roll when the class relocates or as procedures dictate.
- ☆ Report missing students and staff to the Student Accounting Coordinator
- ☆ Assist as directed by the Incident Commander

School-based Counselors, Social Workers, and Guidance Counselors

School-based counselors, social workers, and guidance counselors will be responsible for assisting the overall direction of the emergency procedures at the site. Responsibilities include:

- ☆ Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Response Protocols
- ☆ Direct students in their charge according to established Universal Emergency Procedures

- ☆ Render first aid if necessary (under direction of nurse or designated first aid backup)
- ☆ Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster
- ☆ Help coordinate the activities of emergency service personnel
- ☆ Maintain a line of communication with the School Emergency Response Team
- ☆ Assist as directed by the IC

School Nurses and Medical Technicians

- ☆ Provide first aid or emergency treatment as needed
- ☆ Communicate first aid and emergency treatment needs to emergency service personnel
- ☆ Be familiar with special medical needs of the school population and prepare to provide information to the school principal and/or medical responders. This is especially important, as some students may require follow up by medical personnel.
- ☆ Assist as directed by the IC

Custodial Staff

- ☆ Survey, document, and report damage to IC. This action is important. The school may be requested to provide documentation regarding the extent or history of damages to support reimbursement from the Federal Government.
- ☆ Assist with the implementation of Universal Emergency Response Procedures and Emergency Response Protocols as directed
- ☆ Control main shutoff valves for gas, water, and electricity. Assure that no hazard is caused by broken or downed lines by restricting access to potentially dangerous areas.
- ☆ Assist in the conservation, use, and disbursement of supplies and equipment

School Secretary/Administrative Assistants

- ☆ Answer phones and assist in receiving and providing consistent information to callers
- ☆ Provide for the safety of essential school records and documents
- ☆ Assist as directed by the IC

Food Service/Cafeteria Workers

- ☆ Use, prepare, and serve food and water on a rationed basis when feeding of students and staff becomes necessary during an emergency
- ☆ Assist as directed by the IC

3.6 Steps for School Emergency Response Team (SERT) Formation

All Archdiocese of Washington Catholic Schools must have a School Emergency Response Team that is designed under the structure of the Incident Command System. The school principal, assumes the role of Incident Commander and has authority and decision-making responsibility for managing and resolving the emergency and/or crisis utilizing available school-based resources as

well as direct oversight of the School Emergency Response Team. The Incident Commander expeditiously implements initial response actions, life-saving measures, and requests public safety services and operationalizes the Classroom Emergency Flipchart, as needed, to address the situation.

- ☆ Principal or his/her designee communicates with all staff identifying specific needs and requesting volunteers to serve on the School Emergency Response Team.
- ☆ Principal or his/her designee creates list of interested staff, making sure all major areas of need are addressed, including:
    - ☐ Physical/medical
    - ☐ Emotional/mental health
    - ☐ Students and staff with special needs
    - ☐ Staff from all building areas (all floors, wings, outbuildings, etc.)
    - ☐ Staff with knowledge of transportation needs and resources
    - ☐ Staff with knowledge of; building floor plan, locks, fire alarm, HVAC, intercom, security, and other facility infrastructure
    - ☐ Staff with ability to convey information to the media
    - ☐ Staff with knowledge of community resources
    - ☐ At least two staff other than the principal with working knowledge of the site facility plan. This ensures operational continuity and a line of succession for each site. Additional trained personnel provide relief for the principal/IC during protracted emergency incidents.
- ☆ Hold a meeting with potential team members to discuss what will be expected of them as Team members
- ☆ Principal or his/her designee follows up with all staff to provide update on Team formation and fill areas where deficits exist (although an individual may seem perfectly suited for a role, no one should be required to have a primary position on SERT if he/she does not feel capable of fulfilling its duties)
- ☆ Hold an initial meeting to formally establish the SERT and begin developing the School Emergency Response Plan (using forms on the following pages)
- ☆ Conduct a formal presentation during a staff/faculty meeting at the beginning of each school year.
- ☆ Hold Team meetings every month or every other month throughout the school year to review protocols and issues as they arise (including local, District, or national issues that may affect the school).
- ☆ Where possible, identify opportunities to exercise and validate the Plan. The DC Emergency and Safety Alliance will identify opportunities for schools to integrate with District and Federal preparedness exercises.
- ☆ Set dates to conduct orientation, review, and updates of the Plan

The Incident Commander and members of the School Emergency Response Team are charged to work in concert with the CSO Executive Support Team, responding public safety agencies, and other involved agencies to share critical information in order to effectively and efficiently resolve the emergency and/or crisis.

The principal, when selecting staff members to serve on the school's School Emergency Response Team, should attempt to match the particular skills of staff members with the various duties and responsibilities of the Incident Command System positions. Staff members should be placed in positions where they will be best able to assist the principal as the Incident Commander in managing the challenges of the emergency and/or crisis. The principal has the authority, due to the limited number of staff at each school, to have members of the School Emergency Response Team hold and perform the duties of more than one team position and perform more than one assignment or duty concurrently. The principal may also assume more than one position on the team.

Clear lines of command succession and position backups have been established for the School Emergency Response Team and members should be cross-trained in the various roles, duties, and responsibilities so they can be called upon to assume different positions, if the need arises.

3.7 Duties and Responsibilities of the School Emergency Response Team (SERT)

One distinct set of roles and responsibilities under the structure of the ICS have been developed for members of the School Emergency Response Team (SERT) to follow when responding to a school-related emergency or crisis. These roles and responsibilities are described below.

Incident Commander - School Principal

- ☆ Serves as the school-based Incident Commander and assumes authority, leadership, oversight and decision-making responsibilities in managing and resolving the school-related emergency and/or crisis
- ☆ Makes immediate decisions dealing with life-threatening issues and implements corresponding response actions
- ☆ Assesses the situation, determines level of SERP activation, establishes response objectives and priorities, utilizes school resources, assists in developing and monitors the incident action plan, ensures proper incident documentation, develops and implements strategic decisions related to the emergency and/or crisis, and ensures public safety, CSO Executive Support Team members, and school pastor are promptly informed and updated as to the incident. In addition, the Incident Commander determines the need to activate the Classroom Emergency Flipchart
- ☆ Convenes the School Emergency Response Team as appropriate and conducts needed team briefings to assess the incident and discuss implementation of response strategies and decisions. The school pastor may elect to provide input and guidance in addressing the incident
- ☆ Identifies and coordinates requests for assistance, support, and needed resources with CSO Executive Support Team
- ☆ Serves as School Information Officer and coordinates media responses and releases with the CSO Executive Support Team Public Information Official

- ☆ Coordinates school response with responding agencies when a unified command operation has been established
- ☆ Makes a decision as to when the emergency and/or crisis is resolved, thus concluding the activation of the School Emergency Response Team and SERP. This decision may be made in conjunction with the CSO Executive Support Team
- ☆ Initiates need recovery interventions, ensures a timely incident debriefing is held to include key response partners, and an after action report is completed to evaluate the effectiveness and efficiency of the response to the emergency and/or crisis

Safety Official

- ☆ Monitors incident operations and conditions, ensures the safety of students, staff, visitors, and response team members is the highest priority and advises Incident Commander on all safety matters and concerns
- ☆ Initiates corrective action in response to unsafe acts and conditions under authority of the Incident Commander
- ☆ Provides accurate and timely status reports to the Incident Commander and attends briefings
- ☆ Provides copy of completed activity log and relevant documents to Planning Chief for incident documentation purposes

School Information Official (SIO)

- ☆ The Principal serves as the School Information Officer and refers media inquiries to the CSO Executive Support Team Public Information Official and may respond to the media only with direction from the CSO Executive Support Team PIO or Incident Commander
- ☆ Notifies CSO Executive Support Team PIO when a unified media operation is established and identification of unified command PIO
- ☆ Informs School Emergency Response Team members and staff to refer all media inquiries to School Emergency Response Team SIO and parent/guardian inquires to principal
- ☆ Coordinates parental notification correspondence with the CSO Executive Support Team Public Information Official
- ☆ Provides copy of completed activity log and relevant documents to Planning Chief for incident documentation purposes

Liaison Official

- ☆ Serves as a key point of contact between the school-based Incident Commander and CSO Executive Support Team, public safety agencies, other response partners and community partners in order to assist and coordinate response efforts among participants by ensuring the proper exchange of critical information
- ☆ Informs the Incident Commander about inquiries from response partners and agencies
- ☆ Provides accurate and timely status reports to the Incident Commander and attends briefings

- ☆ Provides copy of completed activity log and relevant documents to Planning Chief for incident documentation purposes

Recorder/Tracking Coordinator

- ☆ Records and tracks key incident facts, information, assignments, action items, needed resources, and decisions made to ensure the Incident Commander is consistently informed and updated as to aspects of the emergency and/or crisis so accurate information is discussed during briefings and communicated to CSO Executive Support Team and public safety responders
- ☆ Coordinates information sharing with the School Emergency Response Team
- ☆ Responsible for documenting and maintaining a written activity log of incident facts, information, assignments, action items, needed resources, and decisions made by the Incident Commander
- ☆ Attends briefings conducted by Incident Commander
- ☆ Provides copy of completed activity log and relevant documents to Planning Chief for incident documentation purposes
- ☆ Assists in writing after action report

Sections Chiefs

The Chiefs are responsible for overseeing support teams of school staff who may be called upon to assist in the resolution of the emergency and/or crisis. School Emergency Response Team members are responsible for executing their assigned duties and responsibilities and providing the Incident Commander with accurate and timely information so that effective decisions can be made to resolve the emergency and/or crisis.

Operations Chief

- ☆ Leads the operations function and team and is responsible for developing response objectives and outcomes, operational strategies and recommendations to resolve the incident, implementing incident action plan, managing and coordinating the school's incident response, coordinating the student/staff accountability process and assists the Incident Commander in managing the challenges of the emergency and/or crisis
- ☆ Coordinates incident response efforts and sharing of information with School Emergency Response Team and ensures response actions and appropriate school-access control measures are implemented
- ☆ Assembles Operations Team, as needed, and briefs team members on the incident and response objectives, coordinates and tracks team assignments, and ensures team members complete activity log
- ☆ Provides accurate and timely status reports to the Incident Commander and attends briefings
- ☆ Coordinates special and medical needs services as well as mental health recovery and assistance of Regional Crisis Intervention Team(s), as needed

- ☆ Provides copy of completed activity log and relevant documents to Planning Chief for incident documentation purposes

Operations Section Team Members

- ☆ Assists the Operations Chief in the operations function, performing assigned duties and implementation of incident action plan and response actions for resolution of the emergency and/or crisis
- ☆ Provides support to the school-based Incident Commander and School Emergency Response Team in resolving emergency and/or crisis
- ☆ Assists in managing student and staff accountability, injury management, parent/child reunification process, and monitoring of weather conditions. The Student/Staff Accountability Coordinator assists the Incident Commander in performing the accountability function
- ☆ Provides support and guidance regarding special needs students/staff, mental health needs of students, staff, response team members, and parents/guardians impacted by the emergency and/or crisis
- ☆ Attends Incident Commander briefings, as directed
- ☆ Provides copy of completed activity log and relevant documents to Planning Chief for incident documentation purposes

Planning Chief

- ☆ Leads the planning function and team and is responsible for developing incident action plan and providing incident planning services, contingency strategies, incident documentation, coordinating incident debrief, writing after action report, and assisting the Incident Commander in managing the challenges of the emergency and/or crisis
- ☆ Coordinates planning efforts and sharing of information with School Emergency Response Team
- ☆ Reviews the latest information regarding the emergency and/or crisis to determine and plan for contingency strategies at 4, 8, 12, 24, 36, 48, 60, and 72 hours out from the incident to include follow-up
- ☆ Assembles Planning Team, as needed, and briefs team members on the incident and planning objectives, coordinates and tracks team assignments and ensures team members complete activity log
- ☆ Provides accurate and timely status reports to the Incident Commander and attends briefings
- ☆ Completes activity log of involvement and actions
- ☆ Obtains copies of activity logs and relevant documents from School Emergency Response Team members for incident documentation purposes
- ☆ Coordinates incident debriefing and prepares after action report

Planning Section Team Members

- ☆ Assists the Planning Chief in the planning function, performing assigned duties, and developing contingency strategies for resolution of the emergency and/or crisis
- ☆ Assists in planning for and analyzing student and staff accountability, injury management, and parent/child reunification outcomes
- ☆ Assists in planning for transportation needs and recovery efforts
- ☆ Assists in planning for communication needs and technical support during the incident
- ☆ Attends Incident Commander briefings, as directed
- ☆ Provides copy of completed activity log and relevant documents to Planning Chief for incident documentation purposes

Emergency Management Preparedness Coordinator

A key position on the planning team is the Emergency Management Preparedness Coordinator who assists the principal in the managing and coordinating the school's emergency/crisis preparedness efforts

- ★ Assists the principal in the managing and coordinating the school's emergency/crisis preparedness efforts, such as completing the School Emergency Response Plan (SERP), scheduling, and recording fire evacuation drills as well as other emergency preparedness drills and for coordinating training for School Emergency Response Team members and school staff
- ★ Encompass duties outside the area of Preparedness and are outside of any specific duties that may be assigned to this individual as a member of the School Emergency Response Team. Principals may decide to assume (not delegate) the EMPC responsibilities.

Logistics Chief

- ☆ Leads the logistics function and team and is responsible for developing logistical strategies, identifying and deploying supplies, staff, equipment, and resources needed for resolving the incident, and assists the Incident Commander in managing the challenges of the emergency and/or crisis
- ☆ Coordinates logistics efforts, including any transportation needs and sharing of information with School Emergency Response Team
- ☆ Provides accurate and timely status reports to the Incident Commander and attends briefings
- ☆ Assembles Logistics Team, as needed, and briefs team members on the incident and logistics objectives, coordinates, and tracks team assignments, and ensures team members complete activity log
- ☆ Ensures utility emergency cut-off values/switches are properly identified, marked, and team members are familiar in how to shut down utilities
- ☆ Assists in providing damage assessment of school and facilities
- ☆ Provides completed copy of activity log and relevant documents to Planning Chief for incident documentation purposes

Logistics Section Team Members

- ☆ Assists the Logistics Chief in the logistics function and performs assigned duties
- ☆ Assists in managing the logistical needs of the Incident Command Post to ensure efficient operations and utilization of needed resources
- ☆ Assists in evaluating and analyzing damage to school and facilities
- ☆ Attends Incident Commander briefings, as directed
- ☆ Provides copy of completed activity log and relevant documents to Planning Chief for incident documentation purposes

Finance and Administration Chief

- ☆ Leads the finance and administration function and team and is responsible for managing and coordinating financial-related aspects of the incident and assists the Incident Commander in managing the challenges of the emergency and/or crisis
- ☆ Responsible for coordinating the purchase of supplies, equipment, and goods needed for resolution of the emergency and/or crisis in conjunction with CSO Executive Support Team
- ☆ Responsible for tracking and analyzing staff hours and costs associated with the incident and during the recovery phase to include damage assessment
- ☆ Coordinates finance and administration efforts and sharing of information with School Emergency Response Team
- ☆ Provides accurate and timely status reports to the Incident Commander and attends briefings
- ☆ Assembles Finance and Administration Team, as needed, and briefs team members on the incident and finance and administration objectives, coordinates and tracks team assignments, and ensures team members complete activity log
- ☆ Provides copy of completed activity log and relevant documents to Planning Chief for incident documentation purposes

Finance and Administration Section Team Members

- ☆ Assists the Finance and Administration Chief in the financial and accounting functions and performs assigned duties
- ☆ Assists in evaluating overall incident costs and initiation of related reports
- ☆ Attends Incident Commander briefings, as directed
- ☆ Provides copy of completed activity log and relevant documents to Planning Chief for incident documentation purposes

The Incident Commander and School Emergency Response Team members have the collective responsibility to work in concert with the CSO Executive Support Team, response partners, and other involved parties to ensure all aspects of the school-related emergency and/or crisis are resolved in an efficient and effective manner in order to provide for the safety, security, and well-being of the students and staff.

3.8 ADW CSO Emergency/Crisis Notification Process

The ADW CSO has developed the following emergency/crisis notification process to include procedures and guidelines for ensuring that accurate, timely, effective, and coordinated communications occur during an emergency and/or crisis. As part of the overall notification process, a network of CSO officials and staff, archdiocesan officials, pastors, school administrators, and other key archdiocesan contacts who, due to their role and assignment or area of expertise, may be called upon to assist in addressing the emergency and/or crisis.

The emergency/crisis notification process is predicated on the national best practice of principals making one call to the school system's central administrative office for reporting a school-related emergency and/or crisis. This streamlined practice allows the principal to make one initial call to a specific member of the CSO Executive Support Team to report the facts and circumstances of the emergency and/or crisis and request needed assistance as opposed to making multiple calls to CSO and archdiocesan officials to report the same information. Outlined below is the CSO emergency/crisis notification procedure for principals to follow:

Required Notification:

- ☆ Any problem, issue, or potential emergency and/or crisis linked to Level I activation of School Emergency Response Plan
- ☆ Any serious emergency and/or crisis linked to Level II Activation of School Emergency Response Plan
- ☆ Any major emergency linked to Level III Activation of School Emergency Response Plan
- ☆ Any community incident impacting the safety, security, health, and well-being of students, staff, or parents/guardians
- ☆ Public safety 911 emergency notification for needed services and assistance

Notification Process:

- ☆ Archdiocesan principals must notify a member on the CSO Executive Support Team immediately (not to exceed 24 hours)
- ☆ Notifications should be made to the cell phone of the designated CSO Executive Support Team member. If contact cannot be made by cell phone, then contact should be made via office number
- ☆ Notifications must be **directly** made by speaking with the predetermined member of the CSO Executive Support Team or backup member. An email or text message notification can be made in lieu of phone notification only if notification can be confirmed as received in a timely manner

The CSO Executive Support Team member who received the notification will:

- ☆ Assess the situation with the principal and provide initial direction and guidance
- ☆ Notify both the Superintendent of Catholic Schools (CSO Executive Support Team Manager), archdiocesan Executive Director of Communications - referenced in NIMS as the Public Information Official (PIO) of the situation and initial response actions
- ☆ When warranted, notify Executive Director, Consortium of Catholic Academies

- ☆ Notify other CSO Executive Support Team members and other archdiocesan offices when necessary

It is essential that principals make timely notification and provide accurate information as to the nature and scope of the problem, emergency, or crisis and the extent of any injuries and property damage, if known. This information is critical so decisions can be made by the Superintendent of Schools as Executive Support Team Manager regarding activation of the School Emergency Response Plan in order to identify and deploy needed resources and support personnel for resolving the emergency and/or crisis.

Timely, truthful, and professional communications is critical to building trust and reassuring parents/guardians and the community that the school is responding to the situation.

In the event of a potential or actual emergency and/or crisis, the principal, as Incident Commander, will:

- ☆ Assess the situation expeditiously and implement appropriate response actions to ensure the safety, security, and well-being of students, staff, and visitors and ensure timely and appropriate notification of the emergency/crisis to 911 public safety operator, CSO Executive Support Team, and school pastor
- ☆ Initiate appropriate notification of the situation to staff, students, visitors, and pastor/parish staff so they may be informed of the situation and follow directions from the Incident Commander
- ☆ Activate the school's School Emergency Response Team, as needed, to assist in resolving the situation
- ☆ Assess situation with CSO Executive Support Team to include nature, scope, complexity and severity of situation, injuries, property damage, public safety response, timeline, action taken, and needed assistance and resources
- ☆ Discuss strategies for coordinating the media process and parental communications with CSO Executive Support Team Manager (Superintendent) and Public Information Official or PIO (Executive Director of Communications). The principal also serves as the School Information Officer under the guidance of the CSO Executive Support Team
- ☆ Identify unified command PIO among public safety responders and direct them to coordinate any media inquiries, statements and press releases with CSO Executive Support Team PIO
- ☆ Inform school and parish staff not to address the media and refer all inquiries to the CSO Executive Support Team PIO

The Superintendent of Catholic Schools will ensure members of the emergency preparedness network, archdiocesan officials, and CSO Executive Support Team members are informed and updated as to key aspects of the school-related emergency and/or crisis.

3.9 School Emergency Response Plan Activation Levels

The School Emergency Response Plan (SERP) is designed to be activated in three Levels under the structure of the Incident Command System at both the CSO and school level. Levels of Activation of the SERP, in conjunction with the CSO Executive Support Team and School Emergency Response Teams are predicated upon the nature, scope, complexity, and severity of school-related emergency and/or crisis. The stages commence with a basic response and incremental escalation resulting in a comprehensive and wide-ranging school and system-wide

response.

The Superintendent of Schools, as Executive Support Team Manager, in consultation with School Emergency Response Team members, will ascertain the complexity and severity of the school-related emergency and/or crisis to determine if the situation dictates implementation of the SERP at the CSO and if so, at what level, as well as the level of activation of the School Emergency Response Team.

The school principal assumes the role of Incident Commander and has the authority to consult with members of the school's School Emergency Response Team in order to activate the SERP at the appropriate level. Each emergency and/or crisis is different and as such requires a different level of support and assistance provided by the School Emergency Response Team as well as the CSO Executive Support Team. The respective Incident Commander has the authority and flexibility to invoke a partial and/or a full activation of the School Emergency Response Team and School Emergency Response Team, including support from the Operations, Planning, Logistics, Finance and Administration Teams regardless of the prescribed Levels of Activation of the SERP. Outlined on the next couple pages are the characteristics associated with the Levels of Activation.

Level I:

Level of Activation	Characteristics
Level I **School-Related Problem or Issue of Concern**	Examples of a Level I school-related problem and/or issue of concern include, but are not limited to: a sudden and unexplained death of a student, parent/guardian, or staff member; assault on campus; theft of property; minor injury/illness to a student or staff member; temporary loss of power; or a potential emergency and/or crisis impacting the safety, security, health, and well-being of archdiocesan students, staff, or parents. These types of problems or issues are generally addressed and resolved at the school level by the principal, who would take appropriate and corrective action without direct assistance from the Catholic Schools Office. If the situation warrants public safety assistance, the principal would contact the 911. The principal has the authority to activate components of the School Emergency Response Team and School Emergency Response Plan, if needed.

Level II:

Level of Activation	Characteristics
Level II **Serious** **School-Related Emergency or Crisis**	Examples of a Level II serious emergency and/or crisis include, but are not limited to: an active shooter/firearm incident; armed intruder; bomb detection/explosion; building fire/arson; community incident; critical student/staff injury/illness; hazardous materials incident; hostage/barricade; severe weather related-incident; student abduction; student/staff suicide; and/or terrorist incident. During a Level II activation, various public safety agencies would be part of an initial response team to the school-related emergency and/or crisis and responsible for providing direct service in stabilizing and resolving the incident. In these situations, a unified command operation would likely be established requiring all response partners and involved agencies to work collaboratively together at both the school and CSO Executive Support Team to share critical information in order to effectively and efficiently resolve the emergency and/or crisis.

Level III:

Level of Activation	Characteristics
Level III Major **School-Related Emergency or Crisis**	Examples of a Level III major school-related emergency or crisis includes, but is not limited to, any of the following: an expansion and/or growing complexity of any serious school-related emergency and/or crisis; significant hazardous materials incident; chemical/biological exposure incident; major structural damage to a school/facility due to fire and/or natural disaster; any incident involving mass injuries and/or deaths; pandemic influenza outbreak; and significant terrorist-related incidents. These types of major school-related emergencies and/or crises require a Level III activation at both the school and CSO as the incidents are more complex and challenging. This stage requires both a wide-ranging school and system-wide response to include strategic and comprehensive planning, assistance, resources and support. During Level III activation, various public safety agencies would be part of the initial response team to the school-related emergency and/or crisis and responsible for providing direct service in stabilizing and resolving the incident. In these situations, a unified command operation would be established requiring all response partners and involved agencies to work collaboratively and share information at both the school and CSO Executive Support Team.

Figure 3.9 School Emergency Response Plan Activation under the Incident Command System

School	CSO
Level I Activation and **Notifications**	
☆ Incident Commander notifies predetermined CSO Executive Support Team member and pastor to report school problem and/or issue of concern such as: ★ Death of student, staff member, or parent/guardian ★ Assault on campus, minor injury/illness to student/staff member, temporary loss of power, or a potential emergency/crisis, etc. ☆ Incident Commander activates School Emergency Response Team and implements response actions, as needed ☆ Incident Commander implements Classroom Emergency Flipchart, as needed ☆ Incident generally resolved at school level without formal assistance from CSO Executive Support Team	☆ Principals notify CSO Executive Support Team ☆ Executive Support Team member notifies CSO Executive Support Team Manager (Superintendent) and Public Information Official (Executive Director of Communications) of situation and initial response. Executive Director, Consortium notified, as needed ☆ Executive Support Team Manager may assess situation with Safety Official, PIO, Liaison Official, and other team members to determine if support and assistance from CSO is needed in addressing the school problem and/or issue of concern
Level II Activation and Notifications	
☆ Incident Commander notifies predetermined CSO Executive Support Team member, 911 operator, and pastor of a serious emergency and/or crisis such as: ★ Active shooter/firearm incident or armed intruder ★ Bomb detected/explosion, building fire/arson, or community incident ★ Critical student/staff injury/illness or hazardous materials incident ★ Hostage/barricade, student abduction, or severe weather incident ★ Student/staff suicide or terrorist incident ☆ Incident Commander assesses situation and implements response actions ☆ Incident Commander activates School Emergency Response Team, when safe to do so. Level of activation based on nature and scope of emergency/crisis ☆ Incident Commander implements Classroom Emergency Flipchart ☆ Public Safety response based on nature and scope of emergency/crisis and may include unified command operation	☆ Principals notify CSO Executive Support Team ☆ CSO Executive Support Team member provide initial direction and guidance to Incident Commander (principal) ☆ CSO Executive Support Team member notifies CSO Executive Support Team Manager (Superintendent) and Public Information Official (Executive Director of Communications) of situation and initial response. Executive Director, Consortium notified, as needed ☆ CSO Executive Support Team Manager convenes core members of the CSO Executive Support Team as needed to further assess the situation to determine assistance, support, and resources to be provided to impacted school(s) ☆ CSO Executive Support Team Manager can also invoke assistance from Operations Planning, Logistics, Finance and Administration Chiefs and respective team members and archdiocesan offices ☆ CSO Executive Support Team is expandable and collapsible based on nature and scope of emergency/crisis ☆ CSO Executive Support Team would work within a unified command operation when implemented

Figure 3.9 Continued

School	CSO
Level III Activation **and Notifications**	
☆ Incident Commander notifies predetermined CSO Executive Support Team member, 911 operator, and pastor of a serious emergency and/or crisis such as: ★ Significant hazardous materials incident or chemical/biological exposure ★ Major structural damage to school due to fire or natural disaster ★ Incident involving mass injuries and/or deaths ★ Pandemic influenza outbreak or significant terrorist-related incident(s) ☆ Incident Commander assesses situation and implements response actions and Classroom Emergency Flipchart ☆ Incident Commander activates entire School Emergency Response Team due to severity of the situation when safe to do so ☆ Public Safety response based on nature and scope of emergency/crisis and includes unified command operation	☆ CSO Executive Support Team notifications made in same Level I manner ☆ CSO Executive Support Team member provide initial direction and guidance to Incident Commander (principal) ☆ Executive Support Team Manager convenes entire compliment of CSO Executive Support Team to further assess the situation to determine assistance, support, and resources to be provided to impacted school(s) ☆ Executive Support Team Manager would also invoke, as needed, the full range of support service provided by the respective School Emergency Response Teams ☆ CSO Executive Support Team would provide strategic and comprehensive planning and response strategies relative to the situation and work within unified command operation ☆ CSO Executive Support Team is expandable and collapsible based on nature and scope of emergency/crisis

The Incident Commander has the authority to consult with members of the School Emergency Response Team in order to activate the School Emergency Response Plan (SERP) at the school level in stages predicated upon the nature and scope of problem, issue of concern, emergency and/or crisis adversely impacting the school commencing with a basic response and incremental escalation resulting in a comprehensive and wide ranging response.

In a ***Level I*** activation of the SERP, the Incident Commander may assemble the Safety Official, School Information Officer, Liaison Official, and other team members as needed to assist in addressing the school problem and/or issue of concern.

In a ***Level II*** activation of the SERP, the Incident Commander, only when safe to do so, would convene Safety Official, School Information Officer, Liaison Official, Operations Chief, and the Recorder/Tracking Coordinator to assist in managing the incident and determine the level of assistance needed from public safety responders, other response agencies and the CSO Executive Support Team. Depending on the criticality and severity of the incident, the Incident Commander may also invoke the assistance, as needed, of the Planning, Logistics, Finance and Administration Chiefs, and other members of the School Emergency Response Team to further assist in managing the incident.

In a ***Level III*** activation of the SERP, the Incident Commander would activate the entire compliment of the School Emergency Response Team, including the Safety Official, Public Information Official, Liaison Official, Operations, Planning, Logistics, Finance and Administration Chiefs, and Recorder/Tracking Coordinator due to severity of the incident. In addition, the Incident Commander may invoke, as needed, the full range of services provided by Operations, Planning, Logistics, and Finance and Administration Teams in order to support the

response to the major school-related emergency and/or crisis.

The principal, as Incident Commander, may activate the Classroom Emergency Flipchart, as needed, in response to a school-related problem or issue of concern during a Level I activation of the SERP. In response to a serious and/or major school related emergency and/or crisis that require a Level II or III activation of the SERP, the Incident Commander would operationalize the Classroom Emergency Flipchart. By doing so, the Incident Commander can be more effective and efficient in addressing, responding to, and managing the challenges of the emergency/or crisis.

It is the responsibility of the principal or Emergency Management Preparedness Coordinator to complete the Classroom Emergency Flipchart, in concert with School Emergency Response Team members, prior to the start of each school year. The resultant plan may reflect collaborative input from public safety officials, including local police and fire and rescue responders. In addition, input may also be obtained from school staff, parents/guardians, other response agencies, and community partners. The principal is required to submit the completed plan to the CSO Executive Support Team Operations Chief for review and approval. Upon approval of the plan, the principal will be notified and copies of the approved plan may then be shared with public safety responders. In addition, the principal may elect to host a public safety and school officials meeting prior to the start of the school year to discuss and distribute copies of the Classroom Emergency Flipchart and address general safety and security issues with their local police and fire and rescue commanders, supervisors, and officers. This will allow for a more effective and efficient response by public safety responders to a school-related emergency and/or crisis. Copies of the approved Classroom Emergency Flipchart should also be distributed to members of the School Emergency Response Team and placed in the School Emergency Kit(s).

The principal should ensure that each member of the School Emergency Response Team is familiar with all components of the Classroom Emergency Flipchart as well as their primary and secondary roles. Members of the entire school staff should also be informed as to the components of the plan and understand their role in a school-related emergency and/or crisis. It is recommended that principals address these topics and the school's emergency/crisis preparedness efforts with staff members prior to the start of each school year and strategically throughout the school year.

In addition, the principal should ensure that students, parents/guardians, and community partners understand their roles in a school-related emergency and/or crisis. Parents and guardians should also be informed of key aspects of the Classroom Emergency Flipchart, such as the parent/child reunification process and sites. The actual Classroom Emergency Flipchart should not be distributed to parents and guardians or placed on the school's website for security reasons. Principals may elect to address the issue of school emergency/crisis preparedness at back-to-school meetings or in other forums as deemed appropriate throughout the school year.

The ability to be prepared for a school-related emergency and/or crisis, combined with an efficient implementation of the Classroom Emergency Flipchart, will allow for an effective response among involved parties in order to appropriately address and resolve the incident.

3.10 Student and Staff Accountability

In any school-related emergency and/or crisis, it is critical that students, staff, and visitors be accounted for in an orderly manner to verify they are safe. The principal has the responsibility to ensure an accurate accounting of students, staff, and visitors occur only when safe and practicable to do during a school-related emergency/crisis or implementation of designated response actions.

As soon as the emergency and/or crisis is stabilized and it is safe to do so, teachers and staff who are supervising students must take attendance and report results. They should report results to the Student/Staff Accountability Coordinator located at the command post including any attendance discrepancies, identify any additional students or visitors under their supervision, provide description of any injuries after administering first aid, and their current location. This position is structured under the school-based ICS Operations Section Team and is responsible for assisting the Incident Commander with the accountability function. Teachers and other staff not supervising students also should report their status and location to the Student/Staff Accountability Coordinator. The Incident Commander will ensure medical treatment for the injured is obtained and an accurate accounting of any special needs students and staff to include a sweep/scan of the school and outside area is conducted, only when safe to do so, in an attempt to locate any missing students or staff.

If an accountability discrepancy still exists, the Incident Commander has the responsibility to report information regarding missing students and/or staff to the appropriate public safety agency and CSO Executive Support Team. The Incident Commander and members of the School Emergency Response Team will work collaboratively with public safety responders and parents/guardians to ensure all students have been accounted for and medical treatment provided.

Student and staff accountability is a critical function that requires team work and an understanding of the various duties and responsibilities as part of the accounting process.

A summary of the key duties and responsibilities associated with the student and staff accountability process are outlined below:

- ☆ Incident Commander has overall responsibility for student, staff, and visitor accountability, reconciling functions, and working collaboratively with members of the School Emergency Response Team to ensure all parties are aware and understand their roles in the student and staff accountability process
- ☆ Student/Staff Accountability Coordinator works with the Incident Commander and other members of the School Emergency Response Team to ensure for an effective and efficient student, staff, and visitor accounting, including special needs students and staff during an emergency/crisis
- ☆ School secretary and attendance staff, in concert with principal, are responsible for student and staff rosters, accurate daily attendance data, maintenance of visitor logs, and sharing of the same data for student, staff, and visitor accountability purposes
- ☆ Teachers are responsible for maintaining classroom lists, daily student attendance, taking attendance book/log during an evacuation, taking attendance during an emergency/crisis when safe to do so, reporting discrepancies, and providing description of injuries after administering first aid
- ☆ School staff to report their status and location to the Student/Staff Accountability Coordinator and, as directed by the Incident Commander, assist in the accountability

process

- ☆ Students should follow directions and guidance provided by the Incident Commander, teachers, and staff during an emergency and/or crisis

It is critical to develop multiple and redundant means to communicate student and staff accountability information, issues and concerns. Outlined below are recognized best practices:

- ☆ School public address/intercom system
- ☆ School computer intranet system
- ☆ Classroom telephones
- ☆ Two-way walkie talkie radios
- ☆ Staff cell phones to include text messaging or smart phone applications
- ☆ Runners, only when safe and practicable to do so

The principal and members of the School Emergency Response Team should periodically test the school's student and staff accountability processes and methods of communicating so necessary improvement changes can be made.

3.11 School Emergency Kit

A School Emergency Kit is a valuable resource for the Incident Commander and members of the school's School Emergency Response Team to use during an emergency and/or crisis situation. Each archdiocesan school should have at least two School Emergency Kits that contains the following items:

- ☆ NOAA Weather Alert Radio to be placed within the main office and taken during an evacuation. Extra batteries should be included as back-up power source
- ☆ 25-Person First Aid Kit with tourniquets
- ☆ 25 Standard Band-Aids
- ☆ 1 CPR Pocket Mask
- ☆ 1 Box Powder-Free Latex Disposable Gloves
- ☆ 1 Quick-Access Bag of Latex Disposable Gloves
- ☆ 1 Portable Megaphone with extra batteries (To enhance the shelf life of the batteries, they should be removed from the megaphone, when not used on a regular basis)
- ☆ 1 Plastic Flashlight with extra batteries
- ☆ 1 Roll of Yellow Caution Tape
- ☆ 1 Clip Board with Legal and Steno Pads
- ☆ 5 Pencils, 4 Pens, 1 Black Magic Marker, 1 Pencil Sharpener, and Rubber Bands
- ☆ In addition, the following items should be provided in the School Emergency Kit:
  - ★ At least 3 copies of the School Emergency Response Plan, including the school floor plan with clearly marked locations of emergency utility cut-off values for electricity, water, gas, and HVAC
  - ★ Names and duties of Crisis Team Members (at least 3 copies)
  - ★ Student/staff rosters and emergency contact information
  - ★ Identification of special needs students/staff and their medical and other related needs
  - ★ Roster of staff cell phone numbers, CSO, and public safety contact information

At least one School Emergency Kit should be labeled with the school name and placed

strategically within the school, such as in the main office, to allow for easy access during an emergency. In addition, the kit should be taken during an evacuation from the school to aid the school's Incident Commander in managing the emergency/crisis.

A member of the School Emergency Response Team should be assigned the responsibility for inspecting the kit twice a year to ensure that the items issued are in good working condition and for updating and replenishing the contents as needed. Inspection of battery-operated devices should occur prior to the start of each school year and mid-year to ensure the batteries are properly charged and functional.

3.12 Pandemic Influenza Planning

The ADW CSO as part of an all-hazards approach to emergency preparedness has developed a framework for planning, developing, and implementing Prevention-Mitigation, Preparedness, Response, and Recovery measures in anticipation of a pandemic influenza outbreak. Pandemic preparedness requires a thorough and on-going planning process involving the Catholic Schools Office, archdiocesan officials and archdiocesan schools working collaboratively together with other key stakeholders to include public health officials, local, city, state and federal agencies, and officials. The following information has been developed to provide background information, guidance, strategies, and a process for CSO officials and principals to follow and serves as the foundation for implementing a comprehensive Pandemic Influenza Plan.

3.12.1 Background Information

A pandemic is a global disease outbreak. A flu pandemic occurs when a new influenza virus emerges for which people have little or no immunity and for which there is no vaccine. The disease spreads easily person-to-person, causes serious illness, and can sweep across the country and around the world in very short time. A pandemic is likely to be a prolonged and widespread outbreak that could require temporary changes in many areas of society, such as schools, work, transportation, and other public services.

The agent of pandemic influenza is the influenza virus, which is also responsible for causing seasonal influenza, known by most persons as the flu and is characterized by symptoms such as fever, fatigue, body pain, headache, dry cough, and sore throat, affecting large numbers of people each year.

The Centers for Disease Control and Prevention (CDC) estimates that in the U.S. alone, an influenza pandemic could infect up to 200 million people and cause between 100,000 and 200,000 deaths. Scientists and health officials throughout the world believe that it is inevitable that more influenza pandemics will occur in the 21st century, like the 2009 H1N1 Flu Pandemic.

3.12.2 Pandemic Influenza Planning Goals

The following are goals relative to managing a pandemic influenza outbreak:

- ☆ Reduce number of school-related illness and deaths via prevention and education
- ☆ Preserve continuity of core operations of the CSO and archdiocesan schools
- ☆ Minimize educational disruption of teaching and learning through development of alternative educational modalities and opportunities
- ☆ Minimize educational and economic losses
- ☆ Coordinate planning, response, and recovery efforts with public health officials, local,

state, and federal agencies

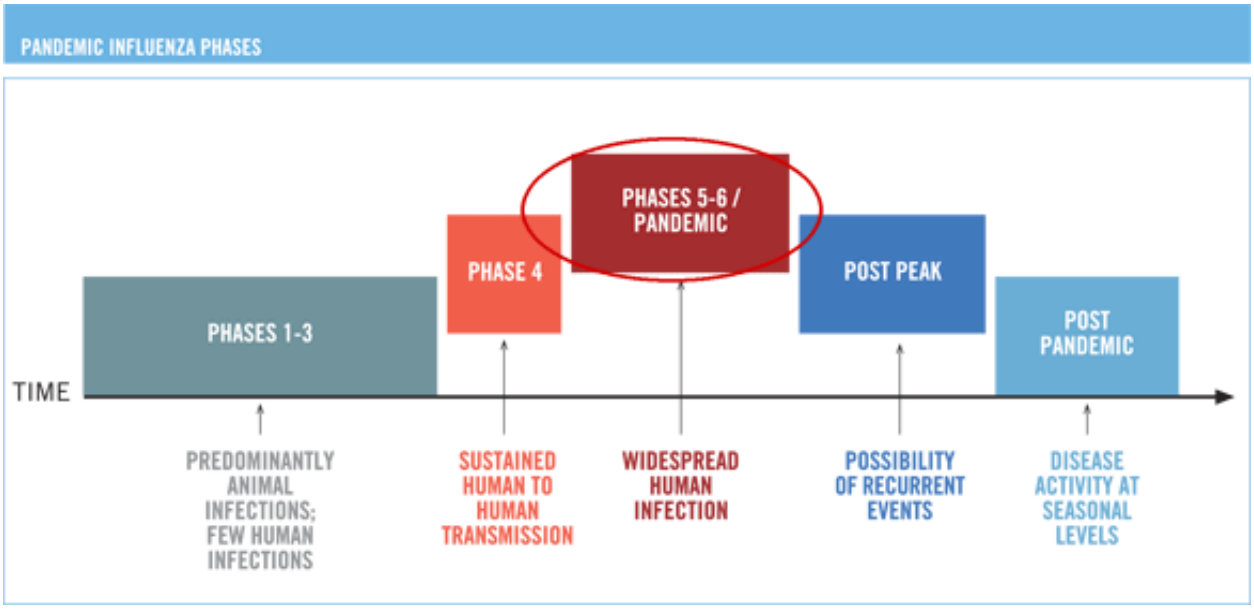
3.12.3 Pandemic Influenza Impact to Schools

A pandemic influenza could have a significant impact on school operations including, but not limited to, the following:

- ☆ A pandemic outbreak is projected to last six (6) to eight (8) weeks, can reoccur in waves, and may continue for up to 18 months
- ☆ Absenteeism/illness rates for school staff and area workers is projected at 30%
- ☆ Large number of student absenteeism due to illness is estimated to be 40% of student body, as children are more contagious than adults and more likely to pose the greatest transmission risk
- ☆ Parents/guardians will probably not send non-ill children to school for fear of exposure, which will increase overall absenteeism rates
- ☆ Schools will need to develop alternative methods of education due to projected high-absenteeism rates of both staff and students
- ☆ Schools may also be closed by local authorities in order to prevent further outbreaks of pandemic influenza
- ☆ Schools could be closed for days, weeks, or months, depending on the characteristics of the pandemic, including the incubation period of the disease and length of time people are contagious
- ☆ Vendors and suppliers would also be impacted and would likely cause an interruption to service

3.12.4 World Health Organization Pandemic Alert Phases:

In the 2009 revision of the phase descriptions, World Health Organization has retained the use of a six-phased approach for easy incorporation of new recommendations and approaches into existing national preparedness and response plans. The grouping and description of pandemic phases have been revised to make them easier to understand, more precise, and based upon observable phenomena. Phases 1–3 correlate with preparedness, including capacity development and response planning activities, while Phases 4–6 clearly signal the need for response and mitigation efforts. Furthermore, periods after the first pandemic wave are elaborated to facilitate post pandemic recovery activities.



Phase 1

- ★ No new influenza subtypes detected in humans
- ★ Possibly present in animals
- ★ Risk to humans is low

Phase 2

- ★ No new influenza subtypes detected in humans
- ★ A circulating animal influenza subtype poses a substantial risk of human disease

Phase 3

- ★ Human infection(s) with a new subtype
- ★ No human-to-human spread
- ★ At most, rare instances of spread to a close contact
- ★ Experts indicate we are currently at this phase

Phase 4

- ★ Small cluster(s), limited human-to-human transmission
- ★ Spread is highly-localized as virus is not well adapted to humans

Phase 5

- ★ Larger cluster(s) but human-human spread is still localized
- ★ Virus is becoming better adapted to humans
- ★ Virus may not yet be fully transmissible (substantial pandemic risk)

Phase 6

- ★ Increased and sustained transmission in the general population

3.12.5 Prevention-Mitigation Phase: Strategies and Measures

The following Prevention-Mitigation strategies and measures have been developed as a proactive approach and serve as a resource to reduce the spread of infectious disease and

pandemic influenza outbreak impacting both the CSO and archdiocesan schools. These measures should be collaborative in nature and include CSO and archdiocesan officials, principals, members of the School Emergency Response Team, school staff, counselors, parent community, community partners, and other stakeholders as appropriative.

Catholic Schools Office

- ☆ Encourage CSO and archdiocesan staff to develop a Family Preparedness Plan
- ☆ Provide flu and pandemic influenza awareness training
- ☆ Encourage staff to obtain flu vaccination with physician approval
- ☆ Reinforce proper building cleaning techniques to decrease spread of germs
- ☆ Coordinate Prevention-Mitigation efforts with archdiocesan schools

Archdiocesan Schools

- ☆ Establish school-based Pandemic Influenza Planning team
- ☆ Encourage staff and school community to develop a Family Preparedness Plan
- ☆ Distribute parental letter outlining preparedness efforts and student illness policy
- ☆ Encourage parents/guardians to keep children home when displaying flu-like symptoms
- ☆ Promote hand washing and sneeze and cough hygiene via school-wide campaigns
- ☆ Obtain and post classroom health and wellness materials from agencies like Center for Disease Control or local department of health
- ☆ Provide flu and pandemic influenza awareness training to staff and volunteers
- ☆ Encourage staff/volunteers to obtain flu vaccination with physician approval
- ☆ Reinforce proper building cleaning techniques to decrease spread of germs
- ☆ Promote health awareness and proactive hygiene throughout the year
- ☆ Exchange ideas, strategies, and best practices with fellow principals
- ☆ Coordinate Prevention-Mitigation efforts with Catholic Schools Office

3.12.6 Preparedness Phase: Strategies and Measures

The following Preparedness strategies and measures have been developed to effectively respond to a pandemic influenza outbreak impacting both the CSO and archdiocesan schools.

Catholic Schools Office

- ☆ Promote system-wide health awareness and proactive hygiene throughout the year
- ☆ Pandemic Influenza Planning Team to develop policy/guidelines, including but not limited to:
  - ★ Identification of alternative educational modalities and opportunities
  - ★ School closing guidelines and models linked to local public health and government authority
  - ★ Identification of essential personnel and backups
  - ★ Continuity of financial, payroll, and technology operations
  - ★ Extended sick leave use
  - ★ Student/staff absenteeism tracking, illness surveillance, and social distance methods
  - ★ Archdiocesan preparedness communications and website postings
  - ★ Environmental cleaning procedures

- ★ Identification of recovery and metal health supports for staff and students

- ☆ Ensure School Emergency Response Team and support staff familiar with their roles
- ☆ Ensure emergency communication network roster is up-to-date and tested
- ☆ Inventory, replenish, and add additional emergency preparedness supplies

Archdiocesan Schools

- ☆ Pandemic Influenza Planning Team to address the same CSO issues that have school applicability and coordinate efforts with CSO planning team
- ☆ Identify special needs students and staff who may be at risk due to outbreak
- ☆ Develop policy/guidelines for restricting and canceling extracurricular activities
- ☆ Ensure Classroom Emergency Flipchart is up-to-date
- ☆ Ensure School Emergency Response Team and school staff familiar with response actions and roles during an emergency
- ☆ Inventory and replenish emergency preparedness supplies and contents of School Emergency Kit(s)
- ☆ Ensure school emergency staff and CSO contact lists are up-to-date

3.12.7 Response Phase: Strategies and Measures

An actual pandemic influenza outbreak would result in a Level III activation of CSO School Emergency Response Plan. The Superintendent of Catholic Schools would act as the Incident Commander and initiate a full-scale activation of the CSO Executive Support Team to assist in managing system-wide response objectives and strategic actions.

Principals would also initiate a full-scale activation of the School Emergency Response Team to assist in managing the school's response objectives and strategic actions in concert with the CSO Executive Support Team.

Outlined below is a summary of the duties and responsibilities of both the School Emergency Response Team and CSO Executive Support Team relative to a pandemic influenza outbreak.

3.12.8 Recovery Phase: Strategies and Measures

CSO and archdiocesan officials and archdiocesan schools, working together, develop and implement Recovery strategies and measures to restore both the school system and schools to normal operations as quickly and efficiently as possible. The following strategies and measures serve as a resource for the CSO and schools.

Catholic Schools Office

- ☆ Coordinates re-opening of schools with input from public health officials
- ☆ Establishes a multi-disciplinary recovery team to assess, develop, and implement short and long-term system-wide mental health, education operations, and facility recovery actions
- ☆ Coordinates services of the Crisis Intervention Team(s) and supplemental mental health and outreach services needed from providers
- ☆ Coordinates resumption of business practices and technology operations
- ☆ Coordinates environmental cleanup, as needed
- ☆ Coordinates financial impact review and loss analysis

- ☆ Coordinates system-wide debriefing and after action report

Archdiocesan Schools

- ☆ Coordinates re-opening of schools with input from CSO Executive Support Team
- ☆ Establishes a recovery team to assess, develop, and implement short and long-term school-based mental health and facility recovery actions
- ☆ Requests services from Crisis Intervention Team, as needed
- ☆ Remains alert to signs of post-traumatic stress
- ☆ Provides outreach and support to families who lost loved ones
- ☆ Resumes normal business practices and technology and educational operations
- ☆ Initiates environmental cleanup, as needed
- ☆ Initiates financial impact review and loss analysis
- ☆ Initiates incident debriefing and after action report

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SECTION 4

Response

Response is the most critical phase of emergency management as immediate life-threatening decisions must often be made to ensure the safety and security of students, staff, and visitors. Critical and time sensitive decisions as to implementing response actions and procedures must also be made during this phase. Proactive efforts in the areas of Prevention-Mitigation and Preparedness have a direct correlation to the effectiveness of response operations.

Response is where the Emergency Management and Response Plan (EMRP) is activated and operationalized at the school in order to effectively address and resolve a school-related emergency and/or crisis. In addition, the School Emergency Crisis Plan, the Classroom Emergency Flipchart is also operationalized to address the situation. Critical decisions as to implementing a Evacuation, Lockdown, A.L.I.C.E. response, Shelter-in-Place, Drop/Cover/Hold, Severe Weather, Alert Status or Parent/Child Reunification must be made during this phase. It is imperative that actions taken and decisions made be recorded and a timely after action debriefing be held to objectively assess the response and lessons learned in order to improve future responses and elements of the EMRP and *Management Guide*, and Classroom Emergency Flipchart.

The EMRP is structured under the Incident Command System and designed to be activated in three levels depending on the nature, scope, and complexity of a school-related emergency or crisis at both the school and CSO. The Superintendent of Catholic Schools serves as the leader responsible for managing the CSO Executive Support Team in resolving a school emergency/crisis incident.

At the school level, the principal serves as the Incident Commander and, with assistance from members of the School Emergency Support Team and CSO Executive Support Team, is responsible for resolving the incident. The Incident Commander will implement the EMRP at the requisite level of activation, in conjunction with the Classroom Emergency Flipchart, in response to a school-related emergency and/or crisis.

In situations involving public safety responders, emergency management, homeland security and/or public health agencies, the School Emergency Response Team and CSO Executive Support Team will work in concert with responders and officials under the structure of a unified command operation to resolve the emergency and/or crisis impacting archdiocesan schools. Teamwork, clear lines of authority, effective communication, and coordination of information, resources, and support services are critical for the successful response in resolving a school-related emergency and/or crisis.

Response best practices and strategies include, but are not limited to:

- ☆ Response efforts focus on pre-incident planning and proactive relationships with public safety and other response agency partners and community stakeholders
- ☆ Response entails an all-hazards approach in developing system-wide and school-based response plans and procedures
- ☆ Development of effective School Emergency Response Teams at the schools and CSO Executive Support Team at the Archdiocese
- ☆ Use of plain language when announcing emergency/crisis and directing response actions

- ☆ Development of student accountability procedures
- ☆ Development of emergency communication plan
- ☆ Proper and timely notification to parents/guardians of critical incidents
- ☆ Assessment and monitoring measures of psychological/emotional trauma during and after an emergency/crisis
- ☆ Appropriate sharing of key elements of response plan with parents/guardians
- ☆ Timely incident debriefing and completion of after action report

The CSO and archdiocesan schools have initiated the following Response actions and activities as part of the overall emergency readiness efforts. Additional updates and refinements will be made to bolster both CSO and school-based emergency readiness efforts.

- ☆ Developed SERP plan with activation levels
- ☆ Developed Classroom Emergency Flipchart and guidelines
- ☆ Developed emergency/crisis notification process
- ☆ Developed CSO Executive Support Team and School Emergency Response Teams
- ☆ Developed Incident Commander and unified command protocols
- ☆ Developed response actions and procedures
- ☆ Developed incident debriefing and after action reporting procedures

The overarching goal and objective of all parties during the Response phase is the protection of life, safety, security, and well-being of students, staff, and visitors as well as the minimization of property damage. This is accomplished by all parties being well-trained and understanding their respective roles and responsibilities during an emergency/crisis and those of other response partners. Effective leadership, decision making, communication, collaboration, and team work is essential in responding to and effectively resolving a school-related emergency and/or crisis.

4.1 School Universal Emergency Guidelines

School Universal Emergency Procedures are a set of standard, clear directives that may be implemented across a variety of emergency situations. When an emergency begins, the principal, as Incident Commander (IC), will decide which School Universal Emergency Response Procedures to implement, based on the situation. A chart is included to aid the IC in making that decision.

There are five basic procedures which can be utilized in responding to various emergencies:

- ☆ Evacuation Procedures for Buildings
- ☆ Alert Status
- ☆ Lockdown Procedures
  - ★ Shelter-in-Place
- ☆ Severe Weather Safe Area Procedures
  - ★ Drop, Cover, and Hold
- ▪ A.L.I.C.E.

Outlined in Figure 4.1 on the next page is a summary of response actions, procedures, roles, and guidelines for archdiocesan principals, School Emergency Response Team members, and

school staff to collectively follow in order to effectively address identified hazards, risks, vulnerabilities, and critical incidents. Initiation and implementation of response actions and related procedures by the Incident Commander in response to a critical incident should occur in an expeditious manner.

ALICE Response to Violent Critical Incident	
ALERT **Be aware of surroundings** • **Don't assume loud pops are fireworks** • **Don't assume others are contacting law enforcement. Inform 911 of an active shooter to allow for appropriate dispatch of emergency responders.** • **Instead of code words, give as clear and accurate information as possible.** • **Answer the vital questions of who, what, when, where and how.**	**LOCKDOWN ENHANCED** **Make yourself and students a hard target** • **Lockdown is a semi-secure starting point in which to make survival decisions** • **If evacuation is not an option, lock/secure the door and barricade any entry points to your room using desks, chairs, file cabinets, etc. Prepare to counter if age appropriate, or evacuate if possible** • **Call 911, silence cell phones, be prepared to counter and evacuate if possible (consider window exit if necessary)**
INFORM **Share lifesaving information** • **Provide constant and real time updates of the threat to include: shooters location, direction, description, weapon** • **Utilize your camera system, PA system, shared communications (walkie talkie, text, Zello, etc.), horns or bells. Continue to inform all the way to reunification.** • **This information will allow staff, students, and first responders to make important lifesaving decisions** • **Call 911 if you can safely do so**	**COUNTER** **Move, make noise, and throw** • **Use as a last resort, when other options are not possible (i.e. a locked door does not exist or the active shooter breaches a secured room)** • **Move and create as much distraction as possible, throw objects at the shooter's face to provide opportunity for swarm and evacuation** • **Swarming is recommended for high school aged students only. When used, try and do so in a group and grab the shooters limbs and pull them to the ground. Hold the shooter down and ensure the weapon is out of their reach** • **Put weapon in a trash can, never display the weapon to first responders or police** • **Call 911, and carefully listen and comply with police when they arrive**
EVACUATE **Put distance between you and the shooter** • **Decide if you can safely evacuate. Whenever you can safely do so, remove yourself from the danger zone** • **If the active shooter is known to be in an isolated section of the building, staff and students in other areas should safely evacuate while those in direct danger can perform enhanced lockdown or counter** • **Bring something to throw at the shooter should you encounter them. If fired upon, run in a zigzag pattern as fast as you can** • **Call 911 as soon as you can safely do so** • **All students and school personnel should mobilize to any designated rally points and ultimately to the reunification site**	

4.2 Critical Incident Response Actions, Procedures, and Roles

The SERP and *Management Guide* reflects an all-hazard framework and approach and identifies response actions, procedures, measures, roles, and strategies to effectively address hazards, risks, vulnerabilities, and critical incidents that impact the safety, security, and well-being of students and staff.

The Incident Commander would also evaluate the complexity and severity of the school-related emergency and/or crisis to determine the appropriate stage of activation of the SERP at the school level as well as the Classroom Emergency Flipchart. In addition, the Incident Commander would convene key members of the School Emergency Response Team, only when safe to do so in order, to discuss the nature, scope, complexity, and severity of the emergency and/or crisis, develop further response actions, and determine the level of assistance needed from public safety responders, other response agencies, and the CSO Executive Support Team.

4.3 Emergency/Crisis Response Actions

Archdiocesan schools must plan for and be prepared to deal with a multitude of emergencies and/or crises that not only impact the safety, security, and well-being of students, staff, and visitors but that also compromises the physical integrity and structure of the school building and campus.

The principal, as Incident Commander, after learning of a school-related emergency and/or crisis, must make an initial assessment of the situation and make immediate decisions dealing with life-threatening issues, including implementation of the appropriate response action to maximize the safety, security and well-being of students, staff, and visitors. The Incident Commander also ensures timely notification is made to the 911 public safety operator regarding the specifics of the emergency and/or crisis to include response actions implemented so public safety responders will be directed to the school to address the situation.

In addition, the principal will follow the CSO emergency/crisis notification process to ensure timely notification is made to the predetermined CSO Executive Support Team member and school pastor regarding the situation to include initiated response actions and updates. It is the responsibility of the School Emergency Response Team member who received the call to make timely notification of the situation to the Superintendent of Catholic Schools as the-Executive Support Team Manager, Archdiocesan Executive Director of Communications, and Executive Director of the Consortium of Catholic Academies, as appropriate.

The Incident Commander should also evaluate the complexity and severity of the school-related emergency and/or crisis to determine the appropriate level of activation of the SERP at the school level as well as the Classroom Emergency Flipchart. In addition, the Incident Commander should convene key members of the School Emergency Response Team, only when safe to do so, in order to assist in managing the situation and develop further response actions. They should also determine the level of assistance needed from public safety responders, other response agencies, and the CSO Executive Support Team.

The Superintendent of Schools, system-wide Incident Commander, in consultation with key School Emergency Response Team members, will ascertain the complexity and severity of the school-related emergency and/or crisis and determine the appropriate stage of activation of the SERP at the CSO as well as the level of activation of the School Emergency Response Team.

4.4 Alert Status and Unidentified Person/Trespasser/Intruder

Situation Description

This guideline applies to emergency conditions which require immediate secured access to the building(s). The incident dictates a heighten state of alert to visitors, deliveries, and others who desire access to the facility. Also, this emergency situation restricts access by students and personnel, to outside areas such as sport fields, playgrounds, and court yards during the school day.

Guidelines

Immediate Response—

- ☆ The principal or the principal's designee declares *Alert Status* by acting as IC. In most cases, this will result from information received from the EST as a result of a community emergency. However, this can also be ordered by the IC during a Level I emergency
- ☆ Activate the SERT for possible deployment
- ☆ Secure the facility by locking all doors from the inside (Do not chain any doors)
- ☆ Inform staff of the *Alert Status*. Inform students, in an age-appropriate manner, of the heightened Alert Status by informing all of the threat in plain language.
- ☆ Post teachers and staff members near the front/main entrances of the school building to permit people with proper identification to enter the building to conduct their business as well as to exit and secure the entrance
- ☆ Conduct classes and activities within the building in a normal manner
- ☆ If a situation arises that requires evacuation of the facility, no one should leave the building (unless the danger is imminent) until Emergency Responders (fire and police) arrive at the site for security purposes during the Alert Status

Follow-up Report

- ☆ Complete the School Incident Report and submit to the ADW Catholic Schools Office

4.4.1 Unidentified Person/Trespasser/Intruder

An intruder or trespasser is an individual(s) who enters the school building without having a lawful or school-related purpose to be in the building or on school property and fails to comply with visitor management procedures. It is difficult to ascertain the intensions of an intruder/trespasser or determine if the individual is armed with a weapon.

The best practice for addressing the issue of intruders/trespassers is to have a well-developed and consistently enforced visitor management policy. Key elements of such a policy are: secured entrance points, visitor signage directing visitors to a check in area, identification verification, proper sign-in and sign-out of visitor log and issuance of school visitor badge/label to include date, time, name, and purpose/location of visit.

Situation Description

To maintain a safe, secure, and orderly school environment, it is essential to establish a system with requirements for everyone entering the school building to register and identify themselves. Any trespassers or intruders need to be managed as described below.

Guidelines

- ☆ Notify the principal and give a detailed description and location of the subject
- ☆ Attempt to obtain an identification of the subject
- ☆ Advise subjects that they are trespassing and need to leave the premises
- ☆ Call 911
- ☆ Keep subject in view until law enforcement arrives
- ☆ Take measures to keep subject away from students and, if possible, the building
- ☆ Determine whether to initiate Lockdown procedures
- ☆ The principal or designee needs to ensure the following:
  - ★ Request verification of trespasser/intruder's identification
  - ★ Request an official report of all events
  - ★ Share information on the intruder with security and staff

General Intruder/Trespasser Response Actions, Measures, and Precautions

- ☆ Be cognizant of potential intruder/trespasser and professionally engage individual(s), if safe to do so and inquire as to their business at the school. Direct and escort individual(s) to main office to sign in and, if they refuse, request assistance from principal
- ☆ Look for clues of intruder/trespasser i.e. dressed outside of school dress code, no visitor badge, appears nervous, etc.
- ☆ Request assistance of staff member when engaging an intruder/trespasser
- ☆ If unsafe to professionally engage individual(s) or if they flee, make a note of their appearance and report the same to principal and location last seen
- ☆ Do not threaten, intimidate, or agitate the potential intruder/trespasser and take appropriate personal protective measures, as warranted
- ☆ Visually scan potential intruder/trespasser for suspicious bulges to ascertain if armed with weapon. If weapon detected, do not attempt to confront or disarm the individual(s) and notify School administration.

If intruder/trespasser enters classroom, remain calm and request individual(s) return to main office to check in. Only when safe and practicable to do so, notify main office via P.A. system, alert neighboring teacher, or send a student to the office. If individual is agitated, attempt to defuse situation, seek cooperation, and take appropriate personal protective measures, as warranted (If the intruder/trespasser exposes a firearm, initiate the ALICE protocol).

4.5 Accident, Serious Injury, Illness, or Other Medical Related Incidents

A medical emergency may occur anytime the school building is in use. Medical emergencies are those illnesses or injuries which require first aid and emergency backup to ensure the safety and health of the person(s) involved. The medical emergency may occur in the school, on school property or school buses, during a field trip, and other school-sponsored activities.

Situation Description

If a student/staff member vomits in the classroom or some other school location, then care for the sick student/staff member. If a student/staff member is seriously injured such as head injuries or extreme bleeding, then care for the injured student/staff member and send another student to the office for help.

Guidelines

- ★ **If the student/staff member becomes unconscious, then immediately call 911**
- ★ When available, the school nurse and/or the designated first aid backup is responsible for rendering emergency care to all students, school employees, and visitors who need first aid and/or emergency care for health problems during the school day. The school nurse is responsible for reporting to the building administrator any medical emergency and for ensuring completion of the correct documentation and notifications to the appropriate offices
- ★ Medical emergencies occurring after school hours need to be reported to the principal
- ★ Medical emergencies involving injury of personnel should be reported to the CSO immediately
- ★ When necessary, designate a staff member to accompany the victim to the hospital, when necessary
- ★ Complete the School Incident Report and submit to the ADW Catholic Schools Office

If Bloodborne Exposure Occurs, Then…

Bloodborne pathogens are transmitted by coming in contact with blood or other potentially infectious fluids such as urine, saliva, bodily secretions, etc. Exposure can occur through: mucus membrane contact via mouth, nose, or eyes; directly through the skin via needle sticks or bites; or thorough contact with non-intact skin such as cuts or abrasions.

Precautions

- ☆ Always treat any contact with blood or bodily fluids as an infectious agent
- ☆ Use appropriate personal protective equipment, such as disposable gloves, to prevent contact with blood and bodily fluids. In addition, use of facial mask for eye, nose, and mouth protection may be needed for profuse bleeding
- ☆ Avoid touching the outside of contaminated gloves when removing and wash hands afterwards
- ☆ If skin or mucous membrane comes in direct contact with blood, wash or flush with water as soon as possible with a ten percent (10%) bleach solution or other antiseptic soap
- ☆ Always wash hands and other skin surfaces with non-abrasive soap and running water for at least 15 seconds immediately after contact with blood or bodily fluids. Rinse and dry

with a paper towel and discard

- ☆ Retrieve shattered glass and other sharp objects with a broom and dustpan or tongs. Dispose of debris in appropriate puncture-resistant trash container
- ☆ Gloves, other used personal protective equipment, contaminated clothing, and items used to clean up blood and bodily fluids should be disposed of into red plastic bags imprinted or write "BIO-HAZARD WASTE"
- ☆ Initiates appropriate clean up measures, including utilization of a ten percent (10%) bleach solution or other approved germ-killing agent when removing any blood splashes or bodily fluids from the floor, fixtures, or other areas

Custodial and General Staff

- ☆ Any incident of exposure of staff, students, or visitors should be reported to the principal
- ☆ Utilizes appropriate protective equipment when responding to an incident

Follow-up Report

- ☆ Complete the School Incident Report and submit to the ADW Catholic Schools Office

4.6 Parent/Child Reunification

Parent/Child Reunification is the orderly and efficient process of reuniting children with their parents or guardians in response to a school-related or community emergency and/or crisis. In the aftermath of a school crisis, an effective Parent/Child Reunification plan will help parents and families of school personnel locate missing loved ones. Each School Emergency Response Plan shall include potential locations suitable for establishing a Parent Reunification Area.

Activities in this facility/area will include parental and family reunification, and transfer of students and personnel to medical facilities. In order to prevent confusion in the aftermath of a crisis, the whole school community should be made aware of the Parent/Child Reunification site(s). While an outdoor staging area is acceptable, schools should also identify an alternate indoor site in case of inclement weather or other situations which make outdoor reunification impossible.

Guidelines

The following these guidelines should be followed when implementing a Parent/Child Reunification:

Incident Commander/Principal

- ☆ Incident Commander or designee, in a calm tone, will utilize the public address/intercom system to announce the initiation of the Parent/Child Reunification process and assure students that staff will remain with students until they are reunited with a parent or guardian. The announcement should be repeated twice to ensure all individuals understood the message
- ☆ Incident Commander ensures the CSO Executive Support Team and pastor is notified and updated regarding the situation and requests needed assistance
- ☆ Incident Commander activates the School Emergency Response Team, as needed, to assist in managing the Parent/Child Reunification process (The Incident Commander more than likely would have previously activated the School Emergency Response Team due to the school-related emergency and/or crisis)
- ☆ The Incident Commander and Parent/Child Reunification Coordinator will determine the safest location for the reunification site, based on the nature of the school-related emergency and/or crisis
- ☆ The Parent/Child Reunification Coordinator is responsible for managing the process as addressed in the school's Emergency Crisis Plan and keeping the Incident Commander informed as to issues and outcomes
- ☆ this
- ☆ Incident Commander requests public safety assistance, as needed
- ☆ Incident Commander or designee provides age-appropriate periodic informational updates, as needed, to reassure students and staff that the reunification process is continuing in an efficient manner
- ☆ Incident Commander approves and authorizes any special reunification requests and ensures all students are appropriately reunited with their parents or guardians
- ☆ Incident Commander ensures proper release procedures are followed, including verification of identification for authorized parties
- ☆ Incident Commander, in concert with Parent/Child Reunification Coordinator, determines

the appropriate conclusion of the process in order to make an all clear announcement and provides directions as to how to conclude the reunification

- ☆ Incident Commander ensures needed recovery interventions are implemented and an incident debriefing and documentation occurs
- ☆ School Emergency Response Team/Teachers
- ☆ Teachers and staff should follow directions from Incident Commander or Parent/Child Reunification Coordinator regarding reunification process
- ☆ Teachers and staff should remain calm and provide assurance that staff will remain with students until arrival of their parents or guardians
- ☆ Teachers and staff should assess any concerns displayed by students and report the same to the command post

It is essential that school administrators, staff, students, parents, and guardians understand their roles during a school-related emergency and/or crisis and follow the direction of the Incident Commander when a response action is implemented. The Incident Commander, after assessing the nature and scope of the emergency and/or crisis, will implement the appropriate response action and work, in concert with the School Emergency Response Team, public safety responders, and CSO Executive Support Team to effectively resolve the incident. In addition, the Incident Commander will implement needed recovery interventions and ensure an incident debriefing and after action report is conducted in a timely manner.

Reunification Planning

This plan provides the framework for parents and families to reunite and receive support services and information in the aftermath of an emergency. Strong parental assistance and reunification procedures will help parents and families of school personnel in locating missing loved ones. With guidance provided in each school's Emergency Response Plan, reunification can take place more quickly than otherwise.

Background

Immediately following an emergency, families, students, and CSO will require detailed information regarding the location of family members; transfer of family members to medical facilities; available services for students and personnel; scheduled briefings and news conferences for situational awareness; and schedule of activities including memorial services and counseling services.

Objectives

- ☆ Provide a mechanism for locating students and personnel immediately following an emergency
- ☆ Provide a system for tracking the disposition of students and personnel
- ☆ Provide a comprehensive approach to deliver crisis intervention, mental health, and social services
- ☆ Provide a system for disseminating essential information to students and personnel regarding the incident and/or available services
- ☆ Establish a Parent/Child Reunification Area; include school-specific procedures in the appropriate section the School Emergency Response Plan.

Services To Consider

The Parental Reunification Plan should provide a full range of human services depending upon the nature of the emergency or incident. The plan provides services and/or referrals for students, parents, employees, and their families. Services may include:

- ☆ Reunification and disposition services
- ☆ Behavioral healthcare services
- ☆ Spiritual care
- ☆ Communications services
- ☆ Information management services
- ☆ Social service referrals (Department of Human Services)
- ☆ Medical/healthcare services
- ☆ Information/referral services
- ☆ Safety and security services
- ☆ Transportation services

Human Services

***Behavioral health care services*—**Provide disaster mental health and substance abuse services designed to prevent or ameliorate significant long-term psychological or emotional consequences (resulting from a significant incident), assess future needs, and provide referrals for long-term care. Specific services include but are not limited to:

- ☆ Crisis intervention counseling
- ☆ Grief counseling
- ☆ Mental health assessment and referral
- ☆ Case management

***Information/referral services*—**Direct students, personnel, and families to an external source for assistance or information beyond the scope of the Parent Reunification plan. Referrals include but are not limited to:

- ☆ Spiritual care (long-term)
- ☆ Behavioral healthcare (emergency, intermediate, or long-term)
- ☆ Identification services (permanent, student, and faculty credentials)
- ☆ Social services (victim assistance programs, etc.)
- ☆ Transportation (replacement of student travel media, including cards and tokens)

***Medical/healthcare services*—**Administer basic first-aid care or treatment to the injured while awaiting medical transport to a medical facility, including:

- ☆ Basic first aid services
- ☆ Health screenings (blood pressure and glucose checks)

***Reunification and disposition services*—**Provide service to assist individuals in attempting to track, locate, and reunify students and personnel with their families in the aftermath of an emergency. Services include but are not limited to:

- ☆ Identify and track disposition of deceased students and personnel

- ☆ Identify and track disposition of injured/living students and personnel transported to area medical facilities
- ☆ Interface with family members or others who are reporting and/or seeking to locate missing students or personnel
- ☆ Activate a call center as a single centralized location to successfully and efficiently manage the reunification process, including collecting information on the student or employee, interface with anxious family members, and manage onsite media
- ☆ Coordinate with human services to provide immediate services (i.e., grief counseling)
- ☆ Coordinate with law enforcement to provide accurate student and/or employee data, including emergency contacts
- ☆ Coordinate with law enforcement to identify students and personnel survivors and the deceased
- ☆ Connect with families to coordinate referrals to the appropriate human or technical services
- ☆ Provide information regarding law enforcement agencies and referrals for victim assistance services

Technical Services

***Communications services*—**Provide communication assistance enabling students, employees, and their families to connect with family members and services, as necessary:

- ☆ Telephone access: telephone and facsimile services
- ☆ Internet access: access online services
- ☆ Translation services and sign language interpreter services: language access line
- ☆ Special needs services: TTY/TTD or other needs communication devices
- ☆ Provide publications, audio, and/or Braille in various languages

***Temporary childcare services*—**Provide temporary childcare services and/or recreation for children, including those with special needs, in a safe/secure environment while students, employees and their families receive services, including as necessary:

- ☆ Child day-care rooms
- ☆ Licensed day-care providers
- ☆ Therapeutic and routine recreation

***Information Management Services*—**Collect and communicate incident-related information to students, employees and their families receiving services

- ☆ Coordination of onsite briefings
- ☆ Dissemination and/or access to web-based information
- ☆ Media management (Refer to CSO EST Public Information Officer)

***Safety and security services*—**Provide a safe and secure environment for all participants, including:

- ☆ Protection from criminal offenses/offenders
- ☆ Protection from domestic violence/abuse
- ☆ Protection from child/adult abuse/exploitation

- ☆ Protection of all facilities, the perimeter and equipment used for recovery/reunification operations
- ☆ Protection from unauthorized media access, including:
  - ★ Provide planned, controlled media access
  - ★ Provide protection from abusive, inappropriate, or undesired media exposure

***Transportation services*—**Provide appropriate public or private ground services for students, personnel, and service providers as warranted:

- ☆ Onsite transportation coordination for students, employees, and service providers
- ☆ Transportation tokens, vouchers, or other free-service mechanisms
- ☆ Coordination of shuttles to designated sites, utilized to support emergency or incident operations

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4.7 Lockdown

Lockdown is the process for actively securing classrooms and the school building to provide protection to students, staff, and visitors due to an imminent threat and/or actual act of danger or violence in or immediately around the school. Locking down is a proactive procedure typically used for threats outside of the building or inside the building that don't involve firearms.

Situation Description

For emergency conditions which dictate securing the building to protect occupants from potential dangers within or outside the building (large scale fight in the parking lot or hallway, report of stranger/trespasser entering the building, report of civil disturbance in the community or on school property)—physical and workplace threats—the principal or the principal's designee, acting as the IC**,** is the only person authorized to order a lockdown.

Guidelines

If an emergency requires immediate action to protect the safety of students and staff, activate a Universal Emergency Response using the Public Address (PA) system, or word of mouth by the School Emergency Response Team members. The following guidelines should be followed when implementing a school lockdown:

- ☆ Using the intercom, make a general announcement informing all students and staff members that the building will be under Lockdown Status until further notice
- ☆ Activate the SERT
- ☆ Administrators and Teachers should check hallways, restrooms, locker rooms, storage areas, and other areas that may be occupied to ensure that everyone is evacuating to the closest classroom where a teacher is present
- ☆ Students in the main office, guidance office, health suite, cafeteria, and/or multipurpose rooms for lunch, assemblies, or large group activities will remain at these locations under the direction of the staff present at the time
- ☆ Provide assistance to individuals needing special assistance
- ☆ Close and secure (lock if possible) windows and doors of classroom, pull down blinds, and turn off the lights

REMEMBER TO DISPLAY THE **SCHOOL EMERGENCY FLIPCHART** COVER IN A DOOR WINDOW (OR UNDER THE DOOR) TO INDICATE THE FOLLOWING:

RED SIDE OUT—NEED ASSISTANCE/HELP
GREEN SIDE OUT—NO ASSISTANCE NEEDED/ALL CLEAR

- ☆ Students are to sit on the floor away from any windows and doors
- ☆ Shut off light and do not leave room for any reason
- ☆ Stay quiet and await further instructions

- ☆ Security will be responsible for locking front lobby doors and office doors. Building services workers will check and verify that all exterior doors are securely closed and locked
- ☆ An administrative staff member will contact 911 to alert emergency responders that the building is under Lockdown and provide as much information as possible concerning the nature of the emergency

***Post-lockdown Guidelines*—**On conclusion of the emergency and it is confirmed the safety of students and staff are no longer threatened, personnel will implement the following procedures:

- ☆ Administer first aid
- ☆ Student should report to their home rooms, and teachers must take roll and report to the designated SERT member the names of any missing persons
- ☆ Designated administrative staff members will determine that all staff members and visitors are accounted for and report findings to the designated SERT member

***Follow-up notifications*—**Follow-up notifications should be made using the specific Emergency Incident Protocols based on the nature of the emergency.

- ☆ Complete the School Incident Report form and submit to the Catholic Schools Office designated fax line

Sample Lockdown Announcement:

"Attention students, staff, and visitors. Please listen closely. At this time, immediately move to a lockdown status due to an intruder last seen outside the main gymnasium. All individuals in hallways must immediately move to the nearest securable location under staff supervision. Follow lockdown procedures, ignore all bells and alarms, and remain in lockdown unless instructed differently by administrators or public safety. Additional announcements will be made to update you. We are in a lockdown at this time."

The announcement should be made in an age-appropriate manner so as not to cause undue concern to students and repeated twice to ensure all individuals understood the message. Use plain and clear language without the use of code words. All occupants should understand exactly what the threat is at the time of the threat.

4.8 Shelter-in-Place

Shelter-in-Place is an enhanced level of safety and security requiring housing students, staff, and visitors indoors for a period of time due to adverse external atmospheric conditions such as chemical, hazardous materials, biological, radiological, or other environmental incidents.

Situation Description

When SHELTER IN PLACE is announced, then follow LOCKDOWN guidelines with the additions of close and tape all gaps in windows and bottom of doors using blankets, coats, towel, or rugs.

Guidelines

If an emergency requires immediate action to protect the safety of students and staff, activate a Universal Emergency Response using the Public Address (PA) system, or word of mouth by the School Emergency Response Team members. The following guidelines should be followed when implementing a school lockdown:

Using the intercom, make a general announcement informing all students and staff members that the building will be under Shelter In Place Status until further notice

- ☆ When announcement is made, clear students from hallways and send them to nearest available classroom and provide assistance to individuals needing special assistance
- ☆ Activate the SERT

All windows and doors should be closed and locked, and no one should leave for any reason.

Turn off heating, ventilation, or air conditioning units.

- ☆ Administrators and Teachers should check hallways, restrooms, locker rooms, storage areas, and other areas that may be occupied to ensure that everyone is evacuating to the closest classroom where a teacher is present
- ☆ Students in the main office, guidance office, health suite, cafeteria, and/or multipurpose rooms for lunch, assemblies, or large group activities will remain at these locations under the direction of the staff present at the time
- ☆ Close and secure (lock if possible) windows and doors of classroom, pull down blinds, and turn off the lights
- ☆ The School Emergency Flipchart must be displaced either in the door window or under the door with the appropriate designated color showing upward

> Remember to display the **School Emergency Flipchart** cover in a door window (or under the door) to indicate the following:
>
> **Red Side Out**—Need Assistance/Help.
> **Green Side Out**—No Assistance Needed/All Clear.

- ☆ Students are to sit on the floor away from any windows and doors
- ☆ Shut off light and do not leave room for any reason

- ☆ Stay quiet and await further instructions
- ☆ Security will be responsible for locking front lobby doors and office doors. Building services workers will check and verify that all exterior doors are securely closed and locked
- ☆ An administrative staff member will contact 911 to alert emergency responders that the building is under Lockdown and provide as much information as possible concerning the nature of the emergency

***Post-Shelter In Place Guidelines*—**On conclusion of the emergency and it is confirmed the safety of students and staff are no longer threatened, personnel will implement the following procedures:

- ☆ When necessary, activate the parent/child reunification plan with School Emergency Response Team
- ☆ Administer any necessary first aid
- ☆ Student should report to their home rooms, and teachers must take roll and report to the designated SERT member the names of any missing persons
- ☆ Designated administrative staff members will determine that all staff members and visitors are accounted for and report findings to the designated SERT member

***Follow-up notifications*—**Follow-up notifications should be made using the specific Emergency Incident Protocols based on the nature of the emergency.

- ☆ Complete the School Incident Report form and submit to the Catholic Schools Office designated fax line

Sample Shelter-In-Place Announcement:

"Attention students, staff, and visitors. Please listen closely. At this time, we are enhancing our level of safety and security due to a diesel spill from an overturned truck that recently occurred within the community. Staff and students currently outside are directed to return back inside the school and no one should leave the school at this time. Staff and students currently in portable classrooms will initially remain in your classroom. Staff should close all building windows and ensure all exterior building doors are closed and locked. Normal classroom instruction will continue and we will update everyone as information develops. Measures are being taken to ensure the safety of our students, staff, and visitors. Thank you for your cooperation."

4.9 Controlled Evacuation (Non Critical Incident/Active Shooter)

Evacuation is the orderly process of students, staff, and visitors exiting the building in a controlled manner due to the threat or actual existence of unsafe conditions existing in the school building. **Reasons for evacuation include, but are not limited to building fire and/or the sight/smell of smoke, bomb threat, explosion, hazardous materials incident, or utility failures.**

Situation Description

Emergency conditions dictate the relocation of all building occupants to locations outside the building. For example, fires, gas leaks, hazard chemical spills and releases within a building, and bomb threats. Conduct evacuations in an orderly manner, with no running and no talking to minimize confusion and allow orders to be heard. The principal or the principal's designee acting as the IC will be the primary point of contact for local Emergency Responders.

Guidelines

Building Evacuation Plans should be designed in such a manner as to evacuate an entire building as quickly and safely as possible. Evacuation routes should:

- ☆ Take advantage of protective features (fire walls, fire doors, etc.)
- ☆ Avoid high hazard areas such as kitchens, boiler rooms, and open stairwells
- ☆ Avoid cross traffic if possible

Building evacuation floor plans should be posted in each classroom and office. These floor plans should identify the following:

- ☆ Primary evacuation route for exiting the building from the posted classroom and/or office. A secondary evacuation route should be identified in case the primary route is blocked
- ☆ If all building exits are not accessible to individuals with mobility impairments, posted floor plans should identify the route to the nearest handicap-accessible building exit
- ☆ Where applicable, routes to Areas of Rescue Assistance should be identified for disabled individuals

Immediate response—

- ☆ Activate the school building's fire alarm system at nearest fire alarm pull station (or initiate an alternative evacuation alarm if alarm is not functional)
- ☆ Students, under the supervision of teachers, should evacuate the building immediately using the designated evacuation routes, areas of refuge, and exits (use secondary route if primary route is blocked or hazardous). Teachers should close (but not lock) classroom doors after the last student has left the room
- ☆ Assist those individuals needing special assistance in exiting the building using the prearranged plans for evacuating individuals with disabilities
- ☆ Students and staff should go to their designated evacuation locations. Do not stop for student/staff belongings
- ☆ Activate the School Emergency Response Team (SERT)

- ☆ Secondary evacuation locations of at least 500 feet are to be predetermined for all students and staff. When instructed by the IC or Emergency Responders, students and staff will move to the 500-feet location
- ☆ Assigned staff members should check restrooms, locker rooms, storage areas, and other areas that may be occupied to assure that everyone is evacuating the building. Provide assistance to those individuals needing special assistance in exiting the building
- ☆ Call 911 to alert Emergency Responders that the building's alarm system is sounding, the building is being evacuated, and that follow-up calls will be made once the nature of the emergency is known. Do not remain in the building to make follow-up phone calls. Local Responders will be dispatched to the building

  Note: Many alarms do not have a direct connection to a fire department, so you must dial 911.
- ☆ The IC will contact the CSO Executive Support Team (EST) for additional assistance if needed, or if it is a Level II or III emergency, as required
- ☆ Administrative staff members and custodians shall report to the designated Command Post (CP) area outside the building. CPs should be located in a lobby, near the main vehicular entrance to the building, or another predetermined location arranged with local fire officials
- ☆ Do not operate any light switches or electrical outlets

Items to remove from building upon evacuation—

- ☆ Designated administrative staff member will exit the building with the School Emergency Kit that contains emergency cards for all students and staff members, faculty and staff rosters, and visitor sign-in sheets
- ☆ Each teacher's daily attendance record
- ☆ Students' medications and medical treatments

Follow-up response—Once safely outside, execute the following procedures:

- ☆ Administer first aid, if necessary
- ☆ Teachers must take roll once their class has reached the outside assembly area and report to the designated Student/Staff Coordinator the names of any missing persons

> REMEMBER TO USE THE **SCHOOL EMERGENCY FLIPCHART** ACCOUNTABILITY TOOL ACCORDING TO YOUR ACCOUNTING PROCEDURES:
>
> **RED SIDE OUT**—NEED ASSISTANCE/STUDENT MISSING
> **YELLOW SIDE OUT**—HAVE ADDITIONAL STUDENTS
> **GREEN SIDE OUT**—ALL STUDENTS ACCOUNTED FOR

- ☆ Designated administrative staff members will determine that all staff members and visitors are accounted for and report findings to the designated Student/Staff Accounting

- ☆ Custodians shall report to the CP to assist Emergency Responders with gaining access to the building and any other building-related information
- ☆ Those individuals with knowledge of the nature of emergency shall report to the CP to provide information to the IC so follow-up calls can be made to 911
- ☆ No one should re-enter the building until cleared by the Emergency Responders in command
- ☆ Individuals may not reenter the building until notified by the principal
- ☆ Follow-up notifications should be made using the specific Emergency Incident Protocols once the nature of the emergency has been determined
- ☆ Complete the School Incident Report form and submit to the Catholic Schools Office designated fax line

Sample Evacuation Announcement:

"Attention students, staff, and visitors. Please listen closely. At this time, teachers and staff should immediately begin to evacuate the building following your normal classroom evacuation route to your designated evacuation site. Please make sure to bring your class roster. We are evacuating due to an unknown odor coming from the area of the boiler room. Please begin to evacuate the building at this time."

The announcement will be made in an age-appropriate manner so as not to cause undue concern to students and should be repeated twice to ensure all individuals understood the message.

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4.10 School Threats and Violence

Situation Description

The provision of a safe school is essential to the well-being of students and staff. Threats may originate within the school system or from the outside. Violence, abusive, threatening, harassing, or intimidating acts from employees and/or members of the public will not be tolerated. Violence includes but is not limited to:

- ☆ Physical attacks that inflict injury or harm to persons or property;
- ☆ Threats of violence either directed or reported by others; and
- ☆ Behaviors that cause a reasonable fear or intimidation response in others.

Also, workplace violence may include oral or written statements, gestures, or expressions that communicate a direct or implied threat of harm

The following categories are defined as violations:

- ☆ ***Willful disturbance of school activities***—A person may not willfully disturb or otherwise willfully prevent the orderly conduct of the activities, administration, or classes of any institution of elementary, secondary, or higher education.
- ☆ ***Molesting or threatening students or school personnel***—A person may not molest or threaten with bodily harm any student, employee, administrator, agent, or any other individual lawfully on the grounds or in the immediate vicinity of any institution of elementary, secondary, or higher education institution.
- ☆ ***Carrying or possessing deadly weapon upon school property—***No person (except law enforcement officers in the regular course of their duties and commissioned security guards hired by the school system) shall carry or possess any rifle, gun, knife, or deadly weapon of any kind on any school property.

Individuals who engage in these behaviors will be removed from school property and are subject to disciplinary action (employees) up to and including termination, criminal prosecution, or both. Visitors may be denied access to school grounds and be subject to criminal prosecution.

A *Trespass Statute* maybe issued which also empowers school principals and other designated school officials to deny certain individuals access to school property.

- ☆ ***Denial of access to school grounds—***The principal of any public institution of elementary, secondary or higher education—or a person designated in writing by the principal—may deny access to the institution's buildings or grounds to any person who:
  - ★ Is not a bona fide, currently registered student, staff, or faculty member at the school and does not have lawful business to pursue at the school;
  - ★ Is a bona fide, currently registered student at the school and has been suspended or expelled from the school for the duration of the suspension or expulsion; or
  - ★ Acts in a manner that disrupts or disturbs the normal educational function of the school.

To be consistent, a sample form letter for instituting the Trespass Statute can be found later in this section.

Guidelines

Emergency Response Guidelines—A situation is an emergency when:

- ★ An employee suffers physical injury
- ★ There is an immediate threat of physical harm or property damage
- ★ There is a weapon present (implied, concealed, or displayed)

Initial response—

- ★ Call 911
- ★ Initiate School Emergency Response Plan and determine appropriate School Universal Emergency Response
- ★ Contact the CSO EST Manager or a CSO EST member
- ★ Follow police direction

Follow-up response—

- ★ Preserve and maintain evidence and collect appropriate documentation on the incident
- ★ Provide for communication plan to staff and appropriate others if necessary
- ★ Provide debriefing, or support services through ADW Crisis Intervention Team (Contact the Director of Counseling)
- ★ Complete the School Incident Report form and fax it to the CSO

Non-emergency Response Guidelines—

- ★ A situation is a non-emergency when an employee is fearful of suffering harm in the school, but there is no immediate danger
- ★ Inform teachers and staff that they need to report threats or threatening, abusive, or intimidating behavior
- ★ Incident Commander/Principal will contact the CSO EST Manager.
- ★ Cooperate with the investigation and provide appropriate documentation
- ★ Encourage teachers and staff who have obtained a restraining or protective order listing school locations to notify their administrator/supervisor

4.11 Weapons or Armed Subject

Weapons are not permitted on school grounds. Weapons are any item that can inflict bodily harm such as a rifle or gun (loaded or unloaded, operable or inoperable), switchblade knife, hunting knife, star knife, razors including straight or retractable razor, nunchuck, spiked glove, spiked wrist band, or any mace derivative, tear-gas device, or pepper spray product. All reports of weapons are to be taken seriously and handled by administrators with police support.

Guidelines

Immediate response—

- ☆ If immediate danger exists or for firearms, call 911
- ☆ Notify pastor and CSO EST
- ☆ Initiate School Emergency Response Plan and Team and determine appropriate School Universal Emergency Response guidelines

- ☆ Remove students and staff away from the area around student with weapon or area where weapon is thought to be stored

If individual has the weapon visible or displayed:

- ★ Remain calm; avoid sudden moves or gestures
- ★ Try to remove all other staff/students from the area
- ★ Do not attempt to take the weapon from the individual
- ★ Using a calm and clear voice, instruct the individual that he or she needs to place the weapon on the ground
- ★ Use the individual's name while talking to him or her
- ★ Try not to raise your voice—but, if this becomes necessary, do so decisively and with clarity

If information is received that a weapon is on an individual:

- ★ Do not approach or confront person suspected of having a weapon in a classroom or crowded area.
- ★ Call 911 when assistance is needed (required for all firearms).
- ★ Make every effort to keep your eyes on person suspected of having a weapon until the police arrive. It is best to have the police officer at the school prior to confronting the person suspected of having a weapon.
- ★ If possible, remove individual from vicinity of other persons.

- If weapon is in a locker or in a backpack:

  - ★ Prevent access.
  - ★ Call 911 when assistance is needed by administration (required for all firearms).
  - ★ Administrators and police together will determine on whom and how the search will be conducted.
  - ★ Be certain that at least one other administrator is aware of the situation, but limit information to staff and students on a need to know basis.

Follow-up response—Appropriate disciplinary actions are to be taken which include suspension and possible expulsion.

4.11.1 Firearms and Ammunition Found on School Property

In the event firearms (gun, rifle, shotgun, etc.) or what is believed to be a firearm is found on school property, personnel are directed to immediately report this to the principal/administrator, who should immediately call the 911 and the Catholic Schools Office.

Guidelines

If possible, secure the firearm and cordon off the area to prevent students and/or other unauthorized persons from entering the area. Unless extreme circumstances are present that would warrant immediate action, personnel should not tamper with or move the firearm. Handling of the firearm or suspected firearm or ammunition should be reserved for responding police officers.

If personnel are required to handle the firearm, it should be done with extreme caution. If you believe that you must handle the weapon, the following are recommended:

- ☆ Always assume that the firearm is loaded
- ☆ Pick up the weapon by its handle or stock
- ☆ Under no circumstances are you to place your finger or thumb on the trigger of the firearm
- ☆ Point the firearm toward the ground (Never point the firearm at yourself or others)
- ☆ Secure the firearms immediately (i.e., obtain a trash can or cover and place it over the firearm)
- ☆ Await the arrival of the police
- ☆ Complete the School Incident Report form and fax to the Catholic Schools Office

4.11.2 Active Shooter/Violent Critical Incident: A.L.I.C.E Response

All school and office personnel must be prepared to carry out plans in the event of gunfire or what is called an *active shooter* in the school or on school grounds. If gunfire erupts within a school or on school property, everyone should begin the A.L.I.C.E options based approach which empowers staff and students to exercise options based on real-time information gathered during the incident. The enhanced protocol does not dictate to staff or students how they should react, but merely provides options. Please remember that although the A.L.I.C.E letters appear to be sequential, they are not and merely provide a way to help people under stress remember their options:

A LERT

- Don't assume others are contacting law enforcement. Inform 911 of an active shooter to allow for appropriate dispatch of emergency responders.
- Instead of code words, give as clear and accurate information as possible.
- Answer the vital questions of who, what, when, where and how.

L OCKDOWN

- Lockdown is a semi-secure starting point from which to make your survival decisions.
- If evacuation is not an option, lock the door and barricade any entry points to your room using desks, chairs, file cabinets, etc. Prepare to counter (as age appropriate).
- Tie the door if possible using belts, purse straps, shoes laces, computer cords, etc.
- Consider exiting out windows if it can be done safely. If needed, break window(s) from top corner using a blunt object. Consider using belts, clothing or other items as improvised rope to shorten the distance you would fall. Hang by your hands from the window ledge to shorten your drop. Attempt to drop into shrubs, mulch, or grass to lessen chance of injury.
- Call 911 and Silence cell phone ringers
- Use time in lockdown to prepare to use other strategies (i.e. evacuate if it

becomes possible or counter should the active shooter gain entry)

- Put yourself in position to surprise the active shooter should they enter and gather weapons (chairs, books, pens, coffee cups, etc.) to throw at the active shooter to disorient them.
- Once secured, do not open the door for anyone because the intruder may be trying to lure you out. Police will enter the room when the situation is over.

INFORM

- Provide constant, real-time updates (i.e. intruder's location and direction) throughout the emergency by using camera surveillance and public address systems. This information will allow staff, students, and emergency responders to make decisions about what steps to take next.
- Call 911 if you can safely do so.

COUNTER

- Use as a last resort, when other options are not possible (i.e. a locked door does not exist or the active shooter breaches a secured room)
- Counter is NOT fighting! Move, create as much noise as possible, and throw distraction devices (anything at hand) aiming for the shooter's face to reduce their ability to shoot/aim accurately. Then, you may attack/swarm the active shooter or evacuate. Your goal is to put as much time and space between you and the attacker.
- If you decide to swam, try and do so in a group and grab the shooter's limbs and pull them to the ground. Hold the shooter down and ensure their weapon is out of their hands. Cover the weapon with a trash can. Call 911 and inform emergency responders where you are and listen to their commands when officers arrive on the scene.

EVACUATE

- Decide if you can safely evacuate. Whenever you can safely do so, remove yourself from the danger zone.
- Bring something to throw at the shooter should you encounter them. If fired upon, run in a zigzag pattern as fast as you can.
- If the active shooter is known to be in an isolated section of the building, staff and students in other areas should safely evacuate while those in direct danger can perform enhanced lockdown or counter.
- Call 911 as soon as you can safely do so.

- If there is no PA system, guidelines must be in place that immediately alerts the school population to the danger (alternative communication methods identified in your school plan).

Follow-up response—

- ***Once you have confirmed that 911 has been contacted, contact the CSO and the school canonical administrator (pastor)***
- ***Insure that the necessary first aid is provided to those who have injuries***
- ***Ensure that all school students and employees proceed from rally points to the reunification location***
- Follow Police instructions and directives, all persons remain at the reunification site until they receive instructions from the police
- Be prepared to report as much specific information regarding the event (i.e., number of gunmen, location, number of injured persons, etc)
- Implement Reunification Site protocols (take role, institute sign in and sign out sheets)
- Develop a list of any missing students or personel
- Refer press to the ADW communications department
- Collaborate with ADW communications to develop public announcement and communications to families
-
- Complete the School Incident Report and fax to the Catholic Schools Office and to Catholic Mutual

4.12 Fire Emergency

An accidental or deliberate fire occurring in the school or on campus must be immediately addressed by the principal in order to protect the safety and well-being of students, staff, and visitors. Principals will assess the situation and ensure proper evacuation procedures are followed in response to a fire-related emergency.

Situation Description

Fire may originate from within a building or threaten the building from the outside. Fires result from a variety of causes ranging from carelessness to arson. Regardless of the size of the fire, you *must* issue a building Evacuation and immediately call 911. The fire department *must* be notified of all fires including fires extinguished by school personnel.

Guidelines

Immediate response—

- ☆ Follow the Evacuation procedures for the school**.**

Follow-up response—

- ☆ Notify the CSO Executive Support Team (EST).
- ☆ Complete the School Incident Report form and submit to the Catholic Schools Office designated fax line
- ☆ Initiates needed damage assessment, recovery interventions, ensures incident documentation, and conducts incident debriefing

Fire Safety Information

Fires can occur during the school day or after hours. Common causes of school fires include arson, improper storage and use of flammable liquids, and overloaded electrical circuits. Arson is the willful or malicious act of burning property of another with criminal or fraudulent intent. Principals and staff members should be cognizant of these common causes of school fires and adopt fire prevention strategies and measures.

Fire Prevention Strategies and Measures

- ☆ Principals and identified staff should conduct regular inspections of the school and campus for fire hazards and initiate appropriate corrective measures
- ☆ Principals, in concert with fire department and fire code officials, will work collaboratively together to resolve any fire-related hazards detected during official inspections
- ☆ All offices, classrooms, storage rooms, and utility rooms should be routinely checked to ensure these areas are free of clutter and debris and all storage items are properly secured on shelves or in cabinets
- ☆ Boiler rooms should be maintained in a neat and orderly fashion, free of clutter and debris, and no material should be stored within six feet of a boiler. Flammable liquids, paint, gasoline or gasoline powered equipment should not be stored in boiler rooms
- ☆ Exit doors must be in good working condition, including lighted exit signs, easily opening

from the side of egress, and cannot be chained or locked when the school is occupied

- ☆ Fire doors should be maintained in good working condition and equipped with a self-closing device and should not be blocked open
- ☆ Exits should be clearly marked and free of clutter and debris for safe egress
- ☆ An accurate and up-to-date fire evacuation map should be posted in each classroom and office in a conspicuous space nearby the evacuation door(s) clearly depicting the primary route of evacuation to be followed. A best practice is to include the locations of fire extinguishers and alarm pull stations on the evacuation map
- ☆ Fire extinguishers are required to be placed throughout the school and should be checked monthly for signs of obvious damage, broken seals, and to ensure the pressure gauge reflects adequate operational pressure or proper weight, if not equipped with a gauge. In addition, fire extinguishers must be thoroughly inspected and tagged on an annual basis by trained and qualified technicians from a reputable company
- ☆ Schools are required to have a functional and properly working fire alarm system that is periodically tested throughout the year. Any deficiencies detected in the system must be promptly corrected to ensure proper working order. The principal and other identified school staff must be trained and aware of how to operate the system
- ☆ In the event that the school's fire alarm system is malfunctioning or inoperable, a fire watch must be implemented until the system problems are corrected

Fire Evacuation Drill Requirements and Procedures

All archdiocesan schools must develop and implement fire evacuation drill procedures and conduct fire evacuation drills throughout the school year in order to properly evacuate the school during an actual or suspected fire.

- ☆ Jurisdictional Requirements
- ☆ District of Columbia Public Schools:
- ☆ At least two (2) fire evacuation drills must be conducted during first two weeks of the school year and one (1) a month thereafter, for a total of **ten (10) per year**
- ☆ At least one (1) fire evacuation drill in the fall and one (1) in the spring should be conducted in response to organized after-school activities and programs
- ☆ At least one (1) fire evacuation drill should be conducted during the first week of any summer school program
- ☆ Maryland State Public Schools:
- ☆ The State Superintendent shall require each school in Maryland holds a fire evacuation drill at least ten (10) times each school year and at least one (1) drill every 60 days.
- ☆ Calvert County Public Schools:
- ☆ Requires one (1) fire evacuation drill conducted monthly for a total of ten (10) fire evacuation drills per school year
- ☆ Charles County Public Schools:
- ☆ Requires one (1) fire evacuation drill conducted monthly with one (1) additional drill to be conducted during the first two weeks of school
- ☆ Montgomery County Public Schools:

- ☆ Requires at least ten (10) fire evacuation drills be conducted during the school year, with two during the first thirty (30) days of school, and one per month thereafter. If schools are occupied during the summer, three (3) fire drills are required
- ☆ Prince George's County Public Schools:
- ☆ Requires one (1) fire evacuation drill be conducted monthly while school is in session to include any summer school program
- ☆ St. Mary's County Public Schools:
- ☆ Requires ten (10) fire evacuation drills throughout the academic school year-one (1) per month and two (2) drills outside of the academic school year for a total of twelve (12) in a year's period

In addition, staff members and students must understand their roles during a fire-related emergency. Outlined are guidelines to follow pertaining to fire evacuation drills:

- ☆ Exit doors shall be maintained in good working order so that they can be opened from the inside without a key during school hours
- ☆ Each school must establish a fire emergency evacuation plan and hold regular fire evacuation drills once a month throughout the school year
- ☆ At least two fire evacuation drills must be conducted during the first two weeks of the school year and one a month thereafter, for a total of ten per year. Due to winter weather conditions, it is recommended that principals schedule drills before and after the "cold period" to ensure compliance with the number of required drills
- ☆ Principals, in conjunction with members of the school's School Emergency Response Team, should provide training and guidance to staff and students prior to the first announced fire evacuation drill of the school year so all parties understand their roles, evacuation routes, and location of assembly sites. Understanding and compliance with established procedures is critical for the first drill
- ☆ Each school should establish floor captains who sweep halls and bathrooms during an evacuation to ensure students are safely out of the building and also close fire doors as they exit the building. This process should be initiated as part of each fire evacuation drill but performed during a true fire emergency only when safe and practicable to do so
- ☆ At least one fire evacuation drill in the fall and one in the spring should be conducted in response to organized after-school activities and programs
- ☆ At least one fire evacuation drill should be conducted during the first week of any summer school program
- ☆ Student and staff accountability guidelines should also be tested during each drill
- ☆ Fire evacuation drills should be conducted under a variety of circumstances, including different times of school day, during class changes, lunch periods, and student assemblies to test and evaluate the readiness of staff and students to effectively and safely evacuate the school
- ☆ If a refuge or safe room is utilized, the process for safe evacuation of special needs students and staff should be practiced as part of a fire evacuation drill
- ☆ Fire evacuation drills should also be conducted where a primary evacuation route is blocked by a member of the School Emergency Response Team simulating a working fire in order test the use of secondary evacuation routes
- ☆ A record of each fire evacuation drill should be recorded on the Fire Evacuation and

Emergency Preparedness Drill Log (Appendix D) and maintained at the school for review by both fire department and CSO officials

- ☆ An additional record must be logged at **https://app.esa.dc.gov/default.aspx** for all jurisdictions.

4.13 Severe Weather/Natural Disaster Safe Area

Severe weather-related incidents or natural disasters often occur with little warning and can pose a significant risk to the safety of students, staff, visitors, and school buildings. As such, it is necessary for schools to be prepared for a variety of weather-related incidents and natural disasters to protect the safety and well-being of students, staff, and visitors. Monitoring of the school's NOAA Weather Alert, weather-alert services, local media outlets, and emergency broadcast stations in advance of and during weather-related incidents will greatly assist in determining appropriate response actions.

Situation Description

Severe Weather and Natural Disasters, though rare, can occur at any time and may affect the safety of the school population without warning. Pre-planning for severe weather and natural disasters is necessary to protect students and staff, as well as, building contents.

General Guidelines

Incident Commander/Principal

- ☆ Assesses situation and determines best course of action, which may include implementing Evacuation and/or Shelter-in-Place
- ☆ Ensures 911 call is made, CSO Executive Support Team and pastor notified, and updates provided
- ☆ Ensure students and staff engaged in outdoor activities are brought into the main building and students are held in their current classrooms, when appropriate
- ☆ Ensures students and staff located in portable classrooms are moved into the main building, only when safe and practicable to do so. If the movement would pose a risk to loss of life, then all students and staff should remain inside the portable classroom
- ☆ Ensures medical needs of any injured students/staff are conveyed to public safety and CSO Executive Support Team and assistance provided
- ☆ Activates School Emergency Response Team if needed and when safe to do so. Depending on conditions, discussions may involve delayed dismissal, Parent/Child Reunification, or school closure options
- ☆ Seeks appropriate shelter for students and staff relative to the weather-related incident
- ☆ Ensures weather conditions are being monitored via NOAA Weather Alert Radio
- ☆ Initiates student accountability procedures, as warranted
- ☆ Initiates all clear announcement with public safety approval, when warranted
- ☆ Ensures parent/guardian notification of incident is made at appropriate time. The CSO Executive Support Team PIO prepares parent notification for principal and review by Executive Support Team Manager
- ☆ Refers media inquiries to CSO Executive Support Team PIO
- ☆ Initiates damage assessment, needed recovery interventions, incident documentation, and directs incident debriefing

Teachers and Staff

- ☆ Notifies principal of any injuries to students and staff
- ☆ Administers first aid, when appropriate and safe to do so
- ☆ Maintains supervision and accounting of students and reports discrepancies, if directed
- ☆ Follows directions of Incident Commander and public safety personnel

4.13.1 Thunderstorms (Electric Storms)

Thunderstorms are a frequent occurrence in the District of Columbia. Lighting, damaging winds, and hail often accompany them. Quite often, a thunderstorm is a prelude to a tornado. When conditions dictate, have someone monitor the weather via radio to determine if severe weather conditions are approaching your area. The National Weather Service issues two types of Severe Thunderstorm alerts.

Severe Thunderstorm Watch—When conditions are favorable for severe thunderstorms to develop in your area, a severe thunderstorm watch is issued.

Severe Thunderstorm Warning—When severe thunderstorms are occurring in your area, a severe thunder warning is issued.

Guidelines

Immediate Response—

- ☆ If conditions dictate, follow the *Severe Weather Safe Area* guidelines
- ☆ If you are outside and lightning is seen or thunder heard, move inside at once
- ☆ **Do not seek shelter under isolated trees or close to wire fences, playground equipment, or shelters located in exposed locations**
- ☆ During a Severe Thunderstorm Watch or Warning for your area, cancel outside recess and physical education classes
- ☆ Even if there is no wind or rain, lightning is always a threat. Stay indoors and do not venture outside unless absolutely necessary
- ☆ During a Severe Thunderstorm Warning, relocate all students from portable classrooms to main school building
- ☆ Stay away from open doors and windows, metal objects, electrical appliances, and plumbing until the storm has passed
- ☆ Keep telephone use to a minimum during storms
- ☆ Television sets, computers, and other electrical equipment and appliances should be unplugged to the extent possible
- ☆ If caught outside during a thunderstorm, keep away from isolated trees and other electrically conductive elevated objects such as overhead wires. Move away from tall things (trees, towers, fences, or power lines) and metal objects (umbrellas, motorcycles or bicycles, wire fences, etc) since they all attract lightning. Avoid open spaces, wire fences, sheds, or shelters not fully enclosed. Seek shelter in thick timber or a ravine. Get into a crouching position

- ☆ If in a vehicle, stay inside. Vehicles offer excellent lightning protection. Do not touch exposed metal parts. Do not park vehicles under electrical lines or isolated trees

Follow-up response—

- ☆ For cleanup of debris, fallen trees, fallen wires, or other facility damage, notify maintenance. Complete appropriate reporting forms.

4.13.2 Tornadoes

Tornadoes are local storms with whirling winds of tremendous speeds that can exceed several hundred miles per hour. When conditions dictate, have someone monitor the weather via radio to determine if severe weather conditions are approaching your area. The National Weather Service issues two types of Tornado Alerts:

***Tornado Watch*—**when conditions are favorable for tornadoes to develop in your area.

***Tornado Warning*—**means that a tornado has been sighted and protective measures should be taken at once.

Guidelines

Immediate response—

- ☆ Follow thunderstorm procedures above
- ☆ If conditions dictate, follow the *Severe Weather/Natural Disaster Safe Areas* guidelines
- ☆ When participating in outside activities, watch and listen for signs of danger. Signals for an approaching tornado include dark-greenish sky, clouds moving to form a funnel, large hail, or loud roar (like a freight train)
- ☆ If time permits, immediately evacuate students and personnel from temporary structures like manufactured trailers to a stronger shelter
- ☆ Go to designated shelter areas or interior halls on the lowest floor. Stay away from open areas
- ☆ If there is not sufficient time to take shelter, go to an inside wall of the room, away from the windows. Squat on floor next to a wall, or get under desks/furniture by squatting or lying prone on the floor, face down. If a book can be picked up easily, hold it over your head
- ☆ ***If outdoors*—**try to take shelter in a basement or sturdy building. Or, lie in a dry ditch with hands covering your head, but watch and listen for flooding and be aware you're a bigger target for lightning. And if you hear or see water, move since it can carry lightning's electrical charge
- ☆ ***If in a vehicle—****Get out*. Take shelter in a building or lie flat in a ditch with hands covering head (but be aware you're a bigger target for lightning when lying flat and listen for flooding!)

Follow-up response—

- ☆ For cleanup of debris, fallen trees, fallen wires, or other facility damage, notify ADW Facilities Management

4.13.3 Winter Storms

The major dangers for winter storms are intense cold and the breakdown of transportation due to poor visibility and road conditions. Severe weather warnings are issued by the National Weather Service. When threat of severe weather exists, monitor radio/television for bulletins issued for your Local Education Agency (LEA). The CSO EST will provide additional information and instructions as necessary. See Appendix E for Archdiocesan Schools Announcements: Weather Emergencies.

There are several important winter weather terms you should know:

Winter Weather Advisory—indicates cold, ice, and snow are expected in the area

Winter Storm Watch—indicates the potential for severe winter weather such as heavy snow or ice is possible within a day or two (24–48 hours)

Winter Storm Warning—indicates severe winter conditions have begun or are about to begin

Blizzard Warning—refers to heavy snow and strong winds producing blinding snow (near-zero visibility) and life threatening wind chills for three hours or longer

Freezing Rain—refers to rain that freezes when it hits the ground, creating a coating of ice on roads and walkways

Hail—is rain that turns to ice while suspended and tossed in the air from violent updrafts in a thunderstorm

Sleet— is rain that turns to ice pellets before reaching ground

Frost/Freeze Warning—indicates below freezing temperatures are expected in the area

Guidelines

Follow the cancellation (see Appendix E), early dismissal, and delayed opening announcements relative to snow and/or ice conditions.

Preparations—

- ☆ Personnel should avoid over exertion shoveling snow or working outside since cold can put strain on the heart and cause a heart attack (even in children!)
- ☆ During outdoor activities, watch for signs of cold related illness—students/personnel playing or working out in the snow can cause exposure. Several indications individuals may require medical attention include:

  Frostbite—occurs when an individual experiences loss of feeling in fingers, toes, nose or earlobes, or they turn very pale.

  Hypothermia—occurs when an individual starts shivering a lot, speech slows, stumbling, or feels very tired.

If staff or students exhibit any of these signs, get inside and quickly seek medical help.

4.13.4 Earthquakes

Few areas of the world are free from the danger of earthquakes (i.e. Earthquake centered in Rockville, Maryland in July 2010). Earthquakes occur quickly, without warning. Falling or flying debris causes most injuries and/or deaths.

Guidelines

Immediate response during the quake—

- ☆ If indoors, stay there
- ☆ Take cover under desks, tables, or other heavy furniture, or in interior doorways or narrow halls
- ☆ Stay away from windows and beware of falling objects
- ☆ If outdoors, move away from the building, if possible
- ☆ Avoid utility poles and overhead wires
- ☆ If on a bus, the driver should stop quickly and as safely as possible in an open area away from overpasses, road cuts, etc. Stay in the bus

Follow-up response after the quake—

- ☆ Evacuate the building following the "EVACUATION" procedures.
- ☆ Notify the CSO EST
- ☆ Notify ADW Facilities Management
- ☆ Do not re-enter the building until authorities have checked for possible structural damage, leaking gas lines, and other utility disruptions
- ☆ Complete appropriate School Incident Report form and fax to the ADW Catholic Schools Office

4.13.5 Floods

Many areas in the District of Columbia and Maryland are subject to flood. Flooding may be caused by heavy rain, tidal surge from tropical storms off the coast, river flooding, or when stormwater runoff overwhelms drainage systems.

Even a small innocent creek can become a raging torrent capable of destruction. Except in the case of flash flooding, the onset of most floods is a relatively slow process with buildup taking several days. Know the local history of flooding for your area. When conditions dictate, have someone monitor the weather via radio to determine if severe weather conditions are approaching your area. The National Weather Service issues two types of Flood Alerts:

- ***Flood Watch—***is issued when conditions are favorable for flooding within the designated watch area.
- ***Flood Warning—***is issued when a flood has been reported or is imminent. Protective measures should be taken immediately.

Guidelines

Immediate response—

- ☆ If conditions dictate, contact the EST to determine whether students should be relocated to the predetermined flood relocation site.

Follow-up response—

- ☆ Contact ADW Facilities Management for any flooding
- ☆ Complete appropriate School Incident Report form and fax to the ADW Catholic Schools Office

4.13.6 Hurricanes

Hurricanes are a severe, rotating, tropical storm that spirals around an "eye" which is the calmest part of the hurricane. The severity of a hurricane in terms of its intensity and wind speed, is measured on a scale of 1-5, with five (5) being the most severe. Wind speeds range from 74 miles per hour to in excess 155 miles per hour. Hurricanes may be accompanied by severe lightening, flooding and tornadoes.

Hurricane Watch: issued when factors indicate that a geographical area may be threatened by hurricane conditions within 24-48 hours

Hurricane Warning: issued when factors indicate that a hurricane is expected to strike geographical area within 24 hours or less

Response Actions, Procedures, and Roles

Incident Commander/Principal

- ☆ Initiates appropriate protective measures and response actions
- ☆ Evaluates conditions to determine the need to evacuate to safe location
- ☆ Continues monitoring conditions to implement additional protective measures, as needed
- ☆ Follows Severe Weather Incident Commander guidelines and notification requirements

Teachers and Staff

- ☆ Notifies principal of any injuries to students and staff
- ☆ Administers first aid, when appropriate and safe to do so
- ☆ Maintains supervision and accounting of students and reports discrepancies
- ☆ Follows directions of Incident Commander and public safety personnel

★

4.14.1 Telephone Threats

Situation Description

The provision of a safe school is essential to the well-being of students and staff. There are two types of situations that must be considered: (1) telephone threats and (2) immediate physical threats. Threats may originate in-house or from outside of the school system.

Guidelines

- ☆ If a threat is made over the telephone, dial *57 to record the call with the telephone company's nuisance office
- ☆ Call 911 - The police need to be called for any threat of physical harm to self or others
- ☆ Implement appropriate School Universal Emergency Response Procedures
- ☆ Notify the CSO EST Manager or a CSO EST member
- ☆ Cooperate with police investigation and provide any information that may assist in resolving the problem

4.14.2 Physical Threats

Guidelines

Immediate response—

- ☆ Call 911
- ☆ Activate School Emergency Response Plan and SERT
- ☆ Implement appropriate School Universal Emergency Response guidelines
- ☆ Once police arrive, work cooperatively with police department team
- ☆ If needed (Level II or III), activate CSO EST
- ☆ Notify the Catholic Schools Office
- ☆ Continue School Emergency Response Plan guidelines until situation is resolved

Follow-up response—

- ☆ Assist with police investigation and protect crime scene evidence
- ☆ Working with appropriate ADW offices and CSO EST, provide notification to parents and guardians (i.e. AP Notify)
- ☆ Debrief staff and provide access to support
- ☆ Arrange for site security, if necessary
- ☆ Plan for resumption of school activities and recovery guidelines
- ☆ If necessary, contact the Director of Counseling for the ADW Crisis Intervention Team
- ☆ Complete the School Incident Report form and email it to the CSO

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4.15 Student Runaway/Missing/Abduction

A runaway/missing student is a student, who on their own volition, leaves the school campus without permission. Whereas, a student abduction is the unlawful taking or kidnapping of a child under eighteen years. Family abduction, by a parent/guardian or family member, motivated by domestic discord or custody disputes overwhelmingly represent the most frequent type of child abduction. Stranger abductions or kidnappings are the rarest form of child abduction.

Abduction is also referred to as "kidnapping", and indicates that a child is missing under suspicious circumstances. There can be several explanations for why a child has been noted as missing in school:

- ☆ Student leaves the school property or runs away
- ☆ A non-custodial parent takes the child without consultation with the custodial parent
- ☆ A kidnapping is witnessed
- ☆ An abduction is reported by a telephone call, note, or hearsay

Guidelines

Immediate response—

- ☆ Principal will notify:
  - ★ Police
  - ★ Parents/guardians of the student
  - ★ Pastor
  - ★ CSO Executive Support Team; and
  - ★ ADW Communications Office as directed by the EST
- ☆ Principal assures that the following steps are taken if an abductor is suspected:
  - ★ Initiate school building Lockdown guidelines
  - ★ Send a confidential notice to all teachers informing them of the situation
  - ★ All teachers must take attendance and report any missing students to the main office
  - ★ Sequester witnesses for police interview
  - ★ Staff/Custodian cordons off area in which the alleged kidnapping occurred to preserve any evidence
- ☆ The principal consults with responding police officials to review the incident
- ☆ The principal identifies custodian to accompany police and provide access to locked areas such as boiler room
- ☆ Office staff gathers the following information for police use: student school picture, description of clothing worn, personal data such as age, weight, height, and identifying marks, significant data from student record such as disciplinary actions. Also, share data from family/emergency cards with police, including medical data, i.e., immediate need for access to chronic illness medications (insulin, inhalers…)
- ☆ Where possible, an aerial photo of the school and surrounding grounds
- ☆ List of staff members who are not in attendance

Follow-up response—

- ☆ Principal assures that the following steps are taken:
  - ★ Develop plan for working with parents who are concerned about the welfare of their children
  - ★ Contact the CSO Crisis Intervention Team for assistance as needed
  - ★ Follow existing procedures for early-dismissal
  - ★ Develop a letter to be sent home to parents with students at the end of the school day informing them of the incident and the measures taken to assure the safety of all students. This letter should be developed with the CSO EST and ADW Communications Office
  - ★ Contact appropriate parties as needed when child is located
  - ★ Complete the School Incident Report form and fax to the CSO immediately

4.16 Death of a Student/Staff or in the School Community

The death of a student and or staff member can have a traumatic impact on students, staff, and school community and also affect the educational process. Each situation is different and the level of impact is generally related to the following factors:

- ☆ Manner and cause of death i.e. sudden and unexpected death, natural occurrence, accidental, violence-related, suicide, and location of death on or off-campus
- ☆ Age of deceased, current or former student/staff, single or multiple death(s)
- ☆ Secondary impact i.e. school-related family connectivity or student/staff witnessing of the death

Principals are responsible for assessing the level of impact and initiating recovery interventions, as needed, and may be assisted by school staff, counselors, and members of the ADW Crisis Intervention Team and CSO Executive Support Team, as necessary.

Guidelines

Incident Commander/Principal

In the event of a death impacting the school community (such as an attempted suicide or a medical emergency that may result in a death) the Incident Commander:

- ★ If the incident occurs on the school campus
- ★ Immediately call 911
- ★ Notify the Pastor and the CSO Executive Support Team and Emergency Contacts
- ★ Ensures life-saving measures are initiated and staff remains with the injured person
- ★ Implements response actions which may include Lockdown or Stay-in-Place
- ★ Secures and limits access to the occurrence area until public safety personnel arrive and maintains the area as a potential crime scene
- ★ Identifies and separates witnesses for public safety personnel and provides initial emotional support and assistance
- ★ Assists public safety personnel, as appropriate, in the incident investigation

- ☆ Activates School Emergency Response Team and requests services of ADW Crisis Intervention Team, as needed, to assist in developing and implementing response measures, recovery interventions, counseling, and outreach services for students and staff
- ☆ Upon learning of a school-related death, discreetly verifies the facts and circumstances through the family or law enforcement authorities to develop and implement need interventions. The responsibility of death notification to parents and next-of-kin rests with law enforcement personnel
- ☆ Develops and implements a staff, student, and parental notification plan sharing age-appropriate information to respect the privacy of the deceased/family. Notification letters should be developed by CSO Executive Support Team and the ADW Communications Office and reviewed by the Executive Support Team Manager
- ☆ Initiates after-hours staff notification procedures, as necessary, if the death occurred during non-school hours
- ☆ Initiates an emergency staff meeting to confidentially discuss the incident and the need for

recovery interventions, counseling, and outreach services for students and staff

- ☆ Contacts family members, at the appropriate time, expressing condolences and to offer support and outreach assistance
- ☆ Provides necessary and appropriate information with other impacted principals
- ☆ Updates all parties on funeral arrangements, as appropriate
- ☆ Maintains a visible and supportive presence during the recovery period and is cognizant of students or staff who may display signs of acute emotional reactions or post-traumatic stress to provide needed support and outreach service
- ☆ Maintains contact with members of the CSO Executive Support Team to request needed support and assistance
- ☆ Refers media inquiries to CSO Executive Support Team PIO/Executive Director of Communications
- ☆ Initiates on-going needed recovery interventions, ensures incident documentation and conducts incident debriefing, as warranted

Teachers and Staff

- ☆ Be cognizant of suicide rumors, threats, and/or signs of potential suicide indicators, and reports the same to the principal and school counselor in a timely manner
- ☆ In the event of school-based attempt suicide or a medical emergency that may result in a death, staff:
  - ★ Administers first aid/life-saving measures, as appropriate, and remains with the injured person
  - ★ Notifies principal of incident and, if practicable, calls public safety 911 operators
  - ★ Secures the area until the principal arrives
  - ★ Shields student witnesses, as practicable, and informs principal of any witnesses
- ☆ Maintains supervision and accounting of students
- ☆ Follows directions from the Incident Commander or law enforcement personnel
- ☆ Be cognizant of students or staff who may display signs of acute emotional reactions or post-traumatic stress and convey observations to the principal
- ☆ Be supportive of student emotions and follows the recovery intervention plan to provide students a sense of control and return to the normal educational environment
- ☆ Be aware of your individual emotions and reactions to the incident and seek appropriate support services
- ☆ Be an active participant in incident-related staff meetings or debriefings
- ☆ School counselors can provide counseling and support services to impacted parties

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4.17 Bomb or Bomb Threat Assessment

In all bomb threat or explosive device situations, to minimize the danger of life and property, all personnel must be prepared to carry out plans for bomb threat incidents when instructed to take immediate action. All principals, teachers, and staff will, on receipt of a bomb threat to their specific school building or discovery of a suspected explosive or incendiary device, immediately initiate EVACUATION guidelines.

Most bomb threats are received either directly or indirectly by telephone. They may arrive as written threats by mail or other means. The procedure for handling the threat will be the same.

In the event that authorities advise of a *dirty bomb* incident, it may be necessary to utilize other School Universal Emergency Response guidelines, as directed by Emergency Responders.

School personnel must be familiar with these guidelines and school emergency plans. Further, plan details and guidelines will be kept in confidence. The documents are not intended for general distribution and should not be published for that purpose.

These guidelines indicate the course of action to be followed upon receipt of a bomb threat. Also, the guidelines are intended to serve as a checklist which may be used by the school principal in the preparation of the school plan.

Guidelines

Please Note: Cellular phones and walkie-talkies should not be used during bomb threats as they may activate an explosive device. However, using hardwired public address systems is permissible.

Immediate response—*On receiving a bomb threat by telephone:*

Call Taker

- ☆ Remains calm, composed, and does not respond in kind to the caller
  - ★ Listen carefully—do not interrupt!
  - ★ Try to write the entire message
  - ★ Try to keep the caller talking as long as possible
  - ★ After completing the call, hang up and immediately lift the receiver
  - ★ Press *57 (call trace)
    Please note: *57 will only trace the last call received on that line immediately prior to dialing *57
- ☆ Utilizes the Bomb Threat Checklist (found at the end of this section or on the Classroom Emergency Flipchart) to obtain as much information as possible and provide copy of checklist and notes to responding law enforcement personnel
- ☆ Attempts to activate call trace and notifies law enforcement of trace activation
- ☆ Immediately notifies principal of threat and details
- ☆ Contact Police at 911
- ☆ Notify CSO EST Manager or member and pastor
- ☆ Activate School Emergency Response Team

Immediate response—*On receiving a bomb threat by e-mail, fax, or other forms of communication:*

- ☆ Preserve evidence of the threat
- ☆ Notify Police at 911
- ☆ Make a hard copy immediately if emailed
- ☆ Notify CSO EST Manager or member and pastor

Please Note: Cellular phones and walkie-talkies should not be used as they may activate an explosive device.

Incident Commander/Principal

- ☆ Assesses the situation, evaluates the threat level, determines best course of action, and implements response actions and protective measures, which may include Evacuation, Stay-in-Place, or sweep/scan of the building
- ☆ Ensures 911 call is made, CSO Executive Support Team and pastor notified, and updates provided
- ☆ Coordinates response with responding law enforcement agency and follows directions as to appropriate response
- ☆ Activates School Emergency Response Team and initiates student/staff accountability procedures, only when safe to do so
- ☆ If evacuation is required, assigns staff to sweep/scan evacuation routes and sites if practicable, makes evacuation announcement, follows evacuation procedures, and modifies evacuation routes away from danger zone if necessary.
- ☆ If evacuation is not warranted, consider initiation of sweep/scan procedures
- ☆ Initiates age-appropriate school announcements and updates, as necessary
- ☆ Ensures parent/guardian notification of incident is made at appropriate time. The CSO Executive Support Team PIO/Executive Director of Communications prepares parent notification for principal and review by Executive Support Team Manager
- ☆ Refers media inquiries to CSO Executive Support Team PIO/ Executive Director of Communications
- ☆ Completes the School Incident Report form and faxes to the Catholic Schools Office

Teachers and Staff

- ☆ Notifies principal of any issues relative to the bomb threat and any injuries to students or staff
- ☆ Administers first aid, when warranted and safe to do
- ☆ Maintains supervision and accounting of students and reports discrepancies
- ☆ Follows directions of Incident Commander and public safety personnel

Bomb Threat Assessment

If a bomb threat is called into Catholic Schools Office or local police and is directed at schools in general, the CSO EST, after consulting with local police, will issue orders to the schools characterizing the threat as:

- BTR Level 1—Low Risk Profile
- BTR Level 2—Medium Risk Profile
- BTR Level 3—High Risk Profile

The CSO Executive Support Team shall notify the principal/school leader of general bomb threats and characterize the risk, which will initiate the actions shown in the table below:

Bomb Threat Risk (BTR)	ACTION
BTR Level 1	Monitor building for any suspicious activity. Students and staff remain in the building.
BTR Level 2	Conduct an Evacuation. School-based administrator and security personnel visually inspect the building for suspicious packages or items.
BTR Level 3	Evacuate the building immediately. Local Police will respond and take command of the situation.

Handling a suspicious package: The probability of receiving a bomb in the mail is remote. However, a small number of explosive devices and biological agents have materialized in the mail system. The following are characteristics from the U.S. Postal Inspection Service to help identify a suspect piece of mail:

- ☆ Package may have restricted markings like "Personal" or "Private" to one who doesn't receive personal mail at the office or to someone no longer working as an employee
- ☆ Package is sealed with excessive amounts of tape or has an excessive amount of postage on it
- ☆ Postmark city different from Return Address city
- ☆ Misspelled words, written badly or using letters cut from newspaper or magazine and glue on the package
- ☆ Package has wires or aluminum foil sticking out, oil stains, smells weird, or sounds peculiar (sloshing noise)
- ☆ Package may feel strange, look uneven or lopsided

If uncertain about a letter or package and unable to verify the sender or contents with the person it is addressed to:

- Do not open it, shake it, bump it, or sniff it!
- Evacuate the area quickly and calmly
- Wash hands with plenty of soap and water
- Call police (911), security, and the U.S. Postal Inspector (1–877–876–2455)
- Complete a list of all people who were near the package or letter in case they are needed for further questioning

Bomb Threat Information

A bomb threat may be delivered via telephone, left on an answering machine, faxed, sent via e-mail, written threat found in school, or be made in a verbal context by a student or other individuals. The threat may be vague, non-specific or may be very specific, such as location, description of the device, and detonation time. All bomb threats must be taken seriously and assessed by school authorities, in concert with law enforcement, to determine the appropriate course of action and response to the threat. Principals and administrative support staff need to be familiar with how to respond to and process information received by the school regarding the bomb threat. Staff needs to be aware of their roles and how they should respond to the threat. Timely notification to law enforcement of all bomb threats is critical as they can provide assistance in determining the legitimacy of the bomb threat and need for evacuation.

Each bomb threat must be thoroughly evaluated and analyzed to determine the appropriate response by the Incident Commander/Principal**. Not all bomb threats require a school evacuation.** A non-specific threat received over the school telephone by what appears to be a young voice with laughter in the background indicating there is a "bomb in the building" may not require a building evacuation due to being a low-level threat. In this situation, it may be more prudent to sweep/scan the building as a precautionary measure as opposed to evacuating the building.

If a decision is made not to evacuate the building due to a low-level threat, it is recommended the Incident Commander place the school in Stay-in-Place status, restrict class changes, and assign sweep/scan teams to search building for suspicious items. The normal school day can continue as long as nothing is found. Immediate EVACUATION should take place if a suspicious package/device is found.

The greater specificity of the bomb threat would be cause for the Incident Commander to evacuate the school building. Factors in analyzing and assessing the specificity of the threat include, but are not limited to the elements below. These factors indicate a higher-level threat and the prudent course of action is to immediately activate the building.

- ☆ Recent bomb threats
- ☆ Seriousness of the caller's voice or written communication
- ☆ Expressed or discerned motive
- ☆ Stated familiarization of the school
- ☆ Stated details as to the type of device, location and detonation time

The Incident Commander has the authority to evacuate the building, based on the totality of the circumstances and the safety and well-being of the students and staff. The principal may consult with members of the School Emergency Response Team, CSO Executive Support Team, or law enforcement personnel in making a decision to evacuate. If a decision has been made to evacuate the building, the principal should request that law enforcement K-9 bomb detection team(s) and/or responding officers search the building to ensure the building is clear of any devices and is safe for students and staff to re-enter. This search process can take up to several hours, depending on the availability of search teams and the size of the building.

When an evacuation has occurred and the K-9 bomb detection team(s) or responding officers are either unavailable or significantly delayed in responding to search the building/campus and the Incident Commander decides to re-enter the building, it is recommended that staff volunteers

sweep/scan the building and surrounding campus. The decision to sweep/scan the building without law enforcement assistance should be made in consultation with law enforcement officials and the Catholic Schools Office School Emergency Response Team.

Call Trace Activation

To activate call trace, the telephone must ring at least once (full ring) before answering it. The person receiving the incoming telephone bomb threat should obtain as much information as possible from the caller before the call is concluded. After the call is concluded, the call taker should hang up, immediately lift the receiver, and press *57 for call trace. Activating *57 will only trace the last call received on that specific line prior to dialing call trace. The call taker must inform the responding officers as to the activation of call trace so the officers can obtain any information gleaned by the call trace. Archdiocesan schools should check with their local telephone service provider as to the specific call trace activation number and process.

Electronic Mail or Fax of Bomb Threat

The principal should be advised immediately of a bomb threat received via email and/or by text message in order to assess the threat level and determine the best course of action. In addition, the principal will notify law enforcement authorities, CSO Executive Support Team, and school pastor and ensure the email and the text message is preserved for law enforcement review.

Bomb Sweep/Scan Guidelines

A bomb sweep/scan of the school building and surrounding campus should be considered when there is a low-level bomb threat and the building is not evacuated. During this process, staff volunteers are asked to walk through the building and surrounding campus to detect the presence of any suspicious devices, objects, or packages. Public safety personnel may also assist with this task. Outlined below are steps to be initiated during the sweep/scan process:

- ☆ A precautionary sweep/scan of the building is recommended, regardless of how minor the threat level
- ☆ A sweep/scan should not be conducted if the Incident Commander feels the threat is so great as to jeopardize the safety of the staff members involved
- ☆ Enlist staff volunteers, such as administrators, custodial staff, and School Emergency Response Team members, to participate in the sweep/scan process
- ☆ Initiate EVACUATION or Stay-in-Place status and restrict class changes until the sweep/scan process is complete
- ☆ Ensure individuals conducting sweep/scan are paired with a person familiar with the building whenever possible
- ☆ Prioritize the sweep/scan areas as follows: lobbies, corridors, cafeterias, auditoriums, gyms, stairwells, bathrooms, and outside perimeter of building. Teachers and staff will scan their work areas
- ☆ Document in writing: names of the sweep/scan team members, date, time, and location of the scanned area and the findings
- ☆ Do not touch or move suspicious items or packages if found
- ☆ Scan school visually from the floor to ceiling and if threat is outside search from ground to sky

Bomb Threat Checklist

Listen Carefully and Keep the Caller Talking

1. Time Call Received _____

2. Time Call Terminated _____

3. Caller's Name & Address (if known)

_____

_____

_____

4. Caller's Sex: ☐ Male ☐ Female

5. Caller's Age: ☐ Adult ☐ Child

6. Bomb Facts (Questions to Ask)

a. When will it explode?
b. Where is the bomb right now?
c. What kind of bomb is it?
d. What does it look like?
e. Why did you place the bomb?

7. Voice Characteristics

Tone	Speech	Language	
☐ Loud	☐ Fast	☐ Excellent	☐ Lisp
☐ Soft	☐ Slow	☐ Good	☐ Disguised
☐ High Pitch	☐ Distorted	☐ Fair	☐ Accent
☐ Low Pitch	☐ Cursing	☐ Raspy	
☐ Stutter	☐ Slurred	☐ Nasal	

8. Background Noise

☐ Music	☐ Traffic
☐ Voices	☐ Machines
☐ Cellular Phone	☐ Quiet
☐ Children	☐ Typing
☐ Other _____	

9. Person Receiving Call: _____

Work Station: _____

Date: _____

4.18 Student Disturbance/Civil Disturbance

In the event that students become overly disruptive or agitated as a result of school issues, conflicts, or external community issues, the normal educational day and the general safety of students and staff may be impacted. The school may also be the site of a public demonstration led by students and/or outside community members. In situations where there is a likelihood of injuries or property damage resulting from the student disruption or demonstration, principals need to be prepared to address safety and security concerns.

4.18.1 Student Disturbance

The following is a guide on responses to verbal or written threats of students toward self, other students, staff, or the school. Often, students make threats of harm in moments of anger, frustration, or when challenged. Administrators, with the help of student assistance team—particularly school-based counselor/social worker—must assess threats, which are classified Low, Medium, or High Level. Each Level has specific indicators and responses. Student and staff safety are always paramount.

Guidelines

Immediate response—

- ☆ Principal or teacher learns of verbal or written threat of harm to self, others, or property made by student
- ☆ Call 911 and notify the CSO EST and pastor
- ☆ Immediately determine Level of threat with input from the school counselor/social worker, when possible

Low Level threat determination—Threat is:

- ★ Stated in vague or general manner
- ★ Often reflects anger, frustration, lack of hope, or distrust
- ★ Does not include a specific target other than self
- ★ Does not specify concrete steps to carry out threat
- ★ Developmentally inappropriate or unrealistic

- ☆ Principal consults with school-based counselor/social worker regarding:
  - ★ Needs of the student
  - ★ Involvement of the student's parents
  - ★ Identification of appropriate referral resources
- ☆ When necessary and appropriate, the school nurse may be involved
- ☆ Consultation by the CSO EST is provided to school staff regarding strategies for managing low level threats
- ☆ When necessary, contact the CSO Director of Counseling

Medium Level threat determination—Threat is:

- ★ Clearly stated, often a function of anger or frustration
- ★ Uncertain about specific targets of threat
- ★ Lacking in capacity or resources to act on threat
- ★ Lacking in concrete steps taken to carry out threat
- ★ Suggestive of attention-seeking behavior

- ★ Could continue or escalate if not addressed

☆ When possible, the principal contacts school-based counselor/social worker to meet immediately with the student or the principal makes the appropriate determination
☆ Based on the student meeting with the school-based counselor/social worker:

- ★ Administrator identifies school staff (e.g. secretary) to contact student's parents/guardians
- ★ Identify and offer appropriate referral resources to parents/guardians
- ★ When necessary and appropriate, the principal may request a mental health/psychological evaluation to be conducted by a licensed mental health professional (e.g. psychologist, counselor, psychiatrist, etc.)
- ★ Notify parents of intended victims, as appropriate

☆ When available and necessary, the school nurse may be involved as needed
☆ Disciplinary actions are determined by the principal
☆ Student is referred to the further services
☆ Administrator may consult with Police at 911

High Level threat determination—Threat is:

- ★ Clearly stated
- ★ Targeted to specific individuals or property
- ★ Identifies behaviors that can realistically be carried out
- ★ Implies that concrete steps have been taken to carry out threat

☆ Call Police at 911
☆ Call the CSO EST and pastor
☆ Principal initiates the following

- ★ Student remains under administrative supervision
- ★ Consult police regarding timeframe for notifying parents
- ★ Notify parents of student making threat and request their immediate response to the school
- ★ Notify parents of the threatened student

☆ Principal contacts school-based counselor/social worker, and/or the CSO Counselor Services Coordinator to conduct emergency assessment of threat of harm to self, others, or property

- ★ School-based counselor/social worker reviews record, conducts necessary assessment, and consults with administrator regarding the threat of harm to self, others, or property
- ★ Involve the licensed mental health professional(s) in emergency assessment
- ★ Offer appropriate referral resources to parents/guardians
- ★ Offer follow-up support to intended victim(s)

- When available and necessary, involve the school nurse, as needed
- Principal determines disciplinary actions
- Refer student(s) and victims to the CSO Crisis Intervention Team, as appropriate

4.18.2 Civil Disturbance

The following information is a guide for school-based personnel in developing, discussing, and disseminating a set of emergency procedures that can be effectively implemented in the event of school disturbances (e.g., violence, sit-ins, riots, large scale fights).

The effective implementation of emergency plans and capabilities for addressing school disturbances relies on preparedness. The entire school community (personnel, students, and parents), must be familiar with the plan, understand their individual roles, and be personally prepared for emergencies. While prudence dictates that we prepare for all eventualities, our focus must always remain on preventive measures.

To maximize student safety and staff efficiency as well as minimize disruption to the normal school program, emergency procedures need to be developed and tailored to the specific needs of the school facility. Guidelines need to be updated and reviewed with faculty and staff as necessary, especially during the beginning of the year orientation and ongoing throughout the school year.

The principal and administration must be acutely aware of local situations within the school and the community at-large. Circumstances may generate civil disturbances within the school through outsiders moving into student groups and inciting student participation.

Guidelines

- ☆ Assesses the situation, including extent of disruption, any injuries, and number of involved parties, etc. and initiates appropriate measures, which may include Lockdown or Stay-in-Place
- ☆ Institute your School Emergency Response Plan and activate SERT
- ☆ Contact local police department and other law enforcement for assistance
- ☆ Document events chronologically as thoroughly as possible
    - ★ Factual information such as witnesses' names, times of incidents, etc., may be important
- ☆ Notify CSO EST, ADW Communications Office, and pastor as quickly as possible for advice, since publicity or notoriety is often associated with civil disturbances
- ☆ Avoid verbal and physical confrontation with individuals, such as demonstrators
- ☆ Direct disruptive students to return to class and provide them a reasonable amount of time to do so
- ☆ Ensures parent/guardian notification of incident is made at the appropriate time. The CSO Executive Support Team PIO prepares parent notification for principal and review by Executive Support Team Manager
- ☆ When necessary, active parent/child reunification guideline, if necessary
- ☆ Inform school community of the event and any potential outcomes
- ☆ Minimize student exposure to disruption
- ☆ Complete the School Incident Report form and submit to the Catholic Schools Office through the designated fax number

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4.19 Hazardous Materials Incidents

Chemical spills and other accidental releases of hazardous materials (hazmat) can occur in several locations: within a school building, on the school grounds, or somewhere in the surrounding school community. Regardless of where the incident occurs, hazardous materials may pose a potential health and safety hazard to the general school population. All schools should be prepared to respond to hazardous material accidents. The appropriate response to be taken depends upon the nature of the accident.

4.19.1 Incident Occurs INSIDE the School Building

Many of the chemical products and materials found within our buildings have physical characteristics that pose potential health hazards. If such chemicals are released or spilled within your building, information must be obtained on the hazards associated with the chemical. The immediate response to be taken should be relative to the hazards posed by material, the quality of the material released, and the location within the building of the chemical release.

Guidelines

Immediate response—

- ☆ Do not attempt to clean up a spill unless you have been properly trained to do so
- ☆ Isolate the immediate area of the spill or release
- ☆ Activate School Emergency Response Team as needed
- ☆ Seek information from product label and/or material safety data sheets (MSDS) on recommended cleanup procedures
- ☆ Call 911 in the absence of information concerning the nature of the hazards associated with the spilled or released material, or proper cleanup procedures
- ☆ Based on the nature of the spill or release incident (the hazard posed by the material or lack of information concerning the hazardous material), it may be necessary to EVACUATE the building to protect safety and health of students and staff

Follow-up response—

- ☆ Notify the CSO EST and pastor of the situation and action taken through the School Incident Report form

4.19.2 Incident Occurs OUTSIDE the School Building

Fire and/or police department officials will contact a school when an incident involving hazardous materials may affect the health and safety of a school population. There are two basic responses to addressing this type of emergency: sheltering students and staff inside following the Shelter-in-Place Procedure, and evacuating the school to a safer location following the Evacuation and relocation procedures. Emergency personnel will determine if students and staff need to evacuate the school or if sheltering them in place is the appropriate response.

Guidelines

Immediate Response—

Follow the direction of the fire/police department officials to either execute the Evacuation guideline or the Shelter-in-Place guideline.

- ☆ Assess the situation in terms of risk associated with material release or spill and initiates appropriate response actions, such as Evacuation or Shelter-in-Place. Evaluates the type and size of release or spill to determine if the situation requires public safety assistance or can be safely resolved without public safety assistance or evacuation
- ☆ Ensure 911call is made, as warranted, and provides a description of the release or spill in terms of suspected material and size as well as adverse medical conditions
- ☆ Activates School Emergency Response Team, as needed,
- ☆ Notify CSO Executive Support Team and pastor are notified and updates are provided
- ☆ Ensures students and staff have been moved away from immediate area of release or spill
- ☆ Assesses need for medical attention to exposed students and staff, including special needs students and staff and ensures first aid is provided, as appropriate, until fire and rescue services arrive
- ☆ Ensures parent/guardian notification of incident is made at appropriate time. The CSO Executive Support Team PIO prepares parent notification for principal and review by Executive Support Team Manager
- ☆ Refers media inquiries to CSO Executive Support Team PIO
- ☆ Initiates needed damage assessment, recovery interventions, ensures incident documentation, and conducts incident debriefing

Shelter-in-Place

- ☆ Close windows and vents
- ☆ Turn off air conditioning, heat and fans to reduce air drawn in from the outside
- ☆ Remain alert for further instructions regarding protective measures to take, including have access to a portable battery powered radio for any updates
- ☆ Seal openings under doorways and windows with wet towels or plastic and duct tape

Outside Evacuation

- ☆ Remain upwind from the incident site because wind can carry toxic materials
- ☆ Try to evacuate as far from the incident site as possible

Follow-up Response—

- ☆ Notify the CSO EST and pastor
- ☆ Complete the School Incident Report form and submit to the Catholic Schools Office through the designated fax line

4.20 Terrorism Incident

Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof to further a political or social objective. Terrorism targets often include government and military facilities, infrastructures, businesses with symbolic value, religious institutions, and public assemblies. Common terrorist attacks include, but are not limited to:

- ☆ Bombs/explosives
- ☆ Malicious destruction of property
- ☆ Sabotage
- ☆ Arson
- ☆ Shootings
- ☆ Use or threatened use of chemical, biological, or radiological agents

Acts of terrorism can occur with or without warning. The immediate dangers related to an act of terrorism are:

- ☆ A terrorist incident can occur anywhere and cause injury and death
- ☆ Hostages may be taken
- ☆ Threats and further violence may occur

If there is a general warning of a possible terrorist act occurring in the Archdiocese having a direct or indirect impact on schools, the CSO EST will inform schools to heighten security, to include but not limited to:

- ☆ Report suspicious personnel, vehicles, or packages
- ☆ Secure unused buildings or portions thereof
- ☆ Ensure positive identification and accountability for visitors
- ☆ Increase liaison with local police department and law enforcement officers
- ☆ Advise and update staff and students
- ☆ Increase security patrols and property checks
- ☆ Control and limit access to buildings
- ☆ If necessary, cancel or suspend extra-curricular activities
- ☆ Inspect all buses used to transport students

Guidelines

***Immediate Response*—**If an act of terrorism occurs in your school, on school grounds, or in close proximity of your school, the administrator in charge, or any person acting in good faith, must immediately:

- ☆ Notify police, fire and EMS at 911
- ☆ Activate the School Emergency Response Plan and SERT
- ☆ Notify CSO EST and the pastor
- ☆ Direct immediate emergency action to protect students and staff following the appropriate School Universal Emergency Response Procedure (i.e., Evacuate or Lockdown) and related protocols within this *Management Guide*
- ☆ Wait for arrival of police personnel, who will assume command and make additional support notifications
- ☆ Initiates all clear announcements with public safety approval

Follow-up Response—

- ☆ Ensures parent/guardian notification of incident is made at appropriate time. The CSO Executive Support Team PIO prepares parent notification for principal and review by Executive Support Team Manager
- ☆ Refers media inquiries to CSO Executive Support Team PIO
- ☆ Initiates damage assessment, recovery interventions, ensures incident documentation, and conducts incident debriefing
- ☆ Complete the School Incident Report form and submit to the Catholic Schools Office through the designated fax line

4.20.1 Chemical, Biological, and/or Radiological Incidents

For incidents involving chemical, biological or radiological agents, the two emergency response procedures followed are Shelter-in-Place (conditions inside are safer than outside) or Evacuation (conditions outside are safer than inside). Determining the appropriate School Universal Emergency Response Procedure used will depend on the nature and location of the incident.

- ☆ A **chemical incident** is the release of toxic industrial chemicals and/or other agents capable of causing bodily harm or death.
- ☆ A **biological incident** is the release of bacteria, viruses, and/or toxins capable of causing bodily harm or death.
- ☆ A **radiological incident** is the release, exposure to, and/or dispersal of radioactive materials capable of causing bodily harm or death.

Guidelines

Immediate Response—In response to a suspected incident, the following actions are to be followed:

- Determine which School Universal Emergency Response to activate and follow the School Emergency Response Plan
- Call 9ll.
- Contact the CSO EST and the Pastor
- Take steps to shut down the HVAC system
- Bring any students/staff outside of building immediately into the building if sheltering-in-place
- Direct students/staff who are in relocatables (i.e., temporary portable trailer-type classrooms) to remain there
- Take steps to shut down outside air ventilation
- Follow directions from CSO EST and Emergency Responders
- Keep accurate documentation through the school nurse regarding any students/staff with medical complaints

Follow-up Response—

- ☆ Ensures parent/guardian notification of incident is made at appropriate time. The CSO Executive Support Team PIO prepares parent notification for principal and review by Executive Support Team Manager
- ☆ Refers media inquiries to CSO Executive Support Team PIO
- ☆ Initiates damage assessment, recovery interventions, ensures incident documentation, and conducts incident debriefing
- ☆ Complete the School Incident Report form and submit to the Catholic Schools Office through the designated fax line

4.20.2 Homeland Security Advisory System (HSAS)

In March 2002, the Homeland Security Advisory System (HSAS) was implemented using color-coded *Threat Conditions* that increase or decrease based on reports from the Intelligence Community. These Threat Conditions, or Threat Levels, are:

Red—*Severe* risk of terrorist attack
Orange—*High* risk of terrorist attack
Yellow—*Elevated* or *Significant* risk of terrorist attack
Blue—*Guarded* or *General* risk of terrorist attack
Green—*Low* risk of terrorist attack

Alerts and threat conditions can be declared for the entire Nation or for a specific geographic area or industry. The public should stay current with news and alerts issued by officials—*and* be aware, be prepared, and have a plan at all threat levels (see next page Figure 4.19 for recommendations at each threat level).

Figure 4.19 Homeland Security Advisory Recommendations

Homeland Security Advisory Recommendations	
(Red)	Complete all recommended actions at lower levels. Listen to radio and TV for current information and instructions. Be alert and immediately report suspicious activity to police at 911. Close school if recommended by appropriate authorities. 100% identification check (i.e., driver's license retained at front office) and escort anyone entering school other than students, staff, and faculty. Offer lessons for *Masters of Disaster* Facing Fear: Helping Young People Deal with Terrorism and Tragic Events* curriculum. Ensure School Emergency Response Team members are available for students, staff, and faculty.
HIGH (Orange)	Complete all recommended actions at lower levels. Be alert and immediately report suspicious activity to Police at 911. Review emergency procedures and supplies. **SEVERE** Offer lessons for *Masters of Disaster* Facing Fear: Helping Young People Deal with Terrorism and Tragic Events* curriculum. Discuss children's fears concerning possible terrorist attacks in consultation with School Emergency Response team. Prepare to handle inquires from anxious parents and media.
ELEVATED (Yellow)	Complete all recommended actions at lower levels. Be alert and immediately report suspicious activity to Police at 911. Ensure all emergency supplies are stocked and ready. Distribute copies of *Terrorism: Preparing for the Unexpected* to students, staff, and parents.
GUARDED (Blue)	Complete all recommended actions at lower levels. Be alert and immediately report suspicious activity to Police at 911. Provide safety training to staff and practice emergency drills. Review emergency supplies and supplement as necessary.
LOW (Green)	Ensure School Emergency Response Plan is current with team members and emergency telephone numbers. Offer American Red Cross *Masters of Disaster** curriculum on emergency preparedness for natural disasters. Ensure selected staff members are trained on first aid and CPR.

*Based on *American Red Cross Homeland Security advisory,* American Red Cross. *Master of Disaster* Lesson Plans can be found at http://redcross.org/disaster/masters.

4.21 Utility Emergency

Utility emergencies, failures, or incidents can occur during the school day or during non-school hours and may adversely impact school operations and the educational day. The causes for utility emergencies or failures vary and are often weather-related.

As part of an all-hazards approach to emergency preparedness, principals should be cognizant of the potential impact to school operations due to a utility emergency or failure and be prepared to implement appropriate response actions and protective measures. In addition, various staff members should be trained in proper procedures for shutting down utilities and utility cut-off locations should be identified on the school's floor plan.

Guidelines

Immediate response—

- ☆ Assess the situation and determines best course of action depending on the specific nature of the utility emergency, and implements response actions, such as Evacuation or Shelter-in-Place
- ☆ Ensure appropriate utility service provider, CSO Executive Support Team and pastor notified, and updates provided. Notification is made to public safety, when warranted
- ☆ Ensure trained staff safely initiates shutdown procedures of utilities, as needed, and employs proper mitigation and clean up measures
- ☆ Activate the School Emergency Response Team, as needed
- ☆ Initiate the school's student accountability procedures, as needed
- ☆ Discusses potential for school closure with School Emergency Response Team and CSO Executive Support Team
- ☆ Initiates all clear announcement with approval of utility service provider and/or public safety
- ☆ Ensures parent/guardian notification of incident is made at appropriate time. The CSO Executive Support Team PIO prepares parent notification for principal and review by Executive Support Team Manager
- ☆ Refers media inquiries to CSO Executive Support Team PIO
- ☆ Initiates damage assessment, incident documentation, and conducts incident debriefing

4.21.1 Electric Power Failure/Outage

Situation Description

Interruptions in electrical power services may occur at any time due to high winds, ice storms, falling tree limbs, downed utility poles, cyber attack, and new construction in the surrounding area. Electric power failures may result in the loss of refrigerated food supplies or create a potential fire hazard.

Guidelines

Immediate response—

- ☆ Check that students are calm and safe
- ☆ Building services personnel should follow prearranged shutdown procedures to ensure that all three-phase electrical equipment is shut down and turned off
- ☆ Notify the electric company through their emergency line
- ☆ Notify maintenance during regular school hours, or after hours contact security
- ☆ Notify CSO EST if power is expected to be off for an extended period of time or if the length of time of the power outage is unknown
- ☆ Distribute flashlights, if available and necessary
- ☆ Evacuate the building using Evacuation guidelines if there is any threat to the safety of students or staff
- ☆ Relocate students from rooms without windows and/or direct outside ventilation
- ☆ Keep refrigerated food storage units closed

Follow-up response—

- ☆ Ensures parent/guardian notification of incident is made at appropriate time. The CSO Executive Support Team PIO prepares parent notification for principal and review by Executive Support Team Manager
- ☆ Complete the School Incident Report form and submit to the Catholic Schools Office through the designated fax line

NOTE: *If food preparation was in process and utilities remain out for a period of time, verify safety of food by contacting the Department of Health (DOH) Food Safety Division for guidance.*

4.21.2 Natural Gas Leak/Exposure

Gas leaks are generally discovered by a staff member or student who reports smelling a strong odor associated to natural gas. All natural gas leaks regardless of how minor should be addressed quickly due to the explosive nature of natural gas.

Situation Description

All gas leaks, no matter how small, should be treated as a potential explosion hazard. Most school buildings have some natural gas service provided. Leaks are typically detected by smelling the strong odor associated with natural gas. If students or a staff member reports a gas odor, investigate with the Building Services leader.

Guidelines

Immediate response—

- ☆ Follow Evacuation guidelines
- ☆ Notify the school's gas company immediately

Follow-up response—

- ☆ Ensures parent/guardian notification of incident is made at appropriate time. The CSO Executive Support Team PIO prepares parent notification for principal and review by Executive Support Team Manager
- ☆ Complete the School Incident Report form and submit to the Catholic Schools Office through the designated fax line

4.21.3 Heating Oil Spills/Exposure

Heating oil spills, leaks or exposures, regardless of how minor should be addressed as a possible hazardous materials incident and managed accordingly. Response efforts should include mitigation techniques by trained staff to prevent the oil spill from entering floor drains, sanitary sewer lines, or external storm drains. Any contaminated absorbent materials or clothing used in the cleanup should be properly disposed of by trained staff.

Situation Description

All spills of heating oil, no matter how small, must be treated as a potential environmental emergency and handled by trained personnel.

Guidelines

Immediate response—

- ☆ Notify maintenance and during regular school hours, or after hours contact CSO EST member to assist with having trained environmental personnel respond to the incident.
- ☆ Absorbent material should be immediately placed on the floor to block the oil spill from moving into floor drains, storm drains, or sanitary sewer lines. Use whatever material is at hand (e.g., sawdust, rags, sand, dirt, or special oil absorbent materials, if available).

Follow-up response—

- ☆ Residue and/or contaminated absorbent materials should be placed in plastic bags for proper disposal by trained Environmental personnel.
- ☆ Complete the School Incident Report form and submit to the Catholic Schools Office through the designated fax line

4.21.4 Pipe Burst/Ruptures

Pipes that burst or rupture can potentially cause extensive damage to school property and equipment, if not detected and addressed. Flooding from a burst pipe presents the greatest risk for damage and can also cause electrical shortages.

Situation Description

Flooding from a broken pipe may cause extensive damage to property and building fixtures and endanger students and staff if not properly controlled. Flooding from pipes is the most apparent hazard, but electrical hazards and asbestos exposure from damaged pipe insulation

may also be present dangers to students and staff members.

Guidelines

- ☆ Building services personnel should isolate pipe break by shutting off the appropriate water supply valve. If the pipe break cannot be isolated quickly, the main water valve to the building should be closed.
- ☆ Notify maintenance during regular school hours, or after hours contact security to have trained maintenance personnel respond to the incident.
- ☆ Shut off electricity to the affected area, if necessary.
- ☆ Relocate articles that may be damaged by water, if necessary.
- ☆ Complete appropriate Property Loss Reporting form.

4.21.5 Water Main Breaks/Ruptures

Breaks or ruptures in water authority lines can result in a disruption of water supply to the school and impact school operations. Depending on the nature of the break and repair time, schools may be forced to close due to lack of water and the associated sanitation concerns.

Situation Description

Breaks in the municipal water distribution system may lead to interruption of the water supply to a school building. These breaks can lead to school closures due to lack of basic sanitation and supply water for various pressure vessels. Schools and offices cannot be in session if water service is not available within a reasonable period.

Guidelines

Immediate response—

- ☆ Contact the appropriate local water department (use the emergency line**)**
- ☆ Notify the CSO EST Manager if water service is expected to be interrupted for an extended period of time or if the length of time of the interruption is unknown.
- ☆ Notify maintenance during regular school hours, or after hours contact CSO EST.

NOTE: If flooding occurs, evacuate the building following the Evacuation guideline.

SECTION 5

Recovery

The primary goal of **Recovery** is the return to teaching and learning and restoration of the school(s) infrastructure in the aftermath of a school-related emergency and/or crisis. The recovery process focuses on implementing short and long-term mental health, structural, business/financial, and educational actions and supports needed for returning the school, school system, and community to a sense of normalcy and regular operations as quickly and efficiently as possible.

Recovery planning and process development commences in the Prevention-Mitigation phase with identification of resources and support structures that can be implemented during and after a school-related emergency or crisis.

A traumatic experience can have a significant psychological and emotional impact on students, staff, and families, which can impede the educational process. Examples of such experiences include but are not limited to a serious injury/death of a student, staff member, member of the school/church community or significant damage to a school/church due to a weather-related incident or fire. These events can occur during the school day or outside of the school day. The rate of emotional recovery varies from person to person based upon factors such as age, grade level, gender, direct or indirect exposure to the traumatic incident, and prior traumatic-related life experiences. As a part of an all-hazards approach to emergency preparedness, archdiocesan schools and the CSO are prepared to assist students, staff, and families recover from school-related traumatic incidents by providing emotional, psychological, and spiritual support and outreach needed to return to a safe, secure, and healthy learning environment.

The principal, as Incident Commander, in responding to a serious/major school-related emergency or crisis, would activate the Classroom Emergency Flipchart and School Emergency Response Team (SERT) to assist in managing and resolving the incident. A critical responsibility performed by the SERT team member, such as the school nurse, is to assess and monitor the physical and mental/emotional needs of students and staff and inform the Incident Commander of noted observations and concerns. The Incident Commander would also initiate initial recovery measures to address the identified concerns and convey this information to the CSO Executive Support Team. Depending on the incident and resulting degree of emotional and psychological impact to students and staff, the Incident Commander can request the services of the Crisis Intervention Team to develop and implement both a short and long-term recovery plan. CSO Executive Support Team members would actively be involved in coordinating needed resources and services to be provided to the impacted school(s). The CSO Executive Support Team Public Information Official would coordinate media-related aspects of the incident to include appropriate parent notification and preparation of school correspondence.

The recovery phase is frequently the most protracted and complicated phase of emergency management, commencing as the response phase is concluding and lasting until school facilities, students, and staff is able to return to a sound physical and emotional presence. Recovery is a linear process with many variables and may take weeks, months or even years depending on the intensity of the traumatic incident. The following recovery best practices, strategies, and guidelines will assist the principal as the Incident Commander in returning school operations to a sense of normalcy following a traumatic experience:

- ☆ Incident Commander/Principal with the assistance, as needed, from counselor(s), staff,

School Emergency Response Team members, and CSO Executive Support Team members should endeavor to return to teaching and learning as quickly as possible. This allows for a sense of structure and routine, which aids in the recovery process.

- ☆ Incident Commander/Principal and staff need to be cognizant of the signs of emotional stress and the impact of post-traumatic stress on students and staff to include those with special needs. Signs of psychological/emotional stress include but are not limited to:
  - ★ Marked changes in student's behavior, such as inability to focus
  - ★ Disorganization, withdrawal, depression, anger, grief, confusion, or mood changes
  - ★ Acting out/aggressive behavior, frustration, and decline in school performance
  - ★ Having normal reactions to an abnormal situation or chain of events
- ☆ Incident/Principal should form a school-based recovery team to monitor and assess the emotional climate of the school and school community following a traumatic incident. They should develop a recovery plan and identify, implement, and coordinate needed recovery interventions such as:
  - ★ Psychological First Aid
  - ★ Classroom Interventions/Discussions
  - ★ Small Group Interventions
  - ★ Individual Counseling per archdiocesan guidelines
- ☆ Incident Commander/Principal should conduct daily briefings, as needed, with school and support service staff providing counseling/outreach service to ensure care providers are not experiencing compassion/service fatigue
- ☆ Incident Commander/Principal should identify needed outreach service to families and assist in coordinating those services, as appropriate
- ☆ Incident Commander/Principal must address issues pertaining to student/staff memorials and tributes and, along with staff, be cognizant of and plan accordingly for anniversary dates of traumatic incidents
- ☆ Incident Commander/Principal, in collaboration with the CSO Executive Support Team Public Information Official, should develop and implement appropriate communication outreach measures to keep students, families, and the community informed of school and CSO recovery efforts. These measures may involve meetings, letters, or web postings which should be reviewed by the Executive Support Team Manager and/or archdiocesan officials
- ☆ Incident Commander/Principal and CSO Executive Support Team members develop contingency strategies and plans to establish alternative educational venues due to extensive building damage or long-term health related school closures
- ☆ Incident Commander/Principal, parish officials, and CSO Executive Support Team members need to ensure business/financial recovery strategies and plans are developed to ensure continuity of both educational and administrative operations
- ☆ The CSO Executive Support Team Operations Chief, the Counseling Services Coordinator, can be a valuable resource in coordinating mental health and outreach services
- ☆ The school-based Incident Commander, as well as the Executive Support Team Manager, are responsible for coordinating an incident debriefing, at their respective levels, and ensuring an after action report is initiated, including recovery interventions implemented

The CSO and archdiocesan schools have initiated the following Recovery actions and

activities as part of the overall emergency readiness efforts. Additional updates and refinements will be made to bolster both CSO and school-based emergency readiness efforts.

- ☆ Established ADW Crisis Intervention Team activation protocols and support services
- ☆ Established mental health and recovery partnerships
- ☆ Delivery of Crisis Intervention Team training

The key to restoring the school and school community to normal educational operations is the rapid assessment of both the short and long-term impact of any traumatic incident and development and implementation of a specific recovery plan to include appropriate interventions to meet the needs of students and staff affected by the incident.

It is important for principals, teachers, staff, and CSO Executive Support Team members to not only increase their overall knowledge in the area of Recovery but also in the other areas of emergency management. The U.S. Department of Education's Office of Safe and Drug-Free Schools, through the Readiness and Emergency Management for Schools Technical Assistance Center (formerly Emergency Response and Crisis Management), provides a cadre of resources and information to assist practitioners in this important area. See Appendix F for a list of identified resources, training, and informational websites.

5.1 Emergency/Crisis Incident Debriefing

It is the responsibility of the CSO EST and Incident Commander (Principal) to respectively facilitate an operational debriefing to objectively assess all elements of the response to include the quality, effectiveness and efficiency of the response, decisions made, incident challenges, incident follow-up actions and lessons learned. This process creates the opportunity to improve future responses as well as make any modifications, changes, or improvements to the School Emergency Response Plan (SERP), *Management Guide*, and Classroom Emergency Flipchart. The focus and structure of the debriefing should always be positive with the goal of improving the quality, effectiveness, and efficiency of future responses.

The timing and level of incident debriefing participation is critical. A school incident debriefing should be facilitated by the school-based Incident Commander with the assistance of the Planning Chief as soon as practicable after the conclusion of the emergency and/or crisis but no later than 24-48 hours from incident conclusion. Members of the School Emergency Response Team, representative(s) from the CSO Executive Support Team, if activated, and representatives from any agency who assisted in resolving the emergency and/or crisis should be asked to participate in the debriefing to collectively discuss critical perspectives of the incident in order to meet the objectives of the debriefing process.

The Executive Support Team Manager (Superintendent), in conjunction with the Planning Chief, should also facilitate a CSO incident debriefing when there is an activation of the SERP. This should occur as soon as practicable after the conclusion of the emergency and/or crisis but no later than 72 hours from the incident resolution. Members of the CSO Executive Support Team, CSO Executive Support Team, public safety responders, and officials, as well as other parties involved in the incident, should participate in the debriefing in order to collectively assess, evaluate, and discuss critical perspectives of the incident.

Outcomes of the incident debriefing should be recorded and captured in an after action report. An after action report is a written narrative of the nature, scope, facts, and circumstances of the emergency and/or crisis and includes response elements, decisions made, incident challenges,

incident follow-up actions, and lessons learned. The report shall include recommendations to improve future responses as well as any needed modifications, changes, or improvements to the SERP, *Management Guide*, and Classroom Emergency Flipchart.

The Planning Chief for both the CSO Executive Support Team and CSO Executive Support Team have the responsibility to ensure a timely after action report is completed in response to any Level II and III activation of the SERP.

The after action reports are to be submitted to and reviewed by the respective Incident Commander for any needed follow-up. In addition, the school-based Incident Commander should ensure a copy of the school's after action report is forwarded to the Executive Support Team Manager for review and comment.

The following are key principles and guidelines for a successful operational incident debriefing:

- ☆ Debriefing should occur at all levels contemporaneously to the incident conclusion
- ☆ Debriefing should include members of the School Emergency Response Team, CSO Executive Support Team, staff, and response agencies involved in the incident
- ☆ Incident Commander coordinates debriefing agenda preparation with Planning Chief
- ☆ Incident Commander leads/facilitates the debriefing in conjunction with Planning Chief
- ☆ Incident Commander ensures all parties have the opportunity to participate and address issues
- ☆ Incident Commander ensures relevant facts are captured by the SERT member responsible for recording and tracking.
- ☆ Incident Commander ensures a timely and accurate after action report is prepared and reviewed relative to any Level II or Level III SERP activation
- ☆ Incident Commander ensures any follow-up issues are addressed and resolved
- ☆ Incident Commander ensures any recommended modifications or changes to the SERP, *Management Guide*, and Classroom Emergency Flipchart are evaluated and made as appropriate

A successful incident debriefing will result in the ability to be better prepared for and an improved response by all parties to future school-related emergencies and/or crisis. Members of the School Emergency Response Team and CSO Executive Support Team may be asked to participate in different levels of public safety and other agency debriefings.

5.2 Activation of the ADW/CSO Crisis Intervention Team

As part of an all-hazards approach to emergency preparedness, principals have to be prepared to address and effectively respond to a multitude of crisis situations that can have a traumatic impact on students and staff as well as impede the educational process.

A crisis is a conflict that is at the breaking point, an unstable situation, an emotionally stressful or traumatic event or allegation that generates high levels of fear or anger. It is not only the event that characterizes a crisis, but the reaction it produces for the people that are experiencing it. Examples include but are not limited to the following:

- ☆ Death of a student, staff member, or member of the school or church community
- ☆ Serious injury to a student or staff member
- ☆ Significant damage to a school or church due to severe weather incident or fire

The Archdiocese of Washington Crisis Intervention Team (CIT) was developed and designed to assist principals and schools in the recovery process. The overall goal of the CIT is to help students and staffs cope with feelings of grief, loss and stress and help transition the school back into its daily routine. In addition, the team has developed the following supplemental goals:

- ☆ Provide an organized, systemic, and flexible response to the emotional needs created in a crisis situation
- ☆ Provide immediate emotional support for school staff, students, and administration as they work through a crisis situation
- ☆ Help anticipate the emotional and mental health needs of individuals and groups affected by a crisis situation
- ☆ Aid in transitioning the school community back to its daily routine
- ☆ Identify resources and needs for follow-up and referrals to community services
- ☆ Be proactive in the education of the school and archdiocesan community in crisis prevention and the on-going process of creating safe learning communities
- ☆ The CIT is available to provide assistance and outreach services to schools dealing with a crisis, traumatic incident, or incident of school violence.

Outlined below is the process for utilizing the services of the CIT:

- ☆ The principal contacts the following: school pastor, CSO EST Member (Director of Counseling will coordinate Crisis Intervention Team members), school-based social worker/counselor, and in some cases the home school association president
- ☆ The principal and the CIT Coordinator strategize and plan the intervention at school
- ☆ The CIT Coordinator calls a team together; the number and expertise of CIT members is based on the perceived need
- ☆ The principal informs the teachers, individually or as a group of the crisis. As much information as is available is shared and regular updates are given
- ☆ The Crisis Intervention Team is activated. CIT members meet with the principal and other key school personnel and are briefed on the nature and extent of the crisis and the school's response to that point
- ☆ Teachers are gathered and informed of the CIT plan for the day. There is discussion on how the plan will be carried out and the proposed schedule of the day

- ☆ CIT members are identified at the teacher meeting and assigned to classrooms as needed. Some teachers will prefer to speak with their students directly while others will ask that the CIT member communicate the news to the students. All classrooms should have a CIT member assigned, even if only to check in on how the teacher and students are doing
- ☆ Teachers and CIT members disperse and carry out assigned roles
- ☆ The CIT response should be documented, as needed. The CSO Executive Support Team will need to be informed of what transpired and what is further recommended by the CIT

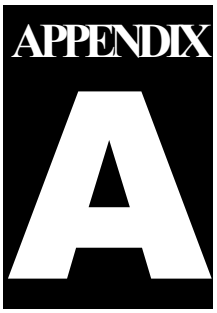
Principals throughout the ADW understand the value of recovery interventions and have utilized the services of the Crisis Intervention Teams to assist in recovering from a multitude of emergency/crisis situations so the educational process may be resorted in an effective and efficient manner.

SECTION 6

APPENDICES and FORMS

Appendix A – Instructions for School Emergency Response Plan
FORM A – School Incident Report Form
Appendix B – Vulnerability Assessment Guidelines
Appendix C – Threat Assessment Process & Guidelines
Appendix D – Fire Evacuation and Emergency Preparedness Drill Guidelines
FORM D – Drill Log
Appendix E – Archdiocesan Schools Announcements: Weather/Emergencies
Appendix F – Training Resource List for School Emergency Response Team

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SCHOOL EMERGENCY RESPONSE PLAN INSTRUCTIONS FOR WEB-BASED APPLICATION

User Guide for Archdiocesan School Leaders

Version 1.0
Date: August 2010

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Introduction

Purpose

The purpose of this document is to guide school administrators on how to use the Web-based Application to fill out their school building's School Emergency Response Plan at https://app.esa.dc.gov/default.aspx.

Audience

The audience for this document includes:

- Anyone who will fill out the School Emergency Response Plan online.

Overview

School Emergency Response Plan is a multi-step wizard that allows you to create your building's School Emergency Response Plan. The online plan was designed to mimic the paper copy so page content should be familiar to you. The following is described in this guide:

- the process of completing your School Emergency Response Plan
  - "complete" vs. "not complete" plan
  - "approved" vs. "rejected" plan
- page-by-page instructions, mandatory data

Completing School Emergency Response Plan

- School Emergency Response Plan must be filled out for your building or school once a year.
- Every year a new, "clean" template will be created in the system
- You must fill out all the required data on each page for a plan to be considered "complete"
- CSO Executive Support Team Members will have access to review your plan
- CSO Executive Support Team Members will designate a specific person to "approve" your plan once it has been filled out by you.
- You may access your plan after it has been approved any time during the year to update information, if needed.

5.3 Complete vs. Not Complete Plan

When you save data on ***each page of the School Emergency Response Plan***, you will see ***Page Status*** at the top of the screen:

- **Complete** or **Not Complete**

Page is considered ***complete when all the required data on that page is entered***. Page is ***not complete*** when one or more of the required fields are not filled out. Fields indicated with an asterisk (*) are mandatory.

The entire School Emergency Response Plan will NOT be complete until each page of the plan is completed.

CSO Executive Support Team Members will monitor the status of your School Emergency Response Plan and will see how far it is from being complete:

- The plan is rated from **0% (not started) to 99% (fully complete)** with each page accumulating a certain percentage once filled out. The remaining **1% is reserved for plan approval by the Catholic Schools Office**, described in the next section.

Please note that information related to completion percentages is reserved for the Catholic Schools Office only. You need to make sure your plan is complete by filling out all the required information on each page. Which information is required for each page is described in section 3 below.

5.4 Approved vs. Rejected Plan

Once your School Emergency Response Plan is complete, a person designated by the CSO Executive Support Team Members – Approver, will review each page. He/she will mark each page as:

- **Approved** or **Rejected**

When a page is rejected, approver will provide his/her reason why the page is being rejected. If the page is rejected, you will receive an email at the address provided during registration letting you know that the page has been rejected and the reason for rejection. You can then access your School Emergency Response Plan to correct information based on approver's comments.

Once ALL pages of your School Emergency Response Plan are approved, CSO Executive Support Team Members will see that your plan reached 100%. There is nothing more for you to do at this point. If information entered in the plan needs to be updated during the year, you may do that at any time by accessing Create/Update Plan link from the home page.

Page-by-Page Instructions

- When opening the plan for the first time, i.e. no data has been entered yet; ***you must save information on page 1 before page 2 becomes available***.
    - Once you have saved the data on each page, you may access any page by selecting the desired page # at the top of the screen. (see screenshot below)
- Fields indicated with an asterisk (*) on each page are mandatory – if not all the required information is entered, the page is considered incomplete (see section 2.1 for more details)
- You may go through the entire plan without completing all the required information, however, the **School Emergency Response Plan will NOT be considered "complete" until ALL the required data is entered on each page**.
- Status of each page is shown at the top of the page: **Complete** or **Not Complete**.
- Once all the required info is entered on page, page status will change to Complete AFTER "Save & Continue" button is selected.
- Where multiple entries can be made within a table, you may enter information in each field of the row and then select the green checkbox icon ✓ to add the entry to the table.
- To update the entry in the table, select the update icon in the row you want to modify.
- To delete the entire row, select the delete icon ✗ in the row you want to remove.
- Information on each page is NOT saved until you select "**Save & Continue**" button.
- To exit and return back to your building's home page, select "**Building Home Page**" button
- If you have a question or are not sure how to fill out information, select "**Request Assistance**" button to send an email to the CSO Executive Support Team Members
- Instructions on how to fill out each page are provided at the top of the screen on each page of the School Emergency Response Plan.

5.5 Page 1 – Cover Page

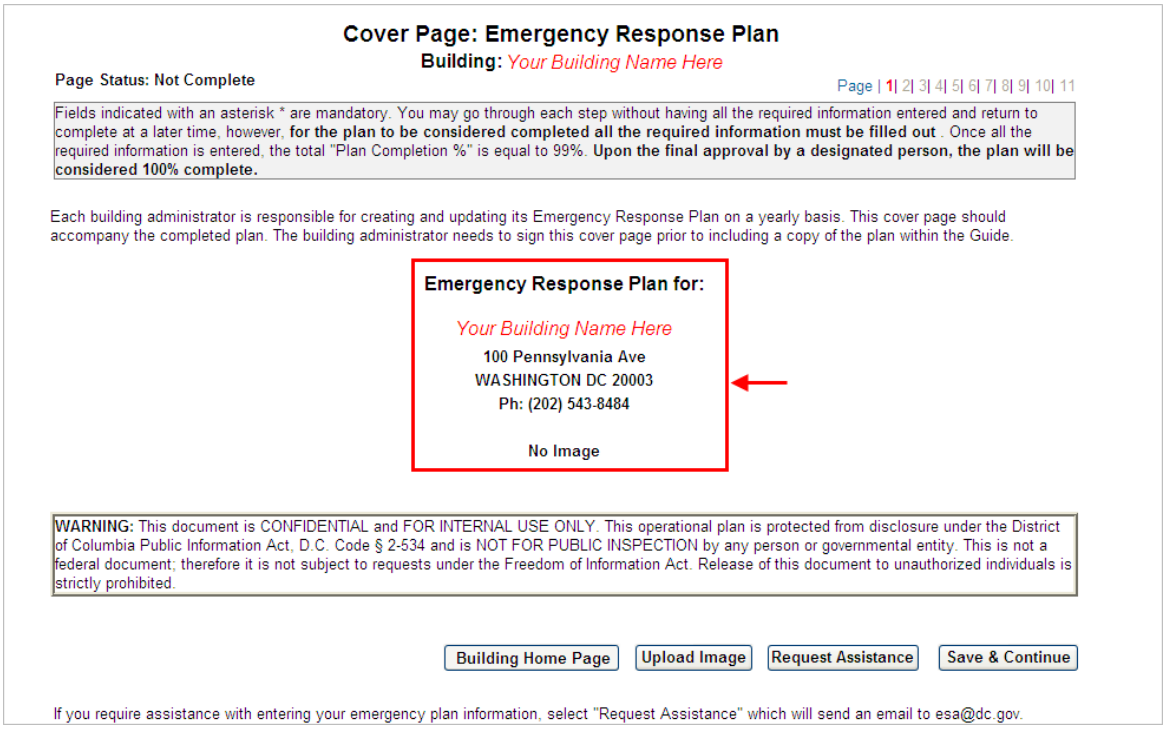


Figure 1: Page 1 - Cover Page

Information that is required for Cover Page to be completed includes content shown in the box on the screenshot above:

- Building Name – already pre-entered in the system
- Address - already pre-entered in the system
- Phone # - already pre-entered in the system
- Building Image – need to upload

If you need to modify Building Name, Address and Phone #, return to the **Building Home Page** and select "Update" link under School Info in the Quick Links section of the page.

Building Image may be uploaded from the School Info page, as well as on the current page. To upload a new picture, or to replace current picture from the School Emergency Response Plan page:

- select "**Upload Image"** button.



- Select "**Browse**" to select a file
- Select "**Upload Image**" button again
- The screen will be refreshed with newly uploaded image.
- Select "**Save & Continue**" to save changes and go to the next page

5.6 Page 2 – Emergency Response Team Assignments

Emergency Response Team: Assignments
Building: *Your Building Name Here*

Page Status: Not Complete

Page | 1| 2| 3| 4| 5| 6| 7| 8| 9| 10| 11

Fields indicated with an asterisk * are mandatory. You may go through each step without having all the required information entered and return to complete at a later time, however, **for the plan to be considered completed all the required information must be filled out** . Once all the required information is entered, the total "Plan Completion %" is equal to 99%. **Upon the final approval by a designated person, the plan will be considered 100% complete.**

In general, Emergency Response Team (or ICS) roles should be logical, reasonable parallels to day-to-day work assignments. Complete the form below to reflect your team assignments; remember that no individual can be assigned to more than one role within the plan. **For each role described below, atleast one person must be entered for completion.**

Title	Name (1. Primary 2. First Alternate 3. Second Alternate)	Position	Location Person Is Found (Enter Room#, Phone #/Ext. or describe location)
Incident Commander*	1. Jim Nelson	Chief Operations Officer	10th floor, room # 045; phone # 202-534-87(
	2. Sarah Jones	Assistant Manager	10th floor, room # 203
	3.		
Public Safety Liaison*	1. John Smith	Public Safety Coordinator	202-543-6543
	2.		
	3.		
Occupant Accounting Coordinator*	1. Linda Miles	HR rep	9th floor, suite 930
	2.		
	3.		
Facility Access Coordinator*	1. Donna Jones	Project Coordinator	202-456-5432
	2.		
	3.		
Triage Coordinator*	1. Laura Boyle	HR rep	202-777-4321
	2.		
	3.		
Media Liaison	1. Christina Phillips	Communications Director	9th floor, suite 930
	2.		
	3.		
Community Liaison	1. Christina Phillips	Communications Director	9th floor, suite 930
	2.		
	3.		
Counseling Coordinator	1. Lisa Johnson	HR rep	202-656-5431
	2.		
	3.		
Supplies Coordinator	1. Donna Jones	Project Coordinator	202-456-5432
	2.		
	3.		
Transportation Coordinator	1. Gina Thompson	Transporation Director	202-543-6541
	2.		
	3.		

Floor Wardens:

#	Name	Position	Location Person Is Found (Enter Room#, Phone #/Ext. or describe location)	Floor #	Add	Edit
1	Danna Phillips	admin assistant	room 003; phone # 202-765-6543	3rd		
2	Gina Gibson	teacher	room 525; phone # 456-765-7654	5th		
3	Jim Jim	teacher	202-543-8765	6th		
4	Jim Nelson	school staff	rooom 211; phone # 202-5432122	2nd		
5	Kelly Clarkson	school teacher	room 415; phone # 202-544-6543	4th		
6	Myles Johnson	instructor	room 001; phone # 202-654-6541	1st		
					✓	

Building Home Page | Request Assistance | Save & Continue

Figure 2: Page 2 – Emergency Response Team: Assignments

The following information is **required** on Page 2:

- **Incident Commander**
- **Public Safety Liaison**
- **Occupant Accounting Coordinator**
- **Facility Access Coordinator**
- **Triage Coordinator**

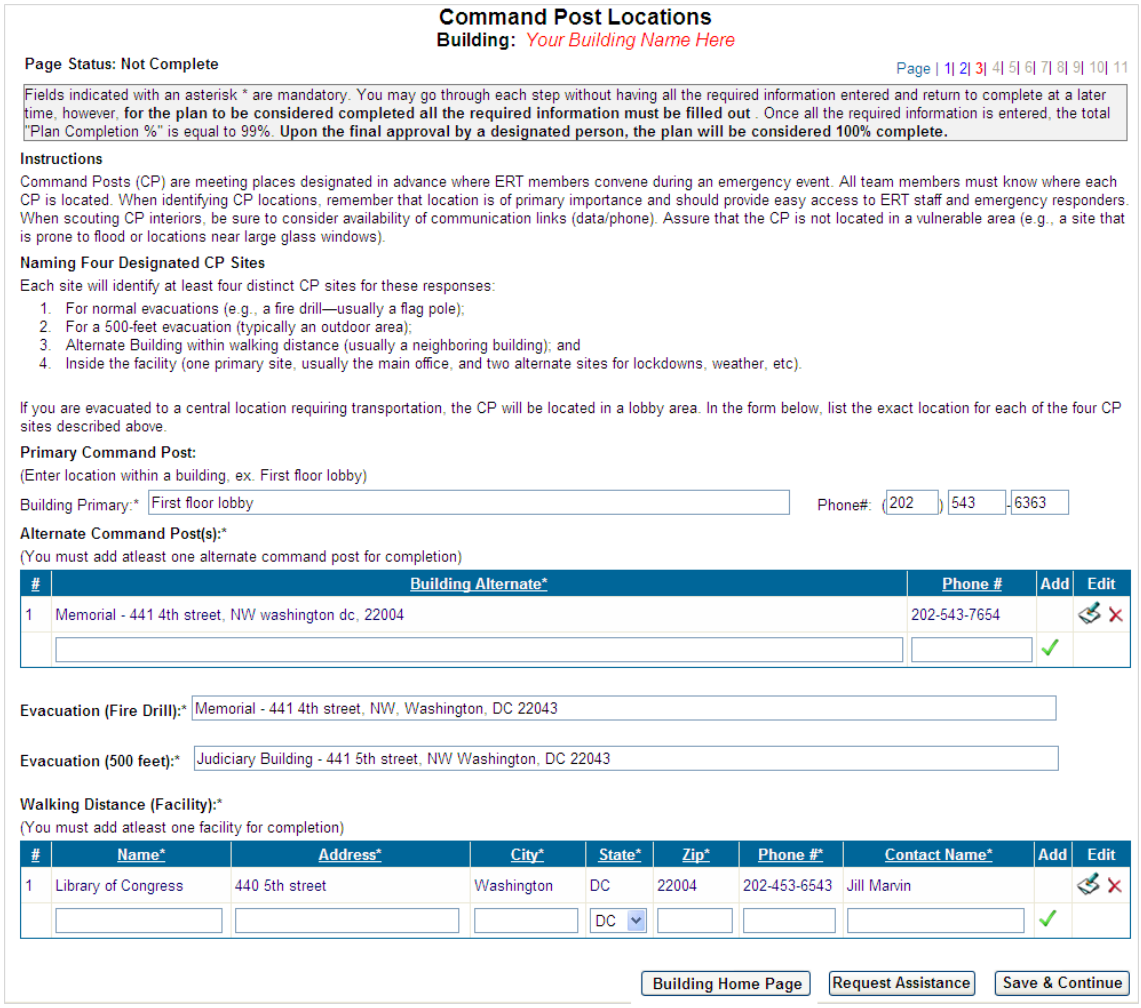
You must identify at least ONE (1) person for each role on the above list, and a MAX of three (3) people may be entered. For each person enter his/her Position, and Location where this person can be found (you may provide office/phone #).

Other roles are not required, therefore, provide information if available.

Note: when filling out **Floor Wardens** information, ***you may identify as many wardens as needed, there is no maximum***.

Select "**Save & Continue**" to save changes and go to the next page. If you need assistance with this page, select "**Request Assistance**" button to send an email to the CSO Executive Support Team Members.

5.7 Page 3 – Command Post Locations



Command Post Locations
Building: *Your Building Name Here*

Page Status: Not Complete

Page | 1| 2| 3| 4| 5| 6| 7| 8| 9| 10| 11

Fields indicated with an asterisk * are mandatory. You may go through each step without having all the required information entered and return to complete at a later time, however, **for the plan to be considered completed all the required information must be filled out** . Once all the required information is entered, the total "Plan Completion %" is equal to 99%. **Upon the final approval by a designated person, the plan will be considered 100% complete.**

Instructions

Command Posts (CP) are meeting places designated in advance where ERT members convene during an emergency event. All team members must know where each CP is located. When identifying CP locations, remember that location is of primary importance and should provide easy access to ERT staff and emergency responders. When scouting CP interiors, be sure to consider availability of communication links (data/phone). Assure that the CP is not located in a vulnerable area (e.g., a site that is prone to flood or locations near large glass windows).

Naming Four Designated CP Sites

Each site will identify at least four distinct CP sites for these responses:

1. For normal evacuations (e.g., a fire drill—usually a flag pole);
2. For a 500-feet evacuation (typically an outdoor area);
3. Alternate Building within walking distance (usually a neighboring building); and
4. Inside the facility (one primary site, usually the main office, and two alternate sites for lockdowns, weather, etc).

If you are evacuated to a central location requiring transportation, the CP will be located in a lobby area. In the form below, list the exact location for each of the four CP sites described above.

Primary Command Post:

(Enter location within a building, ex. First floor lobby)

Building Primary:* First floor lobby Phone#: (202) 543-6363

Alternate Command Post(s):*

(You must add atleast one alternate command post for completion)

#	Building Alternate*	Phone #	Add	Edit
1	Memorial - 441 4th street, NW washington dc, 22004	202-543-7654		
			✓	

Evacuation (Fire Drill):* Memorial - 441 4th street, NW, Washington, DC 22043

Evacuation (500 feet):* Judiciary Building - 441 5th street, NW Washington, DC 22043

Walking Distance (Facility):*

(You must add atleast one facility for completion)

#	Name*	Address*	City*	State*	Zip*	Phone #*	Contact Name*	Add	Edit
1	Library of Congress	440 5th street	Washington	DC	22004	202-453-6543	Jill Marvin		
				DC				✓	

Building Home Page Request Assistance Save & Continue

Figure 3: Page 3 – Command Post Locations

The following information is required on this page:

- **Primary Command Post** – must provide location within a building
- **Alternate Command Post** – one is required, as many as needed may be provided
- **Evacuation (Fire Drill)** – must provide location
- **Evacuation (500 feet)** – must provide location
- **Walking Distance Facility** - one is required, as many as needed may be provided (you must enter information in all fields: Name, Address, City, State, Zip, Phone #, and Contact Name)

Select "**Save & Continue**" to save changes and go to the next page. If you need assistance with this page, select "**Request Assistance**" button to send an email to the CSO Executive Support Team Members.

5.8 Page 4 – Occupants Needing Special Assistance: Master List

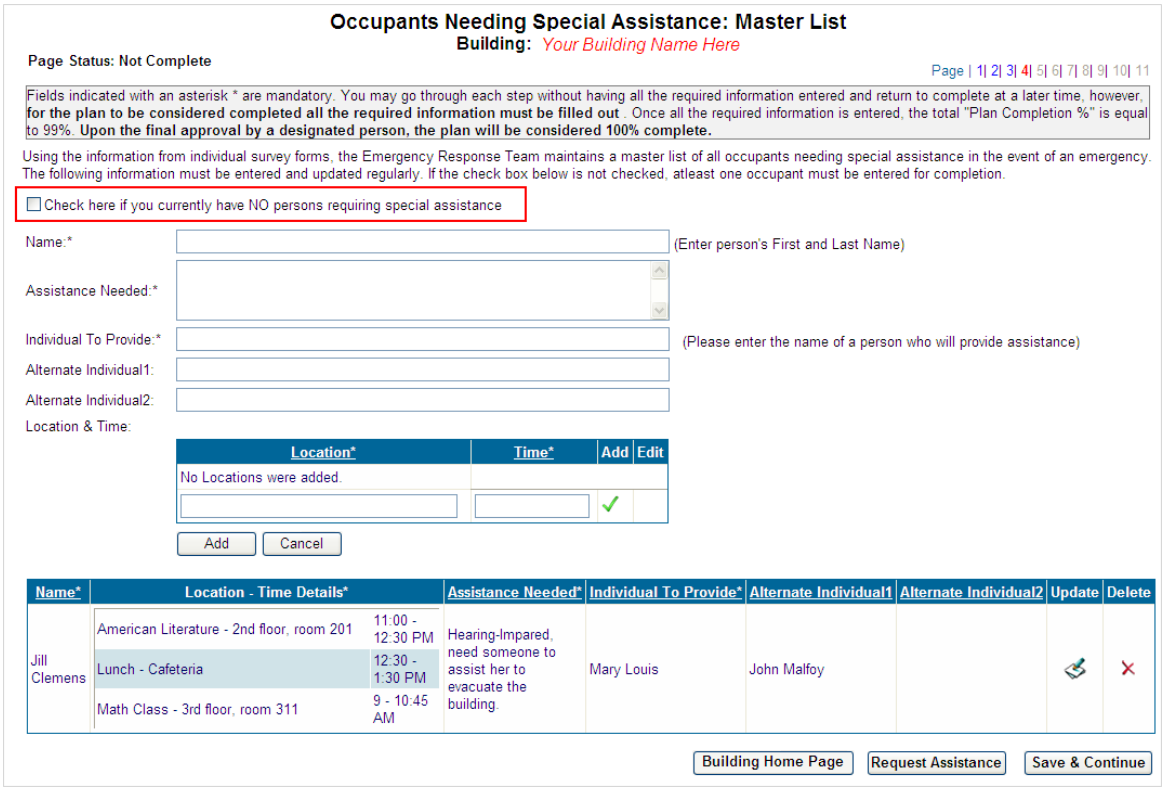


Figure 4: Page 4 – Occupants Needing Special Assistance

On this page, you may list all the persons who require special assistance in your building. If you do NOT have such occupants, select "**Check here if you currently have NO persons requiring special assistance**" checkbox, and then select "**Save & Continue**".

If you have occupants with special needs, enter each person's information one at a time in the following required fields on the screen:

- **Name –** enter person's First and Last Name
- **Assistance Needed –** enter the type of assistance needed
- **Individual to Provide –** enter the name of the individual who will provide assistance
  - You may identify two (2) alternate individuals, if needed
- **Location & Time** – you may enter multiple locations where a person can be found

Select "**Add**" to insert information entered for an occupant into the table at the bottom of the screen. This action will add one person's information into the table. You must insert each person one at a time.

Enter next occupant's information the same way as described above. To update any of the entered information, select the update icon in the table for a person you want to revise.

If you have selected "**Check here if you currently have NO persons requiring special assistance**" checkbox, but need to enter occupant's information later during the year, ***unselect the checkbox to add information on page***.

Select "**Save & Continue**" to save changes and go to the next page. If you need assistance with this page, select "**Request Assistance**" button to send an email to the CSO Executive Support Team Members.

5.9 Page 5 – Building Hazard Hunt: Master List & Mitigation Plans

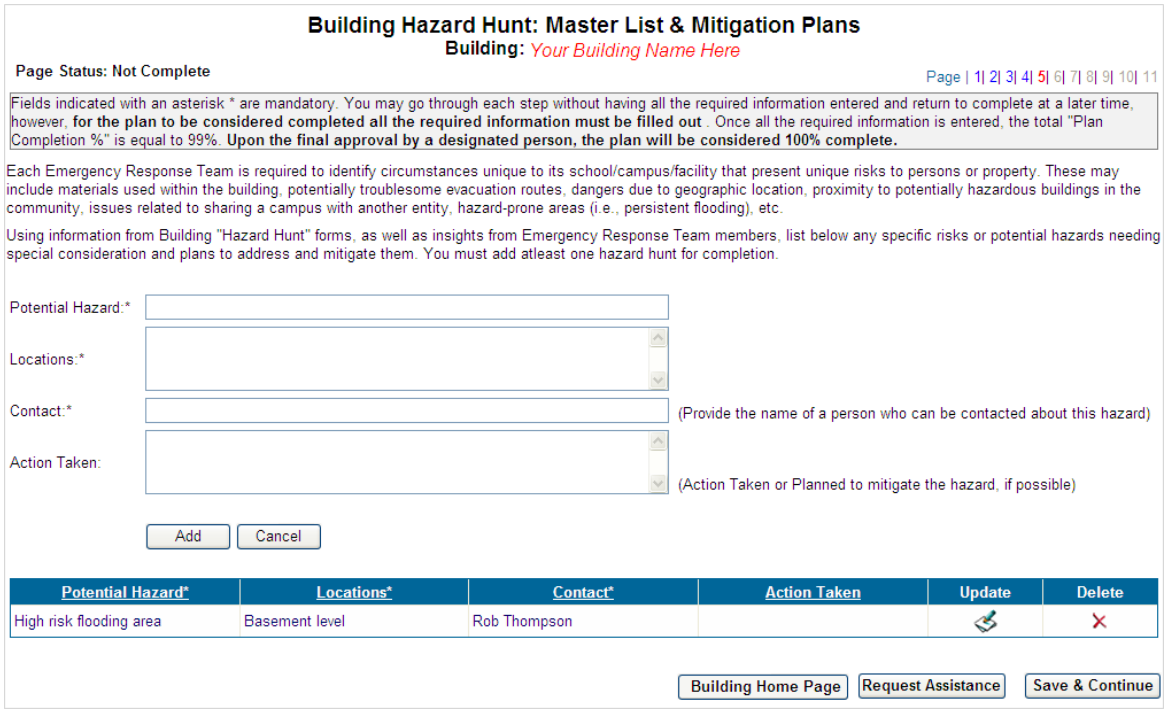


Figure 5: Page 5 – Master List & Mitigation Plans

You must identify at least ONE potential hazard area within your building, but may add as many as needed by filling out the following information:

- **Potential Hazard** – describe the hazard
- **Locations** –list place(s) of where hazard is located within your building
- **Contact** – provide the name of a person who may be contacted about this hazard
- **Action Taken** – this is an optional field. Provide information if an action has been done or is planned to mitigate the hazard.

Select "**Add**" to insert information entered for an occupant into the table at the bottom of the screen. Note: selecting "Add" will add one person's information into the table You must add each person's information one at a time.

Enter next occupant's information the same way as described above. To update any of the entered information, select the update icon in the table for a person you want to revise. To delete an entry, select delete icon.

Select "**Save & Continue**" to save changes and go to the next page. If you need assistance with this page, select "**Request Assistance**" button to send an email to the CSO Executive Support Team Members.

5.10 Page 6 – Assembly Areas: Outdoors, for Standard Evacuation

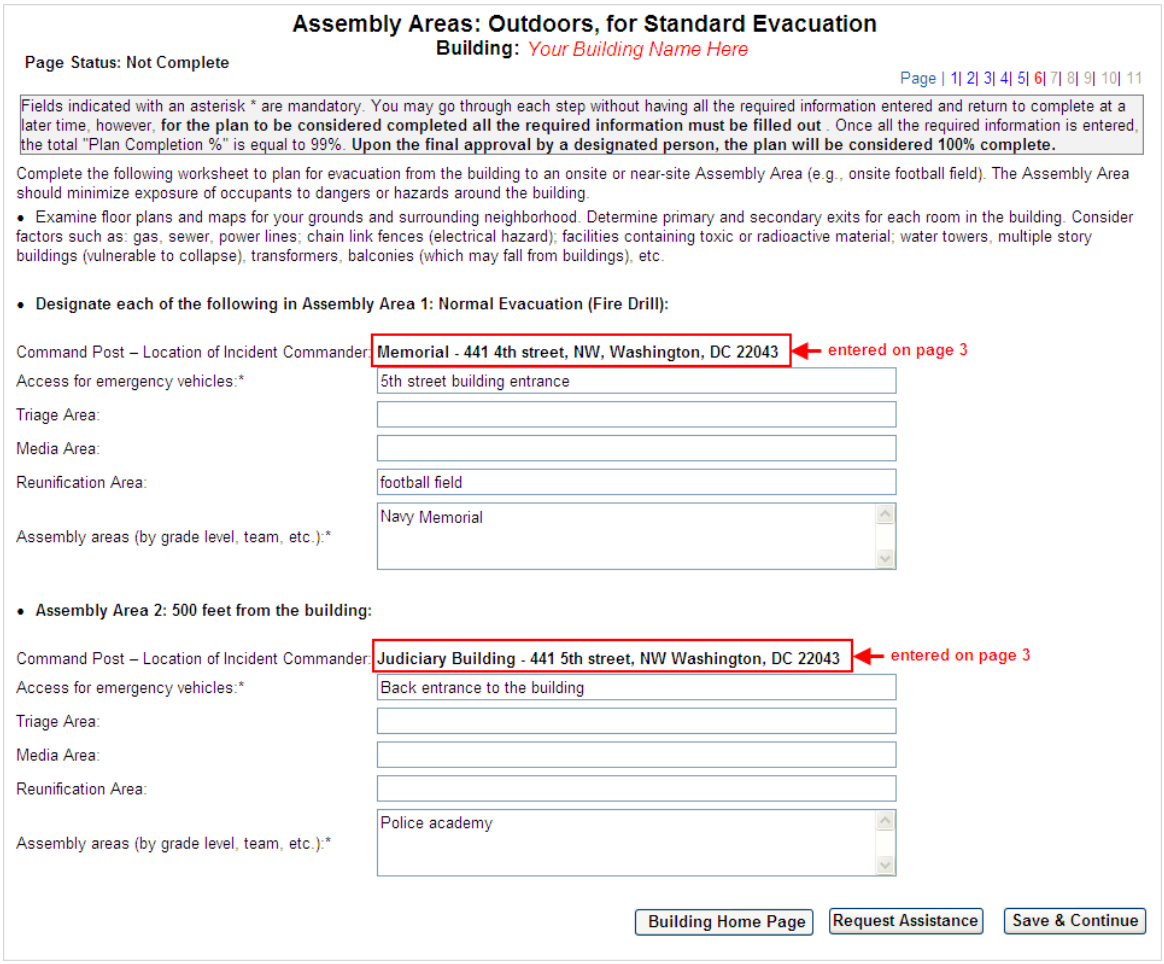


Figure 6: Page 6 – Assembly Areas: Outdoors, for Standard Evacuation

The following information is already pre-populated from page 3:

- **Assembly Area 1: Normal Evacuation (Fire Drill)**
- **Assembly Area 2: 500 feet from the building**

If you need to modify the above, please go back to page 3 and revise information entered there.

Provide the following additional details for each assembly area on this page:

- **Access for emergency vehicles** – required field
- **Triage Area** – required ONLY IF your building is a school
- **Media Area** – required ONLY IF your building is a school
- **Reunification Area** - required ONLY IF your building is a school
- **Assembly areas** (by grade, level, team, etc.) – required field

Select "**Save & Continue**" to save changes and go to the next page. If you need assistance with this page, select "**Request Assistance**" button to send an email to the CSO Executive Support Team Members.

5.11 Page 7 – Alternate Building: Walking Distance

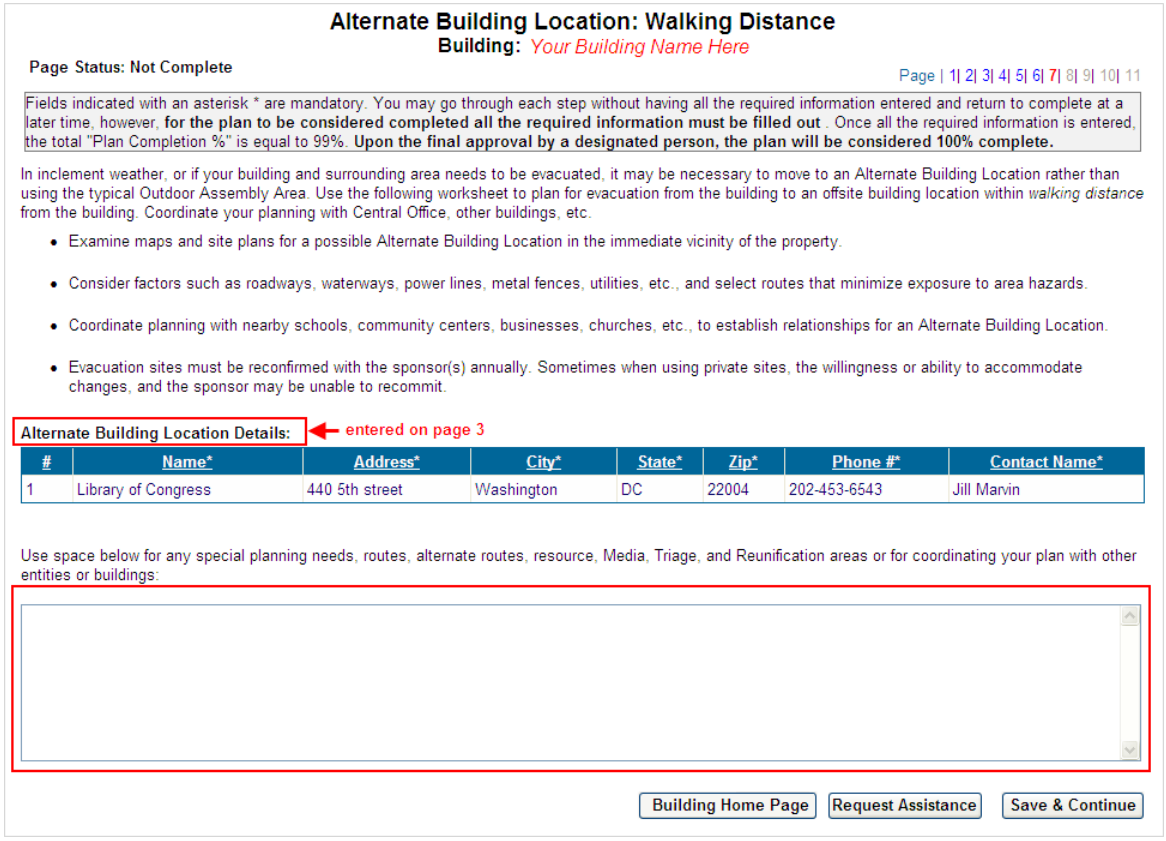


Figure 7: Page 7 –Alternate Building: Walking Distance

The following information is already pre-populated from page 3:

- **Alternative Building Location Details**

If you have entered multiple **Walking Distance Facilities** on page 3, all will be displayed here. If you need to modify the above, please go back to page 3 and revise information entered there.

You may specify planning needs, alternate routes, resources, etc. in the space provided on this page – this is optional information, therefore, select "**Save & Continue**" to proceed to the next page without entering additional information. The status of this page will change to "Complete" after selecting "Save & Continue".

If you need assistance with this page, select "**Request Assistance**" button to send an email to the CSO Executive Support Team Members.

5.12 Page 8 – Alternate Building Location: Requiring Transport

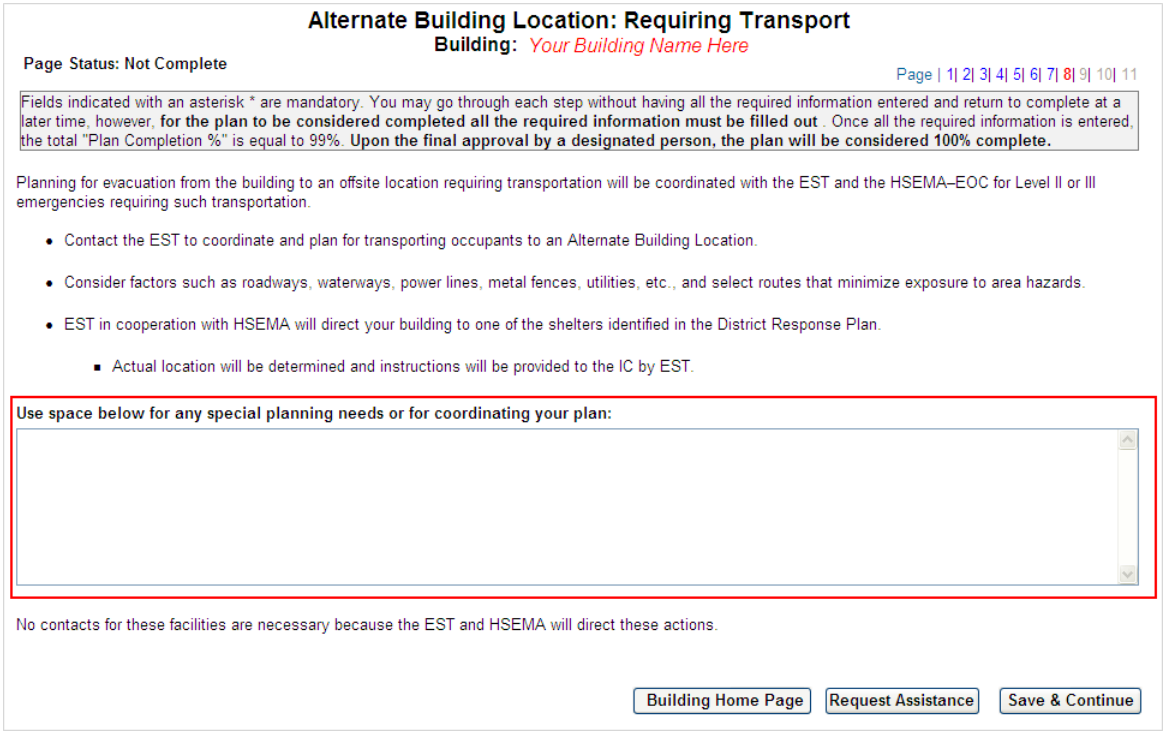


Figure 8: Page 8 – Alternate Building Location: Requiring Transport

You are not required to enter information on this page, but you may use the space provided for planning evacuation to an alternate location requiring transport. However, you may leave the space blank.

Select "**Save & Continue**" to save this page and go to the next page. The status of this page will change to "Complete" after selecting "Save & Continue". If you need assistance with this page, select "**Request Assistance**" button to send an email to the CSO Executive Support Team Members.

5.13 Page 9 – Occupant Accounting and Release Procedures

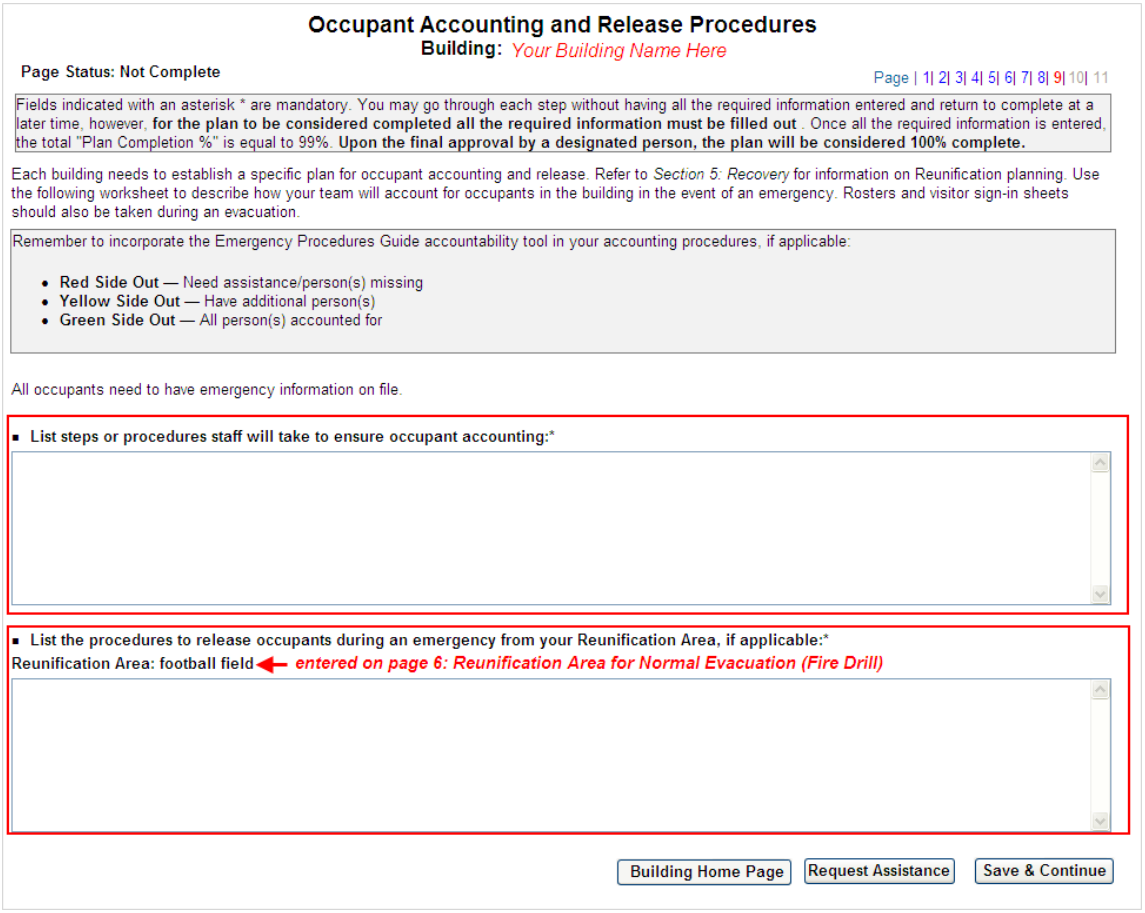


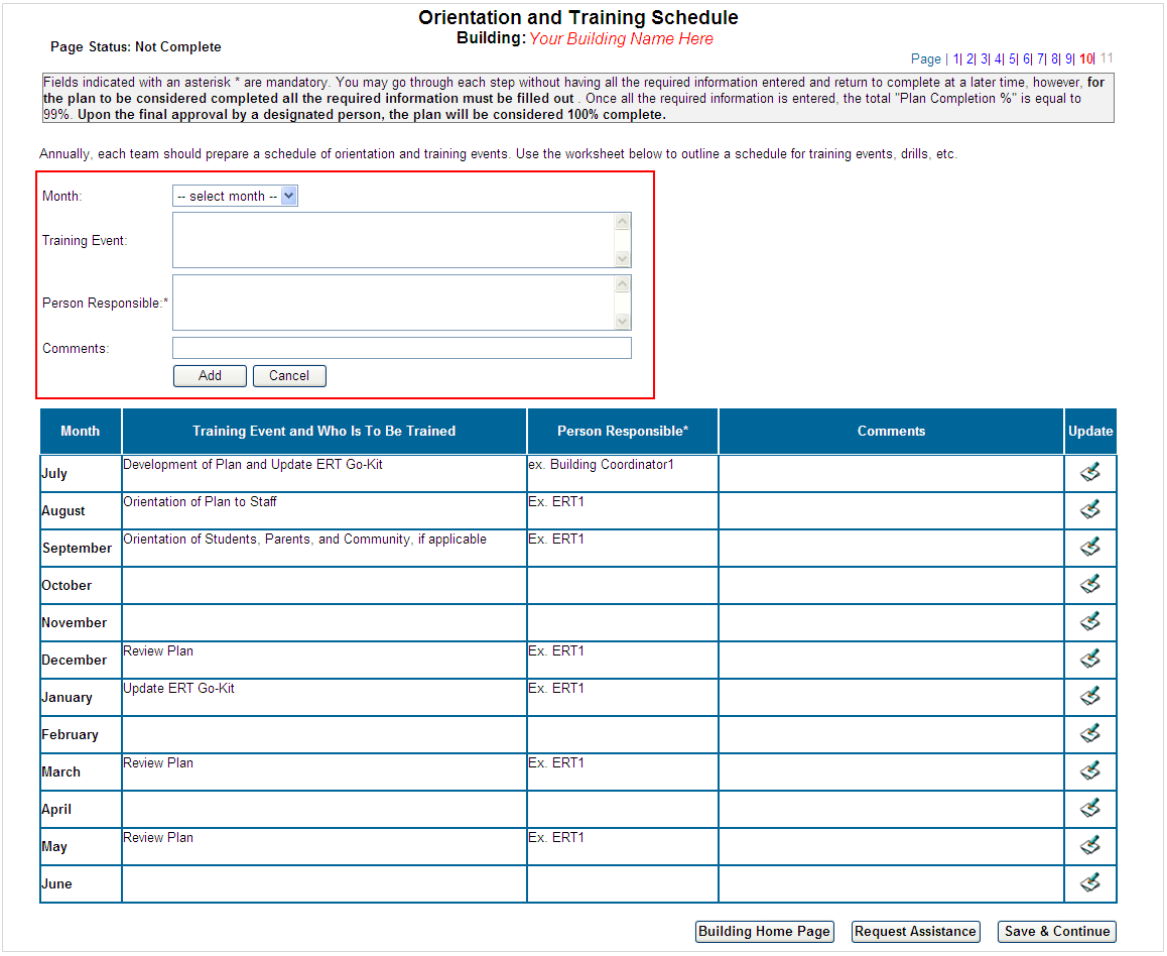
Figure 9: Page 9 – Occupant Accounting and Release Procedures

The following information must be entered on this page:

- **List steps or procedures staff will take to ensure occupant accounting**
- **List the procedures to release occupants during an emergency from your Reunification Area** – required IF Reunification Area for Normal Evacuation (Fire Drill) was entered on page 6
  - Information entered on page 6 will be displayed above the text box
  - If nothing is entered on page 6, this field will NOT be displayed on the screen

Select "**Save & Continue**" to save changes made on page and go to the next page. If you need assistance with this page, select "**Request Assistance**" button to send an email to the CSO Executive Support Team Members.

5.14 Page 10 – Orientation and Training Schedule



Orientation and Training Schedule
Building: *Your Building Name Here*

Page Status: Not Complete

Page | 1| 2| 3| 4| 5| 6| 7| 8| 9| **10**| 11

Fields indicated with an asterisk * are mandatory. You may go through each step without having all the required information entered and return to complete at a later time, however, **for the plan to be considered completed all the required information must be filled out** . Once all the required information is entered, the total "Plan Completion %" is equal to 99%. **Upon the final approval by a designated person, the plan will be considered 100% complete.**

Annually, each team should prepare a schedule of orientation and training events. Use the worksheet below to outline a schedule for training events, drills, etc.

Month: -- select month --
Training Event:
Person Responsible:*
Comments:
Add Cancel

Month	Training Event and Who Is To Be Trained	Person Responsible*	Comments	Update
July	Development of Plan and Update ERT Go-Kit	ex. Building Coordinator1		
August	Orientation of Plan to Staff	Ex. ERT1		
September	Orientation of Students, Parents, and Community, if applicable	Ex. ERT1		
October				
November				
December	Review Plan	Ex. ERT1		
January	Update ERT Go-Kit	Ex. ERT1		
February				
March	Review Plan	Ex. ERT1		
April				
May	Review Plan	Ex. ERT1		
June				

Building Home Page | Request Assistance | Save & Continue

Figure 10: Page 10 – Orientation and Training Schedule

Use this page to outline orientation and training events for your building throughout the year.

- **Training Events and Who Is To Be Trained** column - shows events that will be conducted.
  - Required training events are already shown for specific months
    - You may not remove required events
    - You may add additional events for months which already have required events by selecting the **Update** icon
  - Multiple events may be added for each month.
- **Person Responsible** – required, examples are provided for required training events. Replace examples with person responsible First and Last Name.

You may **add events to the calendar** in one of the following ways:

- select the desired **Month** for which event is being added from the Month drop-down and enter event information OR
- select **Update** icon on the calendar for the desired month (it may or may not already have events) and add new or additional training event information:
  - Training Event
  - Person Responsible
  - Comments – optional field

This page is considered "complete" when:

- All months with pre-populated required training events also have Person Responsible information for the event (example entries may not be left, you must replace with real person's responsible name).

Select "**Save & Continue**" to save changes made on page and go to the next page. If you need assistance with this page, select "**Request Assistance**" button to send an email to the CSO Executive Support Team Members.

5.15 Page 11 – Floor & Site Plans

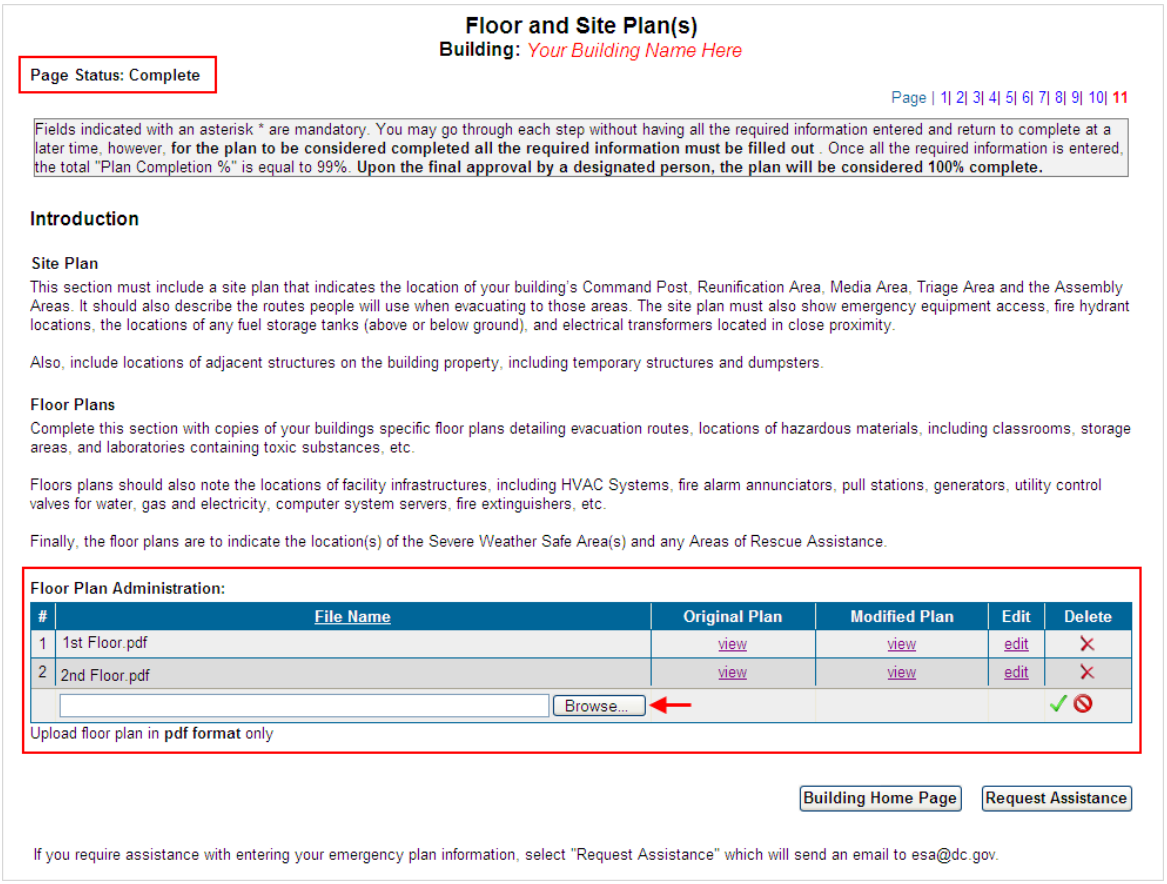


Figure 11: Page 11 – Floor and Site Plan(s)

You are required to upload at least ONE floor or site plan to consider this page "completed". You may also upload floor/site plans from the main **Building Home Page** by selecting the **Update** Plan link for Floor & Site Plans in the **Quick Links** section. If you have already uploaded plans that way a list of all the plans will be displayed here.

To upload a plan:

- Select **Browse** and then select file from your hard drive.

  Note: you may upload files in PDF format only.
- Selected filename and path will appear in the text box
- Select green checkmark ✓ to upload the file
- Page will be refreshed with newly uploaded plan

To delete a plan, select delete icon ✗ in the table for the plan you want to remove. This action will remove both the original and modified plan (if exists). See **Editing Floor/Site Plans using PDF Editor Tool** section below about modifying the original floor plan.

Once at least one plan has been added, page status at the top will change to **Complete**.

- To view the original plan, select **View** link in the **Original Plan** column in the table.
- To view the modified plan, select **View** link in the **Modified Plan** column in the table.

You also have the ability to modify the original floor plan after it was uploaded. (described in the section – **Editing Floor/Site Plans using PDF Editor Tool** below)

Editing Floor/Site Plans using PDF Editor Tool

Select **Edit** link in the table for the plan you want to modify. This action will open the PDF Editor.

#		Original Plan	Modified Plan	Edit	Delete
1	1st Floor.pdf	view	view	edit	✕
2	2nd Floor.pdf	view	view	edit	✕
	Browse...				✓ ⊘

Upload floor plan in **pdf format** only

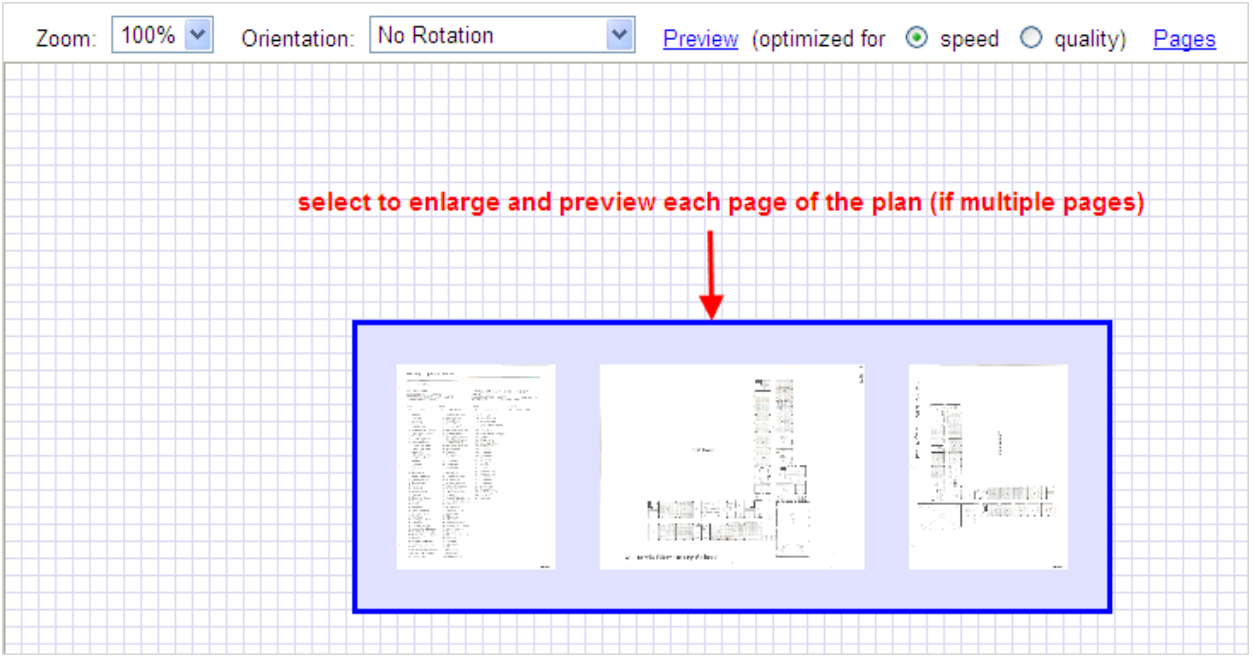


Figure 12: PDF Editor – main screen

- The screen will show **all the pages within selected file** (3 pages are shown in the example above)
- To preview and then select specific page for editing, **mouse-over** page image, and then select the page.
- Selected page will open for edit. (next screen)

5.16 PDF Editor properties and toolbars

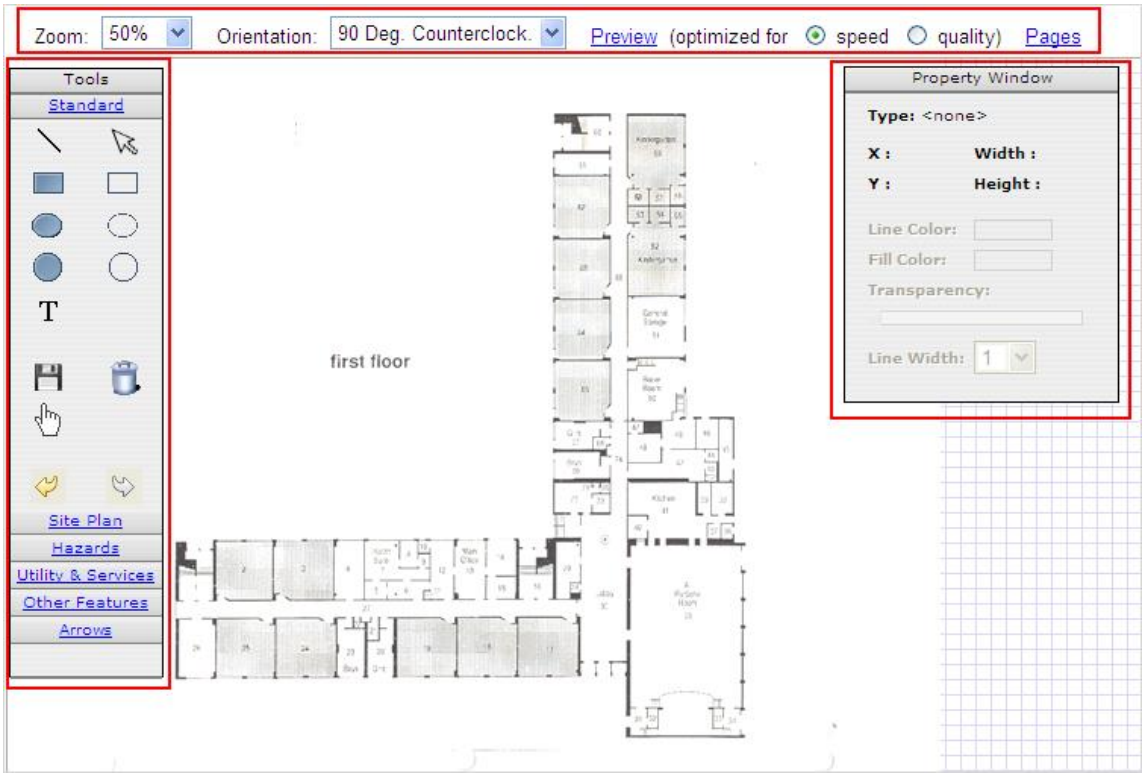


Figure 13: PDF Editor – selected page open for edit

5.16.1 Page Properties

- **Zoom** – allows you to increase or decrease page zoom (default zoom is 100%)
- **Orientation** – allows you to rotate the page layout. The following options are available in the drop-down:
  - No Rotation
  - 90 Deg. Clockwise
  - 90 Deg. Counterclock.
  - 180 Degrees

  Please note that the orientation will change based on the original orientation of the file, i.e. do not confuse this option with "page rotation" available in picture editing applications. For example when you choose "90 Deg clockwise" the image will rotate 90 degrees clockwise with reference to the original orientation. However, if you choose "90 Deg clockwise" again, nothing will happen as the image was already rotated 90 deg clockwise with reference to the original orientation. Also note that if you need to change page orientation, **you MUST do it prior to adding any new shapes to the page** because the shapes WILL NOT rotate along with the page but will remain in their original orientation.

- **Preview** – allows you to preview how the modified file will look with changes that have been done for the time of previewing. The entire file will open for preview, not just the page that is currently open for editing.
- **Pages** – selecting this link will take you back to the main window within the editor where all the pages of the file are displayed. You may select a different page for editing at that time.

5.16.2 Tools toolbox within the editor

This is what you will be using most to make changes on the selected plan. **You may select and drop any of the shapes described below onto the desired area of the page**, and then change shape size/color, and/or add text by using the **Property Window**. (described in the next section)

The following groups of shapes and icons are available:

- **Standard** – contains regular shapes: line, arrow, rectangle, oval, circle, text. It also contains **Save** and **Clear** icons:
  - There are two ways to **save changes**:
    - **Auto-Save** saves changes every 30 seconds automatically. You will notice at the top right corner **auto-save** line that shows when document was saved last.
    - **Select Save**  - even though auto-save takes care of ensuring changes are saved within short interval of time, it is recommended that you select Save icon before existing the page to make sure all the latest changes will be captured.
  - To **clear** ALL changes on the current plan, select **Clear**  icon. This action will remove ALL the symbols, text, etc. and will return the plan to its original state.
- **Site Plan** – contains various Site Plan symbols:
  -  Assembly Area
  -  Command Post
  -  Emergency Exit
  -  Fire Department Access
  -  Fire Department Connection
  -  Fire Hydrant
  -  Media Area (PIO)
  -  Reunification Area
  -  Triage Area

- **Hazards** – contains various Hazard-indicator symbols:
  -  Biological Hazard
  -  Chemical Hazard
  -  Explosion Hazard
  -  Fire Hazard
  -  Hazardous Materials (general)
  -  Poison Hazard
  -  Radiation Hazard
  -  Weapons Storage

- **Utility & Services** – contains various Utility symbols:
  -  Air Handling Unit
  -  Boiler Room
  -  Electrical Main Cut-off
  -  Electrical Transformer
  -  Elevator Equipment
  -  Emergency Generator
  -  Emergency Phone
  -  Fire Alarm Panel
  -  Fire Pump
  -  Gas Main Cut-off
  -  Mechanical Room
  -  Pull Station
  -  Roof Access
  -  Sprinkler Main Valve
  -  Technology (IT)
  -  Telecommunication Towers
  -  Water Main Cut-off

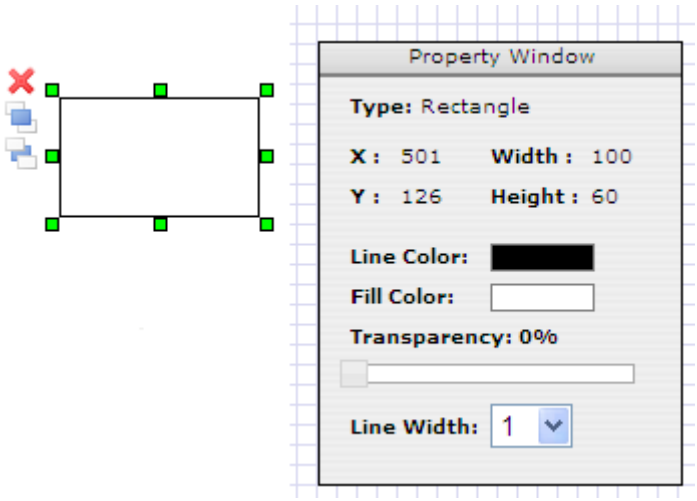
- **Other Features** – contains additional symbols:
  -  Areas of Refuge
  -  Daycare Centers
  -  Emergency Food
  -  Emergency Shelters
  -  Emergency Team
  -  Fire Department Key Box
  -  Fire Extinguisher
  -  Handicap Access
  -  Staging Areas
  -  Transportation Area
  -  Weather Safe Area

- **Arrows** – contains various directional arrows. Please refer to the tools toolbox Arrows section for the full list of available arrows.

5.16.3 Property Window

Property window applies to a specific shape or symbol selected on the screen, therefore it will show different properties for different shapes. Use this window to change the Line/Fill Color, transparency level and/or line width of the selected shape.

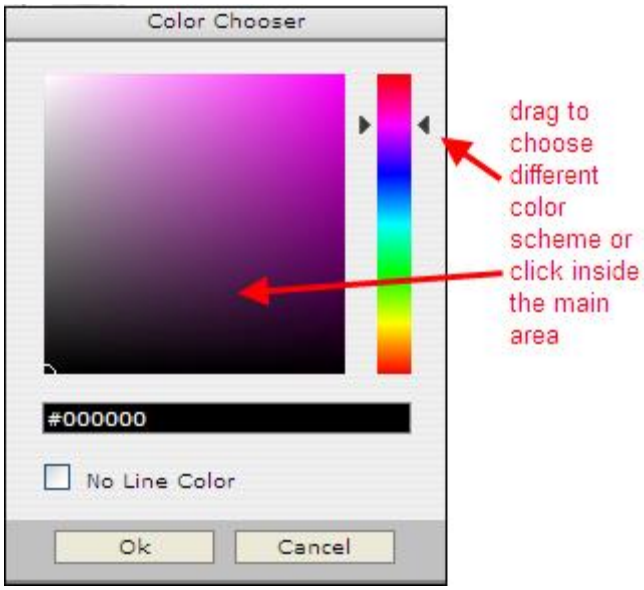
For example:



Property window shows that currently selected shape is 100x60 in width / height, line color is "black", and fill color inside the share is "white". Line width is 1.

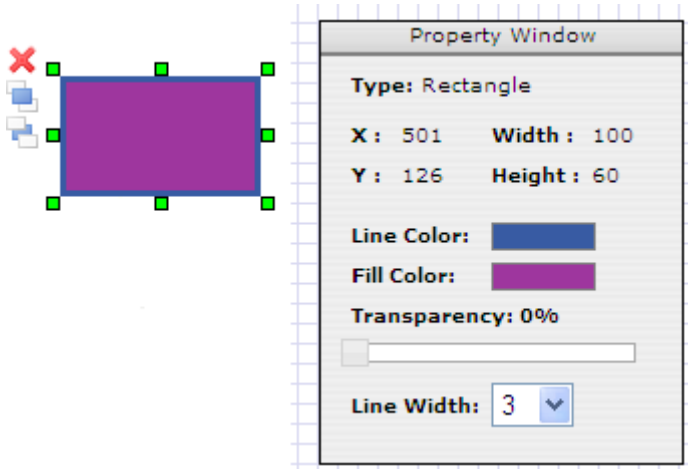
For example, to change line color, fill color, and line width of this shape:

- To change Line Color, point your mouse to the "black" box showing the current color, and click inside the box. Color Chooser window appears.



- Select "OK" to apply the new color.
- Change Fill Color in the same manner.

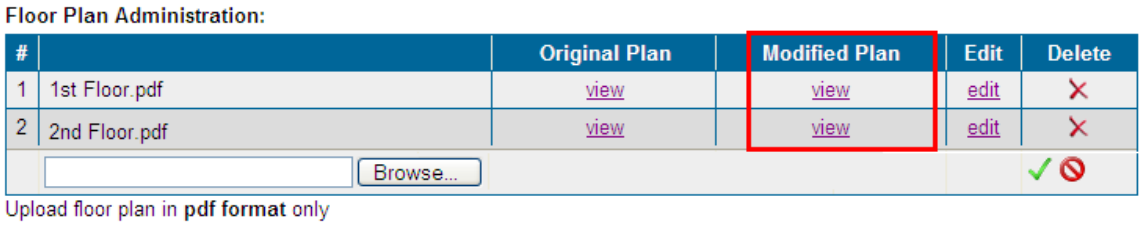
- To change Line Width, choose a desired number from the drop-down.
- This is how the new shape looks after all the modifications (property window shows new properties of the shape).



- Selecting delete icon will remove the shape from the page. Icon is shown when shape is selected.

As mentioned earlier, auto-save feature saves modifications every 30 seconds, but you should else select Save icon before existing to make sure all the latest changes are captured.

To view modified plan, select the View link in the table. This action will open the Adobe PDF file. Please note that you can download the modified plan to your computer and save it as a PDF file. To do that you will need to click on View link and click on "save" button in the pop up window.



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FORM A

CONFIDENTIAL

SCHOOL INCIDENT REPORT

Revised: August 2010

ARCHDIOCESE OF WASHINGTON – Catholic Schools Office

REPORT DATE _____

SCHOOL INFORMATION

School: _____ City:_____

Principal: _____

Phone: School (main):_____ Direct:_____ Cell:_____

INCIDENT TITLE: _____

(10 Words or Less Brief Description of the Incident)

Incident Date:_____ **Incident Time:**_____ **Incident Location:**_____

(Please Be Specific)

Internal School Contact Checklist:

- ☐ Pastor Name:_____ Date:_____ Time:_____
- ☐ Assistant Principal Name:_____ Date:_____ Time:_____
- ☐ School Counselor Name:_____ Date:_____ Time:_____
- ☐ School Nurse Name:_____ Date:_____ Time:_____
- ☐ School Admin. Staff Name:_____ Date:_____ Time:_____
- ☐ Other_____ Name:_____ Date:_____ Time:_____

Archdiocese of Washington Contact Checklist:

☐Catholic Schools Office Name:_____ Date:_____ Time:_____

Please make record below for each office contacted regarding this incident.

- ☐ Office of Child Protection Name:_____ Date:_____ Time:_____
- ☐ Communications Name:_____ Date:_____ Time:_____
- ☐ Chancery /Legal Name:_____ Date:_____ Time:_____
- ☐ Human Resources Name:_____ Date:_____ Time:_____
- ☐ Facilities Management Name:_____ Date:_____ Time:_____
- ☐ Catholic Mutual Name:_____ Date:_____ Time:_____
- ☐ Other_____ Name:_____ Date:_____ Time:_____

If Applicable, Authorities Contacted: (e.g. Police/Sheriff Department, Child Protective Services, etc.)

Date:_____ Time:_____ Person Who Made Initial Contact:_____

Name of Agency Contacted:_____

Name of Officer:_____ Phone Number:_____

Were any Students Transported to the Hospital? ☐NO ☐YES Hospital Name: _____

Student Information: *Please indicate student(s) involved in the incident.*

1	Name:_____ Grade:_____ Age:_____ Parent/Guardian Name:_____ Phone Number._____
2	Name:_____ Grade:_____ Age:_____ Parent/Guardian Name:_____ Phone Number._____
3	Name:_____ Grade:_____ Age:_____ Parent/Guardian Name:_____ Phone Number._____

Staff/Volunteer Information: *Please indicate staff/volunteer(s) involved in the incident.*

1	Name:_____ Position:_____ Home Phone: _____ Alt. Phone: _____
2	Name:_____ Position:_____ Home Phone: _____ Alt. Phone: _____

Incident Description:

Be specific: detailed timeline of events (parent called principal at "x" time or incident occurred in school at "x" time); who was involved; what steps were taken (teacher removed from classroom, authorities called, etc.); and when.
If more space is required, please attach additional page(s).

Completed By:_____ Position:_____

Signature:_____ Date:_____

SUBMITTED TO: CATHOLIC SCHOOLS OFFICE

APPENDIX B

VULNERABILITY ASSESSMENT GUIDELINES

What Is a Vulnerability Assessment

The U.S. Department of Education's Office of Safe and Drug-Free Schools (OSDFS) recommends that schools and school districts conduct a vulnerability assessment as part of an all-hazards approach to effective school emergency planning and response management in order to identify hazards, risks, threats, and vulnerabilities that adversely impact safe school operations. This document provides information, guidelines, and direction on the process and mechanics for conducting a vulnerability assessment. The information was derived from various sources to include the U.S. Department of Education's publication A *Guide to School Vulnerability Assessments – KEY PRINCIPLAS FOR SAFE SCHOOLS* and the National Clearinghouse for Educational Facilities – Mitigating *Hazards in School Facilities* as well as other research.

Vulnerability assessment is the collective and ongoing process that focuses on a particular school's as well as the overall school district's susceptibility to identified hazards, risks, threats, and vulnerabilities and how those elements might be prevented and/or mitigated through proactive emergency management. Vulnerability assessments are connected to the four phases of emergency management but serve as a significant component of the prevention-mitigation phase to help determine which areas should be priorities of focus. A comprehensive vulnerability assessment includes a team approach and process for identifying and evaluating potential hazards, risks, threats, vulnerabilities, and areas of weakness that could produce harmful consequences for schools and school districts. The assessment process should also include identification of school/school district and community-based emergency management assets. The outcomes of vulnerability assessments will assist schools and school districts in identifying and prioritizing actions and measures they should initiate to mitigate or prevent the harmful elements identified during the assessment process.

Terminology

Vulnerability assessments for schools and school districts have evolved from several areas and disciplines to include health and safety, risk management, threat management, consequence management, and homeland security. Many terms are used to describe and define vulnerability assessment for schools and related elements and are outlined below:

- ☆ Asset – is a school-based or school district resource of value that requires protection. School assets include but are not limited to: students, staff, buildings, facilities, equipment, operations, activates, and information. Assets need to be identified, evaluated, and prioritized as part of the vulnerability process in order to develop prevention, mitigation, risk reduction, and protection strategies and measures. A school's most critical asset is its students and staff
- ☆ Consequence – is any adverse/negative outcome or impact that schools or school districts may face resulting from a school-related emergency or crisis. Consequence assessments

attempt to identify and evaluate consequences related to a potential hazard, risk, threat, vulnerability, emergency, or crisis impacting safe-school operations

- ☆ Hazard – is any situation, substance, situation, condition, or source of danger that is capable of causing harm or damage. Natural hazards include events such as an earthquake, flood, or tornado. Manmade hazards include such events as school shootings, intruders, or terrorist-related incidents
- ☆ Hazard Assessment – focuses on the identification of general hazards and prioritizes which hazards a school and school district may be susceptible to such as school violence, infectious disease, terrorist threats, and natural or manmade elements
- ☆ Needs Assessment – generally refers to an assessment conducted to identify gaps and weaknesses in safe school operations or areas necessitating enhancements and to determine unfilled needs, but not necessarily all hazards, risks, threats, or vulnerabilities. A needs assessment can identify the nature and scope of problems, identify current efforts and measures, and assist in establishing the school's priorities for safe school operations
- ☆ Risk – is the likelihood that harm, loss, or danger associated with exposure to a particular hazard or vulnerability may be actualized
- ☆ Risk Analysis – generally focuses on the evaluation of specific risk levels to assess how susceptible schools and school districts are to identified hazards and vulnerabilities or specific consequences schools face in addressing potential emergencies or crisis and how significant the consequences may be. A risk analysis is usually initiated after hazards and vulnerabilities have been identified
- ☆ Risk Assessment – is the process through which hazards and vulnerabilities are identified, and the risks they pose are evaluated. A risk assessment evaluates the likelihood of harm and the probable severity of the harm, as well as assessing immediate consequences and also any long term effects
- ☆ Risk Management – is the process of identifying and assessing risks posed by hazards and vulnerabilities in order to identify strategies and measures to manage, prevent, limit, or mitigate those risks thereby reducing the likelihood of harm, serious incidents, and/or exposure to liability. Archdiocesan principals will continue to work with Archdiocesan and Catholic Mutual Group risk management officials in this area
- ☆ Threat - any indication, circumstance, or event with the potential to cause loss of, or damage to an asset. Can also be a negative event causing a risk to become a loss, expressed as an aggregate risk, consequences of risk, and the likelihood of the occurrence of the event. A threat may be a natural phenomenon such as an earthquake, flood, storm, or a manmade incident such as arson, power failure, bomb threat, school shooter, etc.
- ☆ Threat Assessment – the continual process of compiling and examining all available information concerning potential threats and human-caused hazards. This type of assessment generally focuses on threats made to the school, students, or staff resulting from an individual(s) being on a pathway of targeted school violence which is addressed in the Prevention-Mitigation section
- ☆ Vulnerability - the likelihood that a characteristic of, or flaw in, an asset, system, or network's design, location, security posture, process, or operation renders it susceptible to destruction, incapacitation, or exploitation by terrorist or other intentional acts, mechanical failures, and natural hazards. Any weakness in an asset or mitigation measure that can be exploited by an aggressor (potential threat element), adversary, or competitor. It refers to the organization's susceptibility to injury

- ☆ Vulnerability Assessment - is the collective and ongoing process that focuses on a particular school's as well as the overall school district's susceptibility to identified hazards, risks, threats, and vulnerabilities and how those elements might be prevented and/or mitigated through proactive emergency management
- ☆ Vulnerability Assessment Tool – is the systematic process and mechanism to assess hazards, risks, threats, and vulnerabilities that adversely impact safe-school operations. Schools and school districts should select an assessment tool that meets their specific needs

The U.S. Department of Education's Office of Safe and Drug-Free Schools utilizes vulnerability assessment as a comprehensive term that includes the various aspects of the above terminology in order to effectively identify and evaluate hazards, risks, threats, and vulnerabilities that adversely impact safe- school operations.

Vulnerability Assessment Process

The following strategies and process for conducting a vulnerability assessment is derived from information pertaining to key elements of the vulnerability assessment process identified by the U.S. Department of Education's publication A *Guide to School Vulnerability Assessments – KEY PRINCIPLES FOR SAFE SCHOOLS* and the National Clearinghouse for Educational Facilities – *Mitigating Hazards in School Facilities* as well as other research.

Vulnerability assessments are an integral aspect of effective school emergency planning and response management and provide critical data pertaining to ensuring that a safe and secure learning environment exists. The following are the key components and guidelines of an effective vulnerability assessment process. See Figure 1 for depiction of the vulnerability assessment process.



Figure 14 - Vulnerability Assessment Process

Adopt a Holistic Approach

Schools and school districts should implement a holistic and comprehensive review of safety, security, and emergency management issues and concerns in order to identify potential hazards, risks, threats, and vulnerabilities. Each school is unique in terms of its design, location and community, student body, staff, and school climate and culture. Adopting this objective approach will allow for a thorough assessment and a proactive action plan that addresses the greatest concerns as identified during the assessment process. In addition, this approach should be embedded as part of the overall School Emergency Response Plan.

Establish a Vulnerability Assessment Team

Each school should create a vulnerability assessment team that consists of a cross section of individuals who share the common goal of a safe and secure learning environment and who are best able to recognize and assess the hazards, risks, threats, and vulnerabilities that can adversely impact the school. The assessment team should be led by the principal and/or another member on the School Emergency Response Team. It is important that the composition of the team reflect different perspectives and the actual size be a manageable number relative to the scope of the assessment so timely and effective outcomes occur.

Based on best practices consideration should be given to include the following as members of the assessment team:

- ☆ Principal
- ☆ School Emergency Response Team in part or whole
- ☆ Building service staff familiar with the hazards of the building and campus
- ☆ School-based Counselor(s)/Social Worker(s) or community mental health representative familiar with the emotional and mental health needs of students
- ☆ Teacher(s) familiar with student issues and concerns, special needs students, and chemical hazards and properties
- ☆ School nurse (if part of the school staff) or public health representative as they are familiar with health issues and concerns
- ☆ Members of the Student Assistance Team (if part of the school staff) as they are familiar with safety and security issues, related vulnerabilities, and response actions
- ☆ Public safety officers such as beat patrol officers and fire fighters as they are familiar with community safety hazards and concerns as well as being part of the first responder team
- ☆ Student and parent representatives as appropriate
- ☆ Community and business representatives who have a connection/vested interest with the school

The makeup of assessment team should reflect the needs of the school in the areas of safe-school operations and school emergency preparedness and response management. Once the team has been assembled it is important to establish clear goals, objectives, desired outcomes, assessment framework and timelines, and assignments and responsibilities as well as reporting and follow-up measures. Other members of the school and community not assigned to the assessment team can be contacted by team members to solicit their input as to safe-school operations. This outreach makes the overall assessment more comprehensive. In addition, key partnerships should be established with other local responders such as emergency management officials, transportation officials, and utility providers as they can provide valuable insight into other hazards that may impact the school and surrounding community.

The Catholic Schools Office may elect to establish an archdiocesan level vulnerability assessment team to review system-wide hazards, risks, threats, and vulnerabilities that adversely impact all archdiocesan schools. An archdiocesan assessment team can also assist the school-based assessment team by providing guidance and support and in the design and use of an assessment tool and in the actual assessment process.

Review Existing Data

Prior to conducting the vulnerability assessment, a thorough review of all relevant data pertaining to safe-school operations and school emergency preparedness and response management should be conducted by members of the assessment team. This review will establish a base-line of existing hazards, risks, threats, and vulnerabilities in conjunction with existing prevention-mitigation strategies and measures. Items for review should include but are not limited to the following:

- ☆ Existing school-based and archdiocesan assets
- ☆ School safety, security, and emergency management procedures, policies, guidelines, and measures

- ☆ School emergency crisis plan
- ☆ School disciplinary data
- ☆ Previous hazard, risk, and vulnerability assessments and outcomes
- ☆ Previous school safety and/or climate surveys
- ☆ Previous input from law enforcement and/or fire safety officials as to safety and security issues and outcomes
- ☆ Visitor management issues and concerns
- ☆ Crime and related social disorder data impacting the school and surrounding community
- ☆ Existing data on natural hazards/disaster occurrences
- ☆ Identification of community hazards and high risk terrorist targets

The outcomes of this data analysis will allow for a thorough and comprehensive vulnerability assessment at the school and/or archdiocesan level.

Categories of Hazards, Risks, Vulnerabilities

It is important for the vulnerability assessment team to be familiar with a broad scope of categories of hazards, risks, threats, and vulnerabilities to include occurrences that may have an adverse impact on schools. The U.S. Department of Education's Office of Safe and Drug-Free Schools has complied the below categories for use in developing a comprehensive vulnerability assessment tool and process for schools to follow. In addition, other elements have been added to support the categories. Vulnerability assessments should take into consideration all hazards, risks, threats, and vulnerabilities that could potentially affect the school and its students and staff instead of limiting assessments to only specific categories.

Biological and Chemical

Biological and chemical hazards that could adversely impact schools include but are not limited to:

- ☆ Infectious diseases such as pandemic influenza, norovirus outbreak, XDR tuberculosis, methicillin-resistant *Staphylococcus aureus* (MRSA), or meningitis infections
- ☆ Contaminated food problems including salmonella, botulism, and E. coli, etc.
- ☆ Chemical/hazardous materials exposure to students and staff

Schools should also consider how existing biological or medical conditions such as allergies, diabetes, or asthma may impact students/staff in the event of an emergency. For example, because of the stressful situation, students/staff with asthma may have greater difficulty breathing and may need access to medications or inhalers during a shelter-in-place situation. Additionally, students/staff with diabetes may need access to insulin or snacks during a shelter-in-place situation.

Climate and Culture

The climate and culture of the school can contribute to or actually cause issues or concerns impacting safe-schools operations. Many schools and districts currently collect data on information pertaining to school climate and culture which can be assessed as part of the vulnerability assessment. Issues of climate and culture both in the school and in the community that impact safe-school operations include but are not limited to:

- ☆ Alcohol and/or drug usage and trafficking
- ☆ Crime both minor and serious
- ☆ Gang association and activity
- ☆ Hostile environments (i.e., an environment in which groups of individuals feel unsafe or threatened, such as in racial or religious discrimination)
- ☆ Physical/cyberbullying and other actions often considered non-serious in nature such as truancy and graffiti
- ☆ Poor visitor management measures
- ☆ Sexual misconduct
- ☆ Students, personnel, or intruders who may pose a danger to others

Creating a safe, secure, and nurturing environment where students, staff, and the surrounding community have a relationship of trust, mutual respect, and open communication is the most effective and least expensive way to reduce or even eliminate the need for many safety and security initiatives and enhancements.

Community

There are numerous hazards, risks, threats, or vulnerabilities associated with the physical community surrounding a school that may adversely impact the school's emergency management capacity. Examples include but are not limited to:

- ☆ Various nearby infrastructures such as a chemical or nuclear power plant that could pose a potential danger to the school community in the event of an accidental release of toxins or explosions
- ☆ Government facilities, military installations/facilities, or colleges/universities that could be impacted in times of conflict or times of heightened alert
- ☆ Nearby dams, reservoirs, or water treatment plants that could fail or be targeted for attack
- ☆ Rivers or nearby water sources that could create flooding
- ☆ Hazardous waste sites and underground pipelines for gas, oil, or electricity
- ☆ Railroads lines and highways that are used to transport dangerous cargo
- ☆ Nearby sites of mass transportation such as airports, railroads, ports, rail transits, major highways, and bus/metro stations that could impact schools and also be impacted during an emergency
- ☆ Potentially dangerous gathering sites such as abandoned buildings or community parks
- ☆ Bus, rail transit, or automobile accidents
- ☆ Community venues such as arenas or stadiums which attract large groups

Crime and Violence

Crime and threats of violence occurring within the school or surrounding community clearly impact safe- schools operations and the delivery of quality education. Examples include but are not limited to:

- ☆ Active shooter
- ☆ Alcohol and/or drug usage and trafficking
- ☆ Assaults/fights
- ☆ Bomb threats

- ☆ Gang violence and recruitment
- ☆ Intruders
- ☆ Weapons in schools

Additionally, factors such as crime rates in the area, frequency of child abuse and domestic violence, prevalence of access to weapons, known gang activity, and drug use in the community and school may contribute more to acts of violence. Threat assessment teams, as addressed in the Prevention-Mitigation section can help prevent acts of violence by evaluating an individual's behaviors and communications to determine if they pose a risk or are on a pathway of targeted school violence.

Physical Environment

There are varied hazards, risks, or vulnerabilities that exist within the physical school environment which could seriously impact safe school operations. Examples include but are not limited to:

- ☆ Structural hazards refer to actual structural issues within the building such as weak roofs or trusses, building susceptibility to high winds or floods, unreinforced masonry, and unsecured or unsafe doors and windows
- ☆ Maintenance hazards may include unstable bookshelves, exposed wiring, wet floors, unsafe practices in science labs or with chemical elements, exposure to asbestos, unsecured appliances and equipment, heating and ventilation systems, blocked exits, and general fire hazards
- ☆ Grounds hazards may include issues such as unsafe landscaping; poor exterior lighting; inadequately maintained playground equipment, sidewalks, stairs, handrails, or asphalt; exposed electrical wires or gas lines; exposed nails; unsecured storage structures; access to roofs from nearby structures or trees; and proximity of any hazard to bus, automobile or pedestrian traffic

Natural Hazards

Natural hazards refer to what is commonly labeled as natural disasters as well as types of severe weather that can impact safe-school operations. Examples of natural hazards include but are not limited to:

- ☆ Earthquakes
- ☆ Extreme temperatures (hot or cold)
- ☆ Floods, hurricanes, landslides and mudslides, or severe wind
- ☆ Tornadoes or winter precipitation
- ☆ Wild animals
- ☆ Wildfires

Technological Hazards

There are varied hazards, risks, threats, or vulnerabilities pertaining to the use of technology in schools which could impact safe-school operations. Examples include but are not limited to:

- ☆ Cyberbullying
- ☆ Electrical fires

- ☆ Inappropriate use of computers, e.g., to access gambling and adult entertainment sites, etc. or to change grades
- ☆ Internet predators
- ☆ Improper securing of files and systems from cyber-attacks or compromise and intrusion
- ☆ Power outages, including the impacts of disruptions of any technology-based emergency communication resources
- ☆ Unsecured computer networks can lead to outsiders gaining access to secured documents or student information

Terrorism

Incidents such as Sept. 11, 2001, regional sniper in October 2002, and the Beslan, Russia school hostage crisis in September 2004, have demonstrated that communities and schools are potentially targets for terrorists, and schools must be prepared to deal with terrorist threats regardless of where they occur (i.e., school or community). Examples include but are not limited to incidents such as:

- ☆ Bioterrorism or biological warfare threats to include bacteria, viruses, and toxins that could be released into the air
- ☆ Bomb threats and/or explosions
- ☆ Chemical threats could be in the form of toxic vapors, aerosols, liquids, or solids
- ☆ Kidnappings or hostage taking
- ☆ Nuclear blasts
- ☆ Radiological threats that could be dispersed through a bomb or radiological dispersion device (RDD) or "dirty bomb"

While bomb threats and other terrorist threats are indeed a relevant concern for schools, districts and schools may also be indirectly impacted by events that occur in the National Capital region and surrounding area. Additionally, schools need to evaluate how prepared they are to evacuate or shelter-in-place based on the type and proximity of the threat.

Choosing a Vulnerability Assessment Tool

It is important for schools to choose the best vulnerability assessment tool that meets their needs and the needs of the archdiocese in properly identifying and evaluating hazards, risks, threats, and vulnerabilities that impact safe-school operations. Quality assessment tools as identified by the Office of Safe and Drug-Free Schools should:

- ☆ Be school-specific
- ☆ Assess all potential hazards, risks, threats, and vulnerabilities
- ☆ Identify specific school facilities and areas for assessment
- ☆ Allow schools to assess risks associated with applicable hazards
- ☆ Include rubrics for rating hazards, risks, threats, and vulnerabilities not simply subjective yes or no questions or scales. Rubrics should evaluate the severity of the assessment points and allow a section for comments
- ☆ Address the four phases of school emergency management
- ☆ Be centered within a process of ongoing assessment, review and improvement

Archdiocesan school-based assessment teams should work collaboratively with the Catholic Schools Office Incident Command Team in selecting an appropriate vulnerability assessment tool that all schools can use for conducting their vulnerability assessments. It may be prudent to develop an archdiocesan specific vulnerability assessment tool that meets the needs of archdiocesan schools as opposed to utilizing an existing assessment tool used by other schools and districts.

Conducting the Vulnerability Assessment

At this juncture in the vulnerability assessment process the assessment team is now ready to conduct the overall assessment by proceeding with a number of needed walk-throughs of the school building(s) and campus to identify various hazards, risks, threats, and vulnerabilities that adversely impact safe-school operations. Each team member should have a clear understanding of:

- ☆ Assessment goals, objectives, outcomes, and process
- ☆ Specific team assignments and responsibilities to include identification of team leader
- ☆ Procedures for utilizing the assessment tool and reporting/recording observations
- ☆ Post-assessment action plan and enhancement procedures

Team members may be assigned specific areas of the school and campus to assess and should take photographs or video tape as needed of critical areas of vulnerabilities to visually identify the same. The photographs would become part of the final assessment report. It is important for team members to objectively assess all aspects of safe-school operations to include the area of emergency preparedness and response management. The key is to identify areas of concern prior to occurrence of an incident or accident so prevention and/or mitigation strategies and measures can be identified and implemented. Outlined below is a summary of guidelines and assessment points to consider and follow when conducting the vulnerability assessment:

- ☆ Hold a pre-assessment meeting with team members to ensure all parties understand their roles and the overall process
- ☆ Complete relevant data review as previously mentioned to include results of any emergency preparedness drills, exercises, or actual incidents prior to conducting assessment as this will enhance the process
- ☆ Ensure the walk-throughs address the previously identified assessment categories as well as all interior/exterior areas of the school building and campus
- ☆ Review access control and egress to buildings including school/public bus, vehicle and pedestrian traffic patterns
- ☆ Assess visitor management procedures and systems
- ☆ Assess exterior landscaping and lightening conditions
- ☆ Assess chemical/hazardous materials access and storage procedures
- ☆ Assess school emergency crisis plan to include incident command structure, shelter sites, special needs planning, and evacuation sites and routes for safe passage
- ☆ Assess emergency communication systems for staff and students as well as parental notification
- ☆ Assess staff and student awareness of emergency preparedness procedures
- ☆ Assess threat assessment awareness and process
- ☆ Assess inventory of emergency supplies and emergency kits

- ☆ Assess CCTV, fire alarm, and intrusion alarm systems
- ☆ Assess outcomes from student, staff, family, and community surveys, if conducted, on issues such as perceived safety, school climate, bullying, gang violence, community risks, illegal drug sale or use, and any other related issues. If a survey has not been conducted consideration should be given to doing so to obtain valuable data
- ☆ Assess public safety and emergency management partnerships to include any formal Memorandums of Understanding between partners
- ☆ Assess continuity of operations efforts
- ☆ Assess after-school activates and after-school use of school building in terms of emergency preparedness

The principal is responsible for ensuring the vulnerability assessment is conducted in an objective and thorough manner as well as the timely completion of the assessment report.

Reporting Vulnerability Assessment Outcomes

The assessment team after completing the comprehensive assessment should evaluate the identified risks, hazards, threats, and vulnerabilities detected and produce a written report detailing the observations and findings. The post-assessment report serves as a blueprint for areas of needed improvement and should include the following key aspects:

- ☆ Identification of school and community-based safety/security and emergency management assets
- ☆ Identification of collective school and community vulnerabilities and strategic recommendations to address the same
- ☆ Identification of successful prevention-mitigation strategies or measures implemented
- ☆ Inclusion of pictures or videos to augment the assessment report
- ☆ Prioritization of vulnerabilities that pose the greatest concern. A significant number of vulnerabilities will likely be identified, some of which could be addressed almost immediately, and others due to their complexity or cost could take considerable time to address
- ☆ Projected timeline and budgetary implications to addresses the identified vulnerabilities

The U.S. Department of Education's Office of Safe and Drug-Free Schools recommends assessment teams utilize a risk matrix to determine which hazards, risks, threats, and vulnerabilities would have the greatest consequences and adverse impact for each school. As schools and districts do not have unlimited resources, priorities for addressing vulnerabilities should be established. A risk matrix or risk index (see Figure 2) is one strategy for schools to assess potential vulnerabilities and determine priorities for the school to focus on based on the severity or consequence of the risk. Schools or districts can use risk indexes to determine how likely an event would be to impact them, on what scale it would impact them, how severe it would be, and how much advance warning they might have. Based on these areas, schools can determine which hazards should be higher or lower priority in addressing and responding to. This methodology was utilized to identify system-wide hazards as noted in Appendix D - CSO School Emergency Response Plan on pages 5 and 6.

Figure 2 - Instructions: Use the worksheet below when analyzing the potential vulnerabilities present at

your school and school community

Vulnerabilities	Frequency	Magnitude	Warning	Severity	Risk Priority
	4 Highly Likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 Hours 2 12-24 Hours 1 24+ Hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	□ High □ Medium □ Low
	4 Highly Likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 Hours 2 12-24 Hours 1 24+ Hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	□ High □ Medium □ Low
	4 Highly Likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 Hours 2 12-24 Hours 1 24+ Hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	□ High □ Medium □ Low
	4 Highly Likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 Hours 2 12-24 Hours 1 24+ Hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	□ High □ Medium □ Low
	4 Highly Likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 Hours 2 12-24 Hours 1 24+ Hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	□ High □ Medium □ Low
	4 Highly Likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 Hours 2 12-24 Hours 1 24+ Hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	□ High □ Medium □ Low
	4 Highly Likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 Hours 2 12-24 Hours 1 24+ Hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	□ High □ Medium □ Low
	4 Highly Likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 Hours 2 12-24 Hours 1 24+ Hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	□ High □ Medium □ Low

Note: All hazards with a risk rating of High or Medium should be considered as an all-hazards approach to emergency management

Vulnerability Prevention-Mitigation Action Plan

Based on the outcomes from the vulnerability assessment and corresponding report the assessment team should develop a written action plan identifying prevention-mitigation strategies, steps, and measures to address the detected hazards, risks, threats, and vulnerabilities. The goal is to reduce or eliminate the adverse impact to the school from the collective vulnerabilities. The plan should identify priority as well as short and long term solutions to enhance safe-school operations. In addition, the plan should identify the parties responsible for implementing the prevention-mitigation efforts as well as an action timeline for completion. Some, or even many, vulnerability prevention-mitigation measures may not be implemented because of their expense. However, their identification, documentation, and consideration through an informed and deliberative process demonstrate the school's proactive efforts to maintain an appropriate standard of safe-school operations.

The assessment team should identify creative and practical prevention-mitigation action steps that will yield immediate and positive results. Some vulnerabilities will be minor in nature and easy to mitigate, such as trimming overgrown shrubbery that could provide cover for intruders. Other vulnerabilities such as a PA system that does not reach all classrooms or instructional areas

may be more challenging and expensive to address. In these situations, it is practical to initiate immediate and interim action steps that may not fully address the vulnerability but will reduce the adverse impact. Complete replacement or enhancements to the PA system may not be immediately feasible but awareness of the deficiency in conjunction with interim mitigation measures for alternative means of notification to the impacted areas would be a prudent and reasonable action step.

The vulnerability assessment and prevention-mitigation action plan should not be a closed process, but something which is ongoing across the entire school. Effective vulnerability assessment follows the five key stages outlined below:

1. Make a list of all vulnerabilities or potential safety/security issues. These should include the various categories and types of hazards, risks, threats, and vulnerabilities as mentioned earlier
2. For each one, decide who might be harmed, how severe the harm might be, and what the full impact on the school is likely to be in the worst case scenario
3. Evaluate the risks (the likelihood that the harm from a particular hazard will be realized) arising from each vulnerability and decide whether existing precautions are adequate or if more should be done
4. Record the assessment team's findings and monitor the situation
5. Review the assessment and revise as needed

Outlined below are additional strategies to consider when developing the prevention-mitigation action plan:

Evaluate passive vs. active safety: The assessment team should evaluate the tradeoffs between the passive safety that buildings provide and the active safety staff provide. The one-time cost of a moderately expensive building safety upgrade may be substantially lower than the continuous costs of security guards or extra school staff that might otherwise be needed.

Select safety/security technology with thoughtful consideration: School safety can be enhanced by the appropriate use of security technologies such as alarm systems, smart cards, mass communication notification system, and CCTV surveillance equipment. Technology can be costly, however, and require continuous maintenance, repair, and frequent upgrading by specialized technicians or service contractors. It can be oversold or mismatched to the problems being addressed. In some cases, it may reinforce nervousness and undermine the social climate of the school. For these reasons, carefully review the costs and benefits of each technology, thoroughly evaluate all sales presentations, and talk to as many vendors as possible before making a decision to purchase.

Improve school climate and culture: Creating and maintaining an environment where students, staff, and the surrounding community have a relationship of trust, mutual respect, and open communication is the best and least expensive way to reduce or even eliminate the need for many safety/security enhancements and upgrades. This takes time and effective leadership, but it may be the single most significant safety/security measure the school can undertake.

Calculate costs and research funding: Once a preliminary list of prevention-mitigation measures has been identified, prepare initial cost estimates and identify possible funding sources for each measure. Usual funding sources are the school's maintenance and operation funds for small projects and capital improvement funds for large ones. Other sources may include school and community fundraising activities and private grant programs.

Seek stakeholder input: Refine the list of prevention-mitigation measures until it is realistic and achievable. To gain the widest possible support, seek input from the entire school community and key stakeholders. Rank-order the final list of measures according to cost, urgency, ease of completion, or any other method that aids the decision making and implementation process.

Include the vulnerability assessment process as part of the school's emergency management efforts: The vulnerability assessment process is a significant component of the school's overall emergency management efforts and are connected to the four phases of emergency management - prevention-mitigation, preparedness, response, and recovery. Most of the measures in the school's prevention-mitigation action plan will be directed to the prevention-mitigation phase, but are also connected to the other phases. Coordination of all emergency management efforts and activities is necessary and critically important. As a general rule, the more school-related vulnerabilities that can be prevented and/or mitigated, the simpler and more effective emergency planning and response management can be.

The principal, as Incident Commander, is responsible to ensure the vulnerability assessment report and vulnerability prevention-mitigation action plan is completed in a timely manner. In addition, the principal should brief the full complement of the School Emergency Response Team on the outcomes and key findings from the report and action plan. A copy of the report and action plan should be shared with the school pastor and copies provided to the CSO Executive Support Team. The CSO EST has the responsibility to review the collective schools reports and action plans in an effort to identify system-wide vulnerabilities as well as prevention-mitigation strategies and measures.

Review, Revise, and Reassess Vulnerability Outcomes

The last step in the vulnerability assessment process is to evaluate the effectiveness of the overall assessment to include the process, assessment tool, and outcomes in order to make any needed revisions or modifications. Assessment team members should also evaluate the effectiveness of the prevention-mitigation action steps and measures implemented. Time and patience are required when assessing effectiveness; just as vulnerabilities do not develop overnight, they also take time to reduce or eliminate. In evaluating the outcomes of the action steps and measures they should be measured in terms of improvements made to enhance safe-school operations as compared to the base-line data identified in the review process. Utilization of a post-assessment safe-school operations survey to key stakeholders may also provide insight

into the effectiveness of the action steps and measures implemented.

The vulnerability assessment and prevention-mitigation action plan will only be effective if they are infused as an ongoing part of the school's and districts' emergency management planning efforts and activities. Vulnerability assessment team members should determine the frequency of conducting assessments and realize that assessment is an ongoing process. To ensure that regular assessments occur, vulnerability assessments and processes can be included as part of the schools or districts emergency management policies and procedures. Team members also need to focus on updating the assessment process on a regular basis (annually, biannually, etc.) or whenever there are major changes to facilities, grounds, or in the community. Assessment teams should use information from the prevention-mitigation planning phase as outlined in the OSDFS *Practical Information on Crisis Planning: A Guide for Schools and Communities* as a basis for future areas for assessment.

Additional Resources

U.S. Department of Education's publication A *Guide to School Vulnerability Assessments – KEY PRINCIPLAS FOR SAFE SCHOOLS*
http://rems.ed.gov/views/documents/VA_Report_2008.pdf

U.S. Department of Education's publication *Practical Information on Crisis Planning: A Guide for Schools and Communities*
http://ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf

Kentucky Center for School Safety, *School Safety Assessment Report:*
http://kycss07.tempdomainname.com/clear/assessment.htm

Maine Emergency Management Agency's *Hazard Identification and Risk Assessment for Schools Workbook:*
http://www.maine.gov/tools/whatsnew/attach.php?id=23685&an=3

National Clearinghouse for Educational Facilities (NCEF), Assessment Guides:
http://www.ncef.org/pubs/mitigating_hazards.pdf

Texas School Safety Center, Campus Safety and Security Audit Toolkit and Report Template:
http://www.txssc.txstate.edu/media/K12/downloads/safetyaudits/School-District-Facility-Safety-and-Security-Audit-Unlocked.xls

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APPENDIX C

THREAT ASSESSMENT PROCESS and GUIDELINES

Threat Assessment Background

The U.S. Department of Education's Office of Safe and Drug-Free Schools (OSDFS) and the U.S. Secret Service recommend that schools and school districts develop a threat assessment process and team to assist in identifying students who may display violent tendencies or are on a pathway of targeted school violence prior to an actual incident. As part of an all-hazards approach to emergency preparedness, principals should be prepared to address students who may pose a threat to themselves or others and be prepared to implement appropriate prevention and intervention measures.

This document provides information, guidelines, procedures, and direction on the process and mechanics for conducting a threat assessment and assembling a threat assessment team. The information was derived from various sources to include the U.S. Secret Service and U.S. Department of Education's publication **THE FINAL REPORT AND FINDINGS OF THE SAFE SCHOOL INITIATIVE:** IMPLICATIONS FOR THE PREVENTION OF SCHOOL ATTACKS IN THE UNITED STSTES.

What Is Threat Assessment

School threat assessment is the process of identifying, assessing, and managing the threat that certain individuals may pose to safe school operations. The goal of threat assessment is to proactively intervene prior to an act of school violence or attack occurring. Threat assessment process involves four key steps – all prior to the individual(s) having the opportunity to engage in a violent act and/or attack:

- ☆ Identification of the individual(s) who has the idea or intent of engaging in a violent act and/or attack
- ☆ Assessing whether the individual(s) poses a risk to safe school operations, after gathering sufficient information from various sources
- ☆ Managing the threat, the threat the individual(s) pose and proactively intervening prior to the occurrence of a violent act and/or attack
- ☆ Coordination and collaboration with law enforcement and mental health is essential

Threat assessment is a key element in maintaining a safe and secure learning and working environment and is an integral part of emergency management. In addition, threat assessment is connected to the four phases of emergency management but serve as a significant component of the prevention-mitigation phase to help determine the school's vulnerability to an act of school violence and/or an attack. A comprehensive threat assessment includes a team approach and process for identifying and assessing individual(s) who may be on a pathway of targeted school violence or who pose a threat to themselves or others as well as the development and implementation of proactive intervention strategies and measures. The outcomes of threat assessments will assist schools and the CSO in identifying and prioritizing actions and measures they should initiate to mitigate or prevent acts of school violence.

Threat Assessment Stages and Process

Stage I

- ☆ Assemble a multi-disciplinary threat assessment team of practitioners who have the collective knowledge, skills, and abilities to evaluate threats of violence made by students to determine the appropriate level of interventions and response actions
- ☆ The threat assessment team is led by the school principal and should include a teacher(s), school-based counselor(s)/social worker(s), nurse, mental health professional(s), and law enforcement officer, as they may be available
- ☆ The principal, in concert with the team members, should develop the operating parameters and procedures, including addressing the issues of confidentiality
- ☆ The threat assessment team should seek professional training in threat assessment prior to becoming operational

Stage II

- ☆ Threat assessment team members collectively assess and evaluate all aspects of the threat(s) and other relevant information to determine the likelihood of the threat(s) being actualized, based on the means and resources of the individual. Threats can be direct or indirect, specific or non-specific, well-conceived or impulsive, and/or veiled, conditional, or implied

Stage III

- ☆ Threat assessment team members collectively assess the psychosocial background of the individual making the threat(s) in an effort to determine their state of mind and if they are poised to harm themselves or others. The team should review all relevant information, including school performance, family and social dynamics, and any known prior incidents of violence in order to determine a range of appropriate and necessary intervention strategies and response actions
- ☆ The threat assessment team should proceed to the next stage if there is a reasonable probability that the individual is on a pathway of targeted violence
- ☆ Parents and other family members should be encouraged to participate in this stage of the process as the goal is to develop effective interventions

Stage IV

- ☆ This stage involves implementing the recommended intervention strategies and response actions in order to reduce the likelihood of the individual carrying out any act of violence. Interventions may include school disciplinary consequences, therapeutic efforts, mental health referrals, law enforcement consequences, or a combination
- ☆ Outcomes of the targeted interventions should be closely monitored for compliance to ensure the safety and security of the school is restored

Stage V

- ☆ The final stage is to properly document all aspects of the inquiry and outcomes of the

threat assessment process, including implemented interventions and response actions

- ☆ Threat assessment team members should continue to monitor intervention outcomes to determine overall effectiveness and to make follow-up recommendations, as needed, for modifying aspects of the interventions

Levels of Threats and Actions

Because threat levels and characteristics vary, so too must their corresponding actions.

Low-Level Threat

Characteristics:

- ☆ Presents minimal risk to potential victim(s) and general school population
- ☆ Stated in vague or non-specific way and lacks details to carry out the threat
- ☆ Information about the threat is inconsistent, unbelievable, or unrealistic
- ☆ Often exhibits a sense of hostility, hopelessness, dissatisfaction, or mistrust

Actions:

- ☆ Principal should evaluate the threat in consultation with members of the school's threat assessment team and follow the process to determine appropriate interventions and consequences as well as document the incident
- ☆ If the school does not have a threat assessment team, the principal should engage the services of trained school system personnel and community-based mental health professionals and follow the threat assessment process. Members of the ADW Crisis Intervention Team may also be able to provide assistance in this area
- ☆ Principal must notify CSO Executive Support Team (EST) and school pastor of the incident and outcomes and refer any media inquiries to the CSO EST Team Public Information Official
- ☆ Parents of the student who made the threat(s) should be involved in the process
- ☆ Parents of the intended victim should be notified, as needed, of the threat(s) made and provided with general information as to the resolution of the incident

Medium-Level Threat

Characteristics:

- ☆ Presents sufficient information indicating the threat could be actualized even though it may be somewhat unrealistic
- ☆ Threat is more direct and specific than a low-level threat and indicates that some level of thought has occurred as to carrying out an act of violence
- ☆ Threat may indicate a possible place and time of occurrence
- ☆ No strong evidence exists that the threatening party has taken preparatory action towards an overt act, although there may be an implied intent
- ☆ There may be a reference to a book, movie, or event that demonstrates planning of a violent act or a non-specific acknowledgement regarding the availability of weapons
- ☆ Included in the notification may be a specific assertion that the threat is not trivial e.g.

"I'm not kidding!" or "Remember what happened at Columbine!"

Actions:

- ☆ This type of threat may result in a law enforcement intervention based on a criminal investigation of the threat
- ☆ Principal should evaluate the threat in consultation with the full complement of the school's threat assessment team in a timely manner and follow the process to determine appropriate interventions and consequences as well as document the incident. Law enforcement officers should be involved as the threat level and safety risks have increased
- ☆ If the school does not have a threat assessment team, the principal should engage the services of trained school system personnel, community-based mental health professionals, and law enforcement officer(s) and follow the threat assessment process. Members of the ADW Crisis Intervention Team may also be able to provide assistance in this area
- ☆ Principal must notify CSO Executive Support Team (EST) and school pastor of the incident and outcomes and refer any media inquiries to the CSO EST Public Information Official
- ☆ Parents of the student who made the threat(s) should be involved in the process
- ☆ Parents of the intended victim should be notified of the threat(s) made and provided with general information as to the resolution on the incident

High-Level Threat

Characteristics:

- ☆ Threat appears to be highly credible, direct, conceivable, and poses an imminent risk of serious danger to the safety and well-being of students and others
- ☆ Threat provides specific details that may include the identity of the victim, the time and place and method of attack, reason for the threat, and information as to the planning process or preparations which have taken place
- ☆ Threat may include specific mention of familiarization, access to and previous use of weapon, or a reference that the intended victim has recently been stalked
- ☆ Threat may clearly indicate specific details, such as victim, place, and time of the planned attack

Example: "I plan on shooting Johnnie Jones tomorrow morning when he arrives at school with a 9mm handgun that I bought from another student. Trust me, I know how to shoot this gun and will not miss. Johnnie has been messing with me for too long."

Actions:

- ☆ Principal, upon receiving such information, must immediately notify 911 public safety operator of the potential incident and initiate appropriate response actions to ensure the safety of students and staff
- ☆ Principal must notify Catholic Schools Office Incident Command Team and school pastor of the incident and outcomes and refer any media inquiries to the Incident Command Team Public Information Officer
- ☆ Principal, when safe to do so, should evaluate the threat in consultation with the full

complement of the school's threat assessment team in a timely manner and follow the process to determine appropriate interventions and consequences as well as document the incident. Law enforcement officers should be involved as the threat level and safety risks have increased

- ☆ If the school does not have a threat assessment team, the principal should engage the services of trained school system personnel, community-based mental health professionals, and law enforcement officer(s) and follow the threat assessment process. Members of the ADW Crisis Intervention Team may also be able to provide assistance in this area
- ☆ This type of threat will result in a law enforcement intervention and criminal investigation of the threat
- ☆ Parents of the student who made the threat(s) should be involved in the process as appropriate
- ☆ Parents of the intended victim should be notified as appropriate of the threat(s) made and provided with general information as to the resolution on the incident
- ☆ Principal should initiate an incident debriefing involving all the relevant parties

The threat assessment information and process serves as a guide for principals to follow in the event that a student(s) or other individuals(s) may be contemplating committing a violent act at school, harming themselves or others, or are on a pathway of targeted school violence. Principals working collaboratively with teachers, counselors, parents, mental health professionals, and law enforcement officers can develop positive and effective intervention strategies to meet the needs of students in crisis. The Catholic Schools Office, Director of Counseling, and ADW Crisis Intervention Team are excellent resources and can provide valuable assistance to schools in this area.

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APPENDIX D

SCHOOL FIRE EVACUATION DRILL GUIDELINES FOR PRINCIPALS

The purpose of these implementation guidelines is to provide information, suggestions, and tips for Principals to use in developing and implementing a School Fire Evacuation Drill Plan. All Archdiocesan Catholic Schools are required to practice fire evacuation drills throughout the school year in order to properly evacuate the school during an actual or suspected fire. It is critically important for staff members and students to know and understand their roles during a fire-related emergency. In addition, Principals are encouraged to practice other emergency preparedness drills as well. Principals should engage members of School Emergency Response Team (SERT) in developing their Fire Evacuation Drill Plan and when conducting the drills. These guidelines include discussions on key aspects of a fire evacuation plan, fire evacuation drill requirements, best practices and strategies of fire evacuation drills, and key fire prevention strategies and measures. Questions concerning these areas can be addressed to Ken Gaughan, Director of Counseling, at 301-853-5353 or gaughank@adw.org.

Understanding the School Fire Evacuation Drill Plan	
☑ Review Completed	**What is a School Fire Evacuation Drill Plan?**
	A School Fire Evacuation Drill Plan is the process and guidelines for conducting mandated fire evacuation drills. The primary goal of the plan is to prevent panic and ensure the safe, orderly, and efficient evacuation of all building occupants in case of a fire-related emergency. A secondary goal is to ensure students, staff, and visitors become accustomed to reacting calmly when confronted with a fire or other emergency within the school building. The Principal as Incident Commander is charged to develop and implement an effective and efficient School Fire Evacuation Drill Plan. The School Emergency Response Team can provide valuable assistance to the Principal in this area. In addition, the Principal in conjunction with members of the SERT, should provide training and guidance to staff and students prior to the first announced fire evacuation drill of the school year so all parties understand their roles, evacuation routes, and location of assembly sites. Understanding and compliance with established procedures is critical for the first drill, as structure is more important than speed. A record of each fire evacuation drill should be recorded on the Fire Evacuation and Emergency Preparedness Drill Log (copy attached). The log should be maintained in a binder along with a copy of the School Emergency Response Plan (SERP) and readily available for review by both fire department and Catholic Schools Office officials.

Understanding Fire Evacuation Drill Requirements	
☑ Review Completed	**How many Fire Evacuation Drills must be conducted throughout the school year?**
	As a general rule all Archdiocesan schools are required to conduct at least ten (10) fire evacuation drills throughout the school year. Principals shall follow the prescribed number of fire evacuation drills and specific requirements pertaining to the drills of the local public school district where their school is located, which adheres to compliance with local or state mandates as to the number of required fire evacuation drills to be conducted. Outlined below is a summary of the specific jurisdictions fire drill evacuation requirements: **District of Columbia Public Schools:** ☆ At least two (2) fire evacuation drills must be conducted during first two (2) weeks of the school year and one a month thereafter, for a total of ten (10) per year ☆ At least one (2) fire evacuation drill in the fall and one (2) in the spring should be conducted in response to organized after-school activities and programs ☆ At least one (1) fire evacuation drill should be conducted during the first week of any summer school program **Maryland State Public Schools:** ☆ The State Superintendent shall require each school in Maryland holds a fire evacuation drill at least ten (10) times each school year and at least one (1) drill every 60 days. **Calvert County Public Schools:** ☆ Requires one fire evacuation drill conducted monthly for a total of ten (10) fire evacuation drills per school year **Charles County Public Schools:** ☆ Requires one (1) fire evacuation drill conducted monthly with one (1) additional drill to be conducted during the first two weeks of school **Montgomery County Public Schools:** ☆ Requires at least ten (10) fire evacuation drills be conducted during the school year, with two during the first thirty (30) days of school, and one per month thereafter. If schools are occupied during the summer, three (3) fire drills are required ☆ **Prince George's County Public Schools:** ☆ Requires one (1) fire evacuation drill be conducted monthly while school is in session to include any summer school program ☆ St. Mary's County Public Schools: ☆ Requires ten (10) fire evacuation drills throughout the academic school year-one (1) per month and two (2) drills outside of the academic school year for a total of twelve (12) in a year's period

Best Practices and Strategies for Conducting Fire Evacuation Drills	
☑ Review Completed	**What are Best Practices and Strategies for Conducting Fire Evacuation Drills?**
	Principal, in conjunction with the School Emergency Response Team, should review and implement as appropriate for their school the following regional and national best practices and strategies for successfully implementing fire evacuation drills: ☆ School fire evacuation drills are critically important for the safety of students, staff, and visitors and all parties must be informed, know and understand their roles during a drill and actual evacuation ☆ Regular fire evacuation drills allow everyone on school property the opportunity to prepare for fire-related emergencies, including areas that need improvement ☆ Principal, teachers, and other school staff should inspect building exits daily to ensure that stairways, doors, and other exits are unblocked ☆ On the day of the drill, the school fire alarm system should be activated ☆ Ensure that students, staff, and visitors can recognize the sound of the alarm and knows what to do when the alarm sounds ☆ An accurate and up-to-date fire evacuation map should be posted in each classroom and office in a conspicuous space nearby the evacuation door(s) clearly depicting the primary route of evacuation to be followed as well as a second identified exit. A best practice is to include the locations of fire extinguishers and alarm pull stations on the evacuation map ☆ Floor captains should be established and are responsible for sweeping halls and bathrooms during an evacuation to ensure students are safely out of the building and to also close fire doors as they exit the building. This process should be initiated as part of each fire evacuation drill and also performed during a true fire emergency only when safe and practicable to do so ☆ Clear identification of primary and secondary fire evacuation locations/sites. These sites must be a minimum of 50 feet from the building and when practical 300 feet from the building ☆ School staff when practical and safe should check evacuation routes prior to evacuation for safe passage. The Principal as Incident Commander should modify existing routes when unsafe conditions are identified ☆ Teachers and staff should remain calm when leading their students in an orderly and controlled manner out of the building and should also take attendance roster with them. In addition, teachers should ensure their classroom door is closed but not locked when evacuating ★ Teachers and staff should take attendance and report any discrepancies

Best Practices and Strategies for Conducting Fire Evacuation Drills	
☑ Review Completed	What are Best Practices and Strategies for Conducting Fire Evacuation Drills? (cont)
	☆ Students and staff with special needs are to be safely evacuated during a fire evacuation drill and should be assigned an adult or an age-appropriate student buddy to assist them. It is important to address any special needs concerns in advance of any drill ☆ Students should not be permitted to stop for their coats or other belongings as they evacuate the building ☆ Fire evacuation drills should be conducted under a variety of circumstances, including different times of school day, during class changes, lunch periods, and student assemblies to test and evaluate the ability to effectively and safely evacuate the school ☆ Fire evacuation drills should also be conducted where a primary evacuation route is blocked by a School Emergency Response Team member simulating a working fire to test the use of secondary evacuation routes ☆ Fire evacuation drills allow for the opportunity to identify students or staff who may require extra assistance ☆ If a refuge or safe room is utilized, the process for safe evacuation of special needs students and staff should be practiced as part of a fire evacuation drill ☆ Student and staff accountability procedures should also be tested during each fire evacuation drill ☆ Fire Department officials and personnel should be invited to observe a fire evacuation drill to provide constructive observations of the drill and any needed improvement ☆ Principal as Incident Commander should ensure a timely debriefing is conducted to assess the effectiveness and efficiency of the fire evacuation drill in order to make any needed improvements ☆ Principal should regularly meet with the School Emergency Response Team throughout the school year to assess their school's overall emergency preparedness readiness and develop/enhance strategies
Key Fire Prevention Strategies and Measures	
☑ Review Completed	What are the Key Fire Prevention Strategies and Measures?
	☆ Principal in conjunction with the SERT, should review and implement as appropriate for their school the following key fire prevention strategies and measures: ☆ Principal and identified staff should conduct regular inspections of the school/campus for fire hazards and initiate appropriate corrective measures ★ Fire doors should be maintained in good working condition and should

	not be blocked open
Key Fire Prevention Strategies and Measures	
☑ Review Completed	**What are the Key Fire Prevention Strategies and Measures? (cont)**
	☆ Principal, in concert with fire department and fire code officials, should work collaboratively together to resolve any fire-related hazards detected during official inspections ☆ School offices, classrooms, storage and utility rooms should be routinely checked to ensure these areas are free of clutter and debris and storage items are properly secured on shelves or in cabinets ☆ Boiler rooms should be maintained in a neat and orderly fashion, free of clutter and debris, and no material should be stored within six feet (6) of a boiler. Flammable liquids, paint, gasoline or gasoline powered equipment should not be stored in boiler rooms ☆ Exit doors should be in good working condition, including lighted exit signs, easily opening from the side of egress, and cannot be chained or locked during school operations ☆ Administrators, teachers, and staff should be familiar with the school's fire alarm protection system, including the location of fire alarm pull stations, sprinklers, and locations of fire extinguishers ☆ Fire extinguishers are required to be placed throughout the school and should be checked monthly for signs of obvious damage, broken seals, and to ensure the pressure gauge reflects adequate operational pressure or proper weight, if not equipped with a gauge. In addition, fire extinguishers should be thoroughly inspected and tagged on an annual basis by trained and qualified technicians from a reputable company ☆ A cadre of School Emergency Response Team (SERT) members and staff should be trained on how to operate fire extinguishers for safely suppressing small size fires. Fire suppression should never impede or delay 911 notification or building evacuation ☆ Utility values/switches and shut-off locations should be clearly identified as well as marked on the school floor plan as part of the School Emergency Response Plan (SERP) ☆ Multiple members of the School Emergency Response Team and staff should be familiar with the locations of utility values/switches and procedures for shutting down the same ☆ Schools are required to have a functional and properly working fire alarm protection system that is periodically tested throughout the year. Any deficiencies detected in the system must be promptly corrected to ensure proper working order. The principal and other identified school staff must be trained and aware of how to operate the system ☆ Principal should regularly meet with the SERT throughout the school year to assess and discuss their school's efforts to implement the identified fire prevention strategies and measures

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FORM D

SCHOOL EVACUATION DRILL LOG: 2010-2011

The following log is to be used to plan for and record your school's fire evacuation and emergency preparedness drills. Principals are encouraged to conduct a variety of emergency preparedness drills such as Lockdown, Shelter-in-Place and Weather-related drills throughout the school year. A copy of the schedule and log should be readily available for inspection by fire department officials and CSO officials, in addition to being maintained on the esa.dc.gov website.

School Name: _____ Principal: _____

BESURE TO ALSO RECORD DRILLS at https://app.esa.dc.gov/default.aspx

Fire Evacuation Drills

As a general rule, all Archdiocesan schools are required to conduct at least ten (10) fire evacuation drills during the school year commencing the first month of school and with one drill each succeeding month.

Monthly Schedule	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments, Notes
1st:					
2nd:					
3rd:					
4th:					
5th:					
6th:					
7th:					
8th:					
9th:					
10th:					
11th:					
12th:					

Emergency Preparedness Drills

Lockdown, Shelter-in-Place and Weather-related Drills

Date Scheduled	Date Conducted	Type of Drill	Number of Occupants	Response Time	Comments, Notes
1st:					
2nd:					
3rd:					

4th:					

A.L.I.C.E Response Practice Drills: **Two each year.**

Date Scheduled	Date Conducted	Number of Occupants	Did ALL Grades Participate?	Did the Drills Incorporate Age Appropriate Components of A.L.I.C.E.?
1st				
2nd				

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APPENDIX E

ARCHDIOCESAN SCHOOLS ANNOUCEMENTS: WEATHER/EMERGENCIES

(UPDATED: August 2010)

Please carefully review the information below regarding weather-related or other emergency announcements for your school community.

- Individual archdiocesan schools may **NOT** contact TV/radio stations directly to announce cancellations.
- Parochial elementary schools (and **parish** religious education programs) should **follow local public school jurisdictions for inclement weather announcements**. Notify families early and often which public school jurisdiction your school will follow (utilize AP Notify .
- If inclement weather occurs on a day when public schools already were to be closed due to a professional day, etc., schedule changes for archdiocesan elementary schools will be determined by ESPA regional representatives and the Superintendent. The Archdiocese will notify the media of schedule changes; ESPA reps will implement the principals' phone tree; principals should implement their school communications plan.
- Have direct communications plan with redundant features to reach staff and parents (AP Notify, emails, phone trees, call-in phone numbers) in the event your school must be closed.
- If your school has a physical plant situation, such as a boiler problem:
  a. First call The Director of Facilities Management first , and the CSO to determine if it is necessary to close the school.

If your school must be **closed**:

  b. Notify archdiocesan Office of Communications, who will call the media: (note: most local news programs are off air by 7:00 a.m. so it is important to make early decisions and to have supplemental notifications for your parents)

  c. Notify the Catholic Schools Office.
  d. Implement your parent communications plan.

- Closings are provided to the media outlets below:
  - ★TV: Channels 4, 5, 7, 8 and 9
  - ★Radio: WTOP; WSMD/WKIK (So. MD); Radio America 1540 AM (Spanish; weekdays only)
  - ★Internet: www.wtopnews.com (tends to have the most complete listings during inclement weather)

Questions? Call the Office of Communications at 301-853-4517.

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APPENDIX F

TRAINING RESOURCE LIST FOR SCHOOL EMERGENCY RESPONSE TEAMS

(Updated: August 2010)

Based on Information Compiled by The U.S. Department of Education's Emergency Response and Crisis Management Technical Assistance Center

U.S. Department of Education Resources

"Practical Information on Crisis Planning: A Guide for Communities and Schools"

The U.S. Department of Education has developed this guide to provide schools and their communities with a general introduction to emergency management as it applies to schools and basic guidelines for developing school emergency management plans. *Practical Information on Crisis Planning: A Guide for Communities and Schools* outlines the four phases of emergency management (prevention-mitigation, preparedness, response and recovery) and provides checklists of the critical issues encountered in each phase. The Guide also provides information on specific elements of emergency management, including leadership, communication and the Incident Command System (ICS).
Accessible at: **http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf**

"Office of Safe and Drug-Free Schools (OSDFS), Emergency Planning Web site"

Emergency Planning is part of the Department's Lead and Manage My School series, a group of Web sites designed to support administrators. OSDFS presents information and resources regarding the Emergency Response and Crisis Management Plan Discretionary Grant Program alongside valuable resources for addressing the four phases of emergency planning. Accessible at: http://www.ed.gov/admins/lead/safety/emergencyplan/index.html

"Office of Safe and Drug-Free Schools (OSDFS), Emergency Planning: Pandemic Influenza Web site"

Emergency Planning: Pandemic Influenza is also part of the Department's Lead and Manage My School series, a group of Web sites designed to support educators and administrators. The Web site offers tools designed to assist schools and school districts in disseminating health information, planning for staff and student absences and maintaining a learning environment. Accessible at:
http://www.ed.gov/admins/lead/safety/emergencyplan/pandemic/index.html

"Emergency Response and Crisis Management (ERCM) Web Cast"

On June 28, 2005, the U.S. Department of Education's Office of Safe and Drug-Free Schools (OSDFS) hosted the Emergency Response and Crisis Management (ERCM) Web cast. The Web cast featured an overview of the four phases of emergency management and the roles that personnel from school districts, schools and other public agencies play in developing, implementing, evaluating and sustaining ERCM plans. A copy of the Web cast, along with all supporting materials, is available on the ERCM Technical Assistance Center's Web site.

Accessible at: **http://rems.ed.gov/index.cfm?event=trainingsArchived#videoConference**

"U.S. Department of Education's School Safety Web Cast"

The U.S. Department of Education conducted a one-hour Web cast to provide parents, educators, school administrators and local safety personnel an opportunity to review their emergency management plans. The Department's Office of Safe and Drug-Free Schools shared successful strategies so that all who have a vested interest in protecting our nation's children can learn more about how schools can help prevent-mitigate, prepare for, respond to and recover from a crisis. An archived copy of the Web cast is available on the Office of Safe and Drug-Free School's Emergency Planning Web site.
Accessible at: **http://www.connectlive.com/events/edschoolsafety/**

"Emergency Response and Crisis Management (ERCM) Technical Assistance (TA) Center Web site"

The ERCM TA Center Web site offers additional school-based resources addressing emergency management through the four phases of emergency management. Resources include the Web cast, training documents presented by experts and publications addressing key issues. Information on the ERCM discretionary grant program is updated annually.
Accessible at:

Resources: **http://rems.ed.gov/index.cfm?event=resources**
Trainings: **http://rems.ed.gov/index.cfm?event=trainings**
Web cast: **http://rems.ed.gov/index.cfm?event=trainings&iivideoConference**
Publications: **http://rems.ed.gov/index.cfm?event=publications**

- *ERCMExpress* - The *ERCMExpress* is a newsletter that provides comprehensive information on key issues in school emergency management. Accessible at **http://rems.ed.gov/index.cfm?event=express**
- *Helpful Hints - Helpful Hints* offers a quick overview of school emergency preparedness topics that are frequently the subject of inquiries. Accessible at **http://rems.ed.gov/index.cfm?event=hints**
- *Lessons Learned - Lessons Learned* is a series of publications that offers a brief recounting of actual school emergencies and crises. Accessible at **http://rems.ed.gov/index.cfm?event–lessons**

U.S. Department of Education (ED)

The U.S. Department of Education (ED) is responsive to the short and long-terms needs of the nation's schools, including responding to the effects of national and regional disasters affecting school communities and providing additional resources accordingly. Accessible at:
The U.S. Department of Education: http://www.ed.gov
State Contacts and Information: http://www.ed.gov/about/contacts/state/index.html
Office of Safe and Drug-Free Schools:
http://www.ed.gov/about/offices/list/osdfs/index.html?src=oc

FEDERAL AGENCY

RESOURCES

U.S. Department of Agriculture (USDA)

The USDA is the Federal agency responsible for performing research, implementing programs and developing policy to support the nation's agriculture programs. Their work involves use of our lands and protecting America's food supply. The USDA offers specific programs to school districts and communities to promote a safe and healthy school environment for youth, including school lunch and breakfast programs, food safety programs and nutrition. The Center for Nutrition Policy and Promotion (CNPP), the Food and Nutrition Service (FNS) as well the Food Safety and Inspection Service (FSIS) is accessible at:

U.S Department of Agriculture: http://www.usda.gov
Center for Nutrition Policy and Promotion: http://www.cnpp.usda.gov
Food Safety and Inspection Service: http://www.fsis.usda.gov
National School Lunch Program: http://www.fns.usda.gov/end/Lunch/default.htm

U.S. Department of Health and Human Services

The Department of Health and Human Services (HHS) enhances the physical and mental health of all citizens through research, program implementation, training, technical assistance and service delivery. HHS leads a variety of agencies and programs that address issues within the four phases of emergency planning and supports school and community safety programs: Emergency Readiness and Response, Mental Health in Schools, Violence Prevention, Substance Abuse and Healthy Youth. Accessible at:

Centers for Disease Control and Prevention (CDC): http://www.cdc.gov
Food and Drug Administration (FDA): http://www.fda.gov
Substance Abuse and Mental Health Services Administration (SAMHSA): http://www.samhsa.gov
SAMHSA's Disaster Technical Assistance Center (DTAC): http://mentalhealth.samhsa.gov/dtac/default.asp
Office of the Surgeon General: http://www.surgeongeneral.gov

U.S. Department of Homeland Security (DHS)

DHS organizes and unifies our nation's security and emergency management efforts. DHS 's mission is to "prevent and deter terrorist attacks and protect against and respond to threats and hazards to the nation." DHS manages and coordinates the emergency management efforts of multiple Federal, State and local agencies through its directorates and agencies (e.g., Office for Domestic Preparedness, Federal Emergency Management Agency (FEMA), Transportation Security Administration (TSA), Federal Law Enforcement Training Center, National Incident Management System (NIMS), The U.S. Secret Service, etc.). DHS offers resources for school communities at the Federal, State and local levels. Accessible at:

Department of Homeland Security: www.dhs.gov
State Homeland Security Contacts: http://www.dhs.gov/xgovt/Editionial 0291.shtm

Federal Emergency Management Agency (FEMA)

Part of DHS, FEMA works to prepare the nation for all potential hazards and contributes to the Federal response and recovery efforts following emergencies. FEMA also leads essential mitigation activities and trainings, and manages national programs (e.g., Flood Insurance and the U.S. Fire Administration). In addition to Federal initiatives, FEMA has regional and State offices that work with State and local first responders in their emergency management activities. FEMA provides information, guidance and resources addressing the four phases, as well as incident specific issues related to emergency management. Accessible at:

FEMA: http://www.fema.gov
FEMA Regional Contacts:
http://www.fema.gov/about/contact/regions.shtm
State Offices and Agencies of Emergency Management:
http://www.fema.gov/about/contact/statedr.shtm
Emergency Management Institute:
http://www.training.fema.gov/EMIweb

National Incident Management System (NIMS) Integration Center (NIC).

The NIMS is directed by DHS and supported by FEMA. The NIMS provides rules, regulations and guidance that school districts can use to prepare for and respond to an emergency. The NIMS presents a unified system for managing crises and addressing the roles and responsibilities of all local, State and Federal emergency planners. The NIMS places an emphasis on mutual aid and interagency collaboration. The NIMS Integration Center (NIC) provides guidance, tools and resources for supporting the NIMS' implementation efforts and keeping our schools safe. Accessible at:

NIMS Integration Center:
http://www.fema.gov/emergency/nims/index.shtm
NIMS Compliance and Technical Assistance:
http://www.fema.gov/emergency/nims/nims_compliance.shtm
NIMS Training:
http://www.fema.gov/emergency/nims/nims_training.shtm

Emergency Management Institute (EMI)

Federal Emergency Management Agency (FEMA) administers the Emergency Management Institute (EMI) and provides training in emergency management. EMI offers free online independent study courses for emergency management personnel.

Accessible at **http://training.fema.gov**

Ready Campaign

In February 2003, the Department of Homeland Security launched the Ready Campaign, and the Listo Campaign, an English and Spanish version of the national public service advertising campaign. Its purpose is to inform and empower citizens to prepare for and respond to terrorist attacks, disasters and other emergencies. The Ready Campaign offers community-based information, guides and strategies for staying safe and secure at home and in the

community. Accessible at:
Ready Campaign: **http://www.ready.gov**
Listo Campaign: **http://www.listo.gov**

Ready Kids

The US Department of Homeland Security and The Advertising Council created Ready Kids as part of its national public service advertising campaign. The Ready Kids Web site is in a kid friendly format and offers users a variety of interactive choices: "Creating a kit," "Making a Plan," "Knowing the Facts," "Graduating from the Courses," and playing games and puzzles. Additionally, the site presents supporting materials to parents and teachers.
Accessible at: **http://www.ready.gov/kids/home.html**

U.S. Department of Justice

The U.S. Department of Justice (DOJ) works to protect and defend the nation's citizens through the provision of law enforcement, implementation of prevention programs and on-going public safety efforts through the just and impartial application of the law. DOJ manages numerous programs that continually develop resources and present effective practices supporting the needs of the school emergency management and security communities.
Accessible at:
Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF): http://www.atf.gov
Community Oriented Policing Services (COPS): http://www.cops.usdoj.gov
National Institute of Justice (NIJ): http://www.ojp.usdoj.gov/nij

The U.S. Department of Justice/National Institute of Justice's (NIJ)

School Safety Program works with other government agencies, oversees research and development projects, and offers technical assistance as part of an effort to provide School Resource Officers (SROs) and others in the field with tools to help them deal with criminal activity. NU also directly supports efforts to develop, test, and evaluate school safety technologies to ensure that they are safe, effective, appropriate, and affordable for schools. Accessible at:

Office of Juvenile Justice and Delinquency Prevention (OJJDP): http://ojjdp.ncjrs.org
Office for Victims of Crime (OVC): http://www.ojp.usdoj.gov/ovc

Community Oriented Policing Services (COPS)

The U.S. Department of Justice, Office of Community-Oriented Policing Services offers a series of Problem-Oriented Guides for Police that also benefit the school community. This guide on school vandalism and break-ins provides cost-effective strategies for designing, operating and maintaining campus facilities and promoting security. It also addresses how educational institutions and local law enforcement agencies can work together to apply Crime Prevention Through Environmental Design (CPTED) principles to assist in violence and crime prevention. The series addresses numerous topics (i.e., safety and security, drugs, homeland security issues, sexual assault and technology).

Accessible at **http://www.cops.usdoj.gov/**

U.S. Department of Transportation

The Department of Transportation develops and coordinates policies that provide an efficient and economical national transportation system, with due regard for need, the environment, and the national defense. It is the primary agency in the federal government with the responsibility for shaping and administering policies and programs to protect and enhance the safety, adequacy, and efficiency of the transportation system and services. Accessible at:
U.S. Department of Transportation (DOT): http://www.dot.gov
DOT State & Regional Contacts: http://www.fhwa.dot.gov/webstate.htm
Federal Motor Carrier Safety Administration (FMCSA): http://www.fmcsa.dot.gov

National Highway Traffic Safety Administration (NHTSA):

The National Highway Traffic Safety Administration (NHTSA), one of the various agencies under the Department of Transportation has a school bus safety program that is committed to reducing school bus-related crashes, injuries, and fatalities through both behavioral programs and vehicle regulations. NHTSA works to educate school bus drivers, students, and other motorists about safe behavior that reduces the risk of being involved in a school bus-related crash.
Accessible at: **http://www.nhtsa.dot.gov**

Pandemic Flu

The U.S. Department of Health and Human Services manages a Web site focused on bringing up-to-date government pandemic information to individuals, families, schools, businesses and communities across the nation. The Web site presents a range of information from informational fact sheets, to global activities, to links for state and local planning efforts. Presented on the Web site is a School District (K-12) Pandemic Influenza Planning Checklist.
Accessible at http://www.pandemicflu.gov

FEDERAL COLLABORATIVE RESOURCES

Disaster Help.gov

This Web site is one component of the President's Disaster Management E-gov Initiative, which facilitates interagency collaboration between Federal agencies and supports the Federal mission to maintain one national risk-based emergency management program built on the four phases of emergency planning. The contributing Federal Agencies are the U.S. Department of Agriculture (USDA), the Department of Commerce (DOC), the Department of Defense (DOD), Department of Education (ED), Department of Energy (DOE), Department of Health and Human Services (HHS), Department of Homeland Security (DHS), Department of Housing and Urban Development (HUD), Department of Justice (DOJ), Department of Labor (DOL), Department of State (DOS), Department of the Interior (DOI), Department of the Treasury, Department of Transportation (DOT), and the Department of Veterans Affairs (VA). The Web site is continually being developed and is working to create first responder-centered resources.

Accessible at: **http://www.disasterhelp.gov/disastermanagement/open**

FirstGov for Kids

The Federal Citizen Information Center (First.Gov) is intended to be a one-stop shop for U.S. citizens to access government information and resources. The campaign has extended to address teens and children with its new site, Kids.gov. They have a site offering youth resources for emergency preparedness and safety to help them prepare and cope with national and local disasters.
Accessible at: http://www.kids.gov

Safe Schools/Healthy Students Initiative

The Safe Schools/Healthy Students (SS/11S) Initiative is a Federal grant program designed to prevent violence and substance abuse among youth in schools and the community. The U.S. Departments of Education (ED), the U.S. Department of Health and Human Services (HHS) and the U.S. Department of Justice (DOJ) collaboratively support the SS/HS Initiative, which aims to develop a listing of best practices that promote safe and healthy learning environments for America's children and adolescents.
Accessible at: http://www.sshs.samhsa.gov/default.aspx

U.S. Secret Service Safe School Initiative

In 2002, the U.S. Secret Service and U.S. Department of Education collaboratively completed the Safe School Initiative, a study of school shootings and other school-based attacks in the United States from 1974-2000. The study analyzed a total of 37 incidents involving 41 student attackers and identified information and risk factors surrounding school shootings that can help prevent future school-based attacks.
Accessible at: **http://www.ustreas.gov/usss/ntac_ssi.shtml**

PREVENTION-MITIGATION RESOURCES

The Community-Oriented Policing Services "School Vandalism and Break-Ins"

The U.S. Department of Justice, Office of Community-Oriented Policing Services offers a series of Problem-Oriented Guides for Police that also benefit the school community. This guide on school vandalism and break-ins provides cost-effective strategies for designing, operating and maintaining school facilities and promoting security. It also addresses how schools and local law enforcement agencies can work together to apply Crime Prevention Through Environmental Design (CPTED) principles to assist in violence and crime prevention. Chapter **6** details how to establish and maintain a "safe room" within each school to mitigate some hazards.
Accessible at:
http://www.cops.usdoj.gov/files/RIC/Publications/SchoolVandalismBreakIns.pdf

http://www.cops.usdoj.gov/files/RIC/Publications/e0807391.pdf

"Final Report and Findings: Implications for Prevention of School Attacks in the United States"

The U.S. Secret Service and the U.S. Department of Education collaborated to undertake the Safe School Initiative, an in-depth study of 37 school shootings and other school-based attacks that took place between 1974 and 2000. This report presents the common characteristics of the incidents, the attackers and behaviors that can be seen as cues for interventions. These characteristics led to the modification of the Secret Service traditional threat assessment model to be applied to the school environment. Accessible at:

http://rems.ed.gov/views/documents/FinalReportandFindingsofSafeSchoolInitiative.pdf

"Indicators of School Crime and Safety: 2006: Executive Summary"

This annual study is performed and presented collaboratively by the Department of Justice's Bureau of Justice Statistics and the Department of Education's National Center for Education Statistics. The annual study reports both incident data and self-report school-based crime as perceived by students, teachers, principals and the general population. This resource is a valuable tool for use with school climate assessments.
Accessible at: **http://www.ojp.usdoj.gov/bjs/abstract/iscs06.htm**

National Registry of Evidence-based Programs and Practices (NREPP)

The U.S. Department of Health and Human Services' Substance Abuse and Mental Health Services' Agencies (SAMHSA) offers the National Registry of Evidence-based Programs and Practices **(NREPP)** to help local organizations make informed decisions about evidence-based interventions. The registry is-a searchable database of evidence-based practices in prevention and treatment of mental health and substance use disorders.
Accessible at: **http://www.nrepp.samhsa.gov**

"The Relative Risks of School Travel: 2002"

The Transportation Research Board **(TRB)** convenes a Committee on School Transportation Safety. The Committee published a Special report on "The Relative Risks of School Travel" in 2002. The report provides some valuable data on deaths and injuries associated with travel to and from school. Accessible at: **http://onlinepubs.trb.org/Onlinepubs/sr/sr269.pdf**

Substance Abuse and Mental Health Services Administration (SAMHSA)

SAMSHA has a variety of prevention, response and recovery program supporting the safe and healthy development of you and families. SAMHSA offers services pertaining to emergencies and disasters, as well. Accessible at:

Criminal & Juvenile Justice: **http://www.samhsa.gov/Matrix/matrix_criminal.aspx**

Disaster Readiness & Response: **http://www.samhsa.gov/Matrix/matrix_disaster.aspx**

Suicide Prevention**: http://www.samhsa.gov/matrix2/matrix_suicide.aspx**

"The Safe Schools Checklist"

Created by The National Clearinghouse for Educational Facilities, funded by the U.S. Department of Education's Office of Safe and Drug-Free Schools, the checklist combines the nation's best school facility assessment measures into one, comprehensive, Internet-accessible tool. School safety teams can use this tool to assess their physical environment and identify hazards and vulnerabilities on their campuses. The checklist addresses accident prevention, crime prevention and disaster mitigation (e.g., the effects of potential natural disasters and terrorist acts), and applies the basic principles of Crime Prevention Through Environmental Design (CPTED). Accessible at:
http://www.edfacilities.org/checklist/checklist.cfm

"Safe School Design: A Handbook for Educational Leaders Applying the Principles of Crime Prevention Through Environmental Design (CPTED)"

This Education Resource Information Center (ERIC) publication (ED449541) offers an in-depth synthesis of current, effective practices for integrating the tenets of CPTED into school facilities planning and violence prevention programs. It further explains the causes of common campus vulnerabilities and methods for addressing them to create safer schools. The Handbook contains two valuable resources for school administrators: *The National School Safety Center's School Crime Assessment Tool,* and *The Oregon School Safety Survey. The National School Safety Center's School Crime Assessment Tool* allows administrators to evaluate their school's vulnerability to school-crime related issues and potential risks to school-climate. *The Oregon School Safety Survey*, developed by the Institute on Violence and Destructive Behavior at the University of Oregon, College of Education, is designed to determine school safety and violence prevention training needs among school personnel.
Accessible at: **http://www.eric.ed.gov** and put ED449541 on search term(s) box.

Schools Chemical Cleanout Campaign (EPA)

The U.S. Environmental Protection Agency announced its Schools Chemical Cleanout Campaign (SC3) in the summer of 2004 to support schools maintaining chemical management protocols as part of their all-hazards school emergency management plan. The campaign is part of the EPA's Healthy School Environments Initiative. The EPA's SC3 Toolkit, a core component of the Campaign, outlines key responsibilities of a variety of stakeholders (i.e., teachers, facilities personnel, waste handlers, and school chemical suppliers) and includes information and resources for addressing chemical management in all four phases of school emergency management. Accessible at: **http://www.epa.gov/sc3**

"Threat Assessment in Schools: A **Guide to Managing Threatening Situations and to Creating Safe School Climates"**

Based on the Safe School Initiative, the U.S. Secret Service and the U.S. Department of Education published this threat assessment guide to be used as a proactive tool by schools. The guide sets forth a process for identifying and assessing students who may pose a threat of targeted violence in schools. This process, known as threat assessment, was first pioneered by the U.S. Secret Service and was tailored to meet the needs of a school setting, based upon findings from the Safe School Initiative study. This guide is intended for use by school personnel, law enforcement officials and others with protective responsibilities in schools. Accessible at: **http://rems.ed.gov/views/documents/ThreatAssessmentinSchools.pdf**

"Managing Threats: Safety Lessons Learned from School Shootings"

UrbanED, the University of Southern California School of Education magazine, published this article, by Marleen Wong, Ph.D., on school shootings in spring 2007.

Accessible at:

http://www.nctsnet.org/nctsn_assets/pdfs/UrbanED_Managing_Threats_MWongPhD.pdf

PREPAREDNESS RESOURCES

"The American Red Cross's Recommended Emergency Supplies for Schools"

The American Red Cross is a response organization offering care and assistance to victims of disasters, as well resources for prevention, mitigation and preparedness. The American Red Cross offers specific planning resources for schools that address multi-hazard emergency management, including disaster-specific resources for droughts, earthquakes, fires, floods, heat waves, hurricanes, mudslides, terrorism, thunderstorms, tornadoes, tsunami, volcanoes, wild fires, winter storms, etc. "Recommended Emergency Supplies for Schools" provides recommendations on how to, and where to, store emergency supplies and how much to stockpile. It also includes recommended supply lists for individual kits, individual classrooms, and an entire school. The Web site offers a tool for customizing checklists.
Accessible at:
http://www.redcross.org/portal/site/en/menuitem.d8aaecf214c576bf971e4cfe43181aa0/?vgnextoid=0dc51a53f1c37110VgnVCM1000003481a10aRCRD&vgnextfmt=default

"American Red Cross's Preparedness for People With Disabilities"

"Preparedness for People With Disabilities" is a brief resulting from years of firsthand experience and input by American Red Cross volunteers across the nation. It offers checklists, summaries and points of consideration for a variety of disabilities and disasters. It makes powerful suggestions for the accommodations, modifications and services that students may need and that schools may easily incorporate into their emergency management plans.
Accessible at: http://www.redcross.org/www-files/Documents/Preparing/A4497.pdf

"Assessing Legal Preparedness for School Closure in Response to Pandemic Flu or Other Emergencies"

This document highlights the Center for Law and the Public's Health's findings from a Centers for Disease Control (CDC)-funded project, "Assessing Legal Preparedness for School Closure in Response to Pandemic Flu or other Emergencies," at the 2007 Public Health Preparedness Summit.
Accessible at: **http://www.publichealthlaw.net/Research/Affprojects.htm#SC**

"Campus Public Safety: Weapons of Mass Destruction Terrorism Protective Measures" The Office for Domestic Preparedness of the Department of Homeland Security (DHS) has published a safety planning series to guide public safety planning efforts regarding weapons of mass destruction and potential terrorist attacks on college campuses. The guides address the four phases of emergency planning and provide additional resources.

Accessible at: **http://www.ed.gov/admins/lead/safety/emergencyplan/campussafe.html**

"The Community Oriented Policing Services (COPS) Collaboration Toolkit: How to Build, Fix and Sustain Productive Partnerships"

The U.S. Department of Justice Office of Community Oriented Policing Services (COPS) produces a variety of resources that support school and community policing and prevention efforts. As school districts develop, enhance and plan emergency management activities, they will want to work closely and collaboratively with their community first responders. Recognizing this kind of working relationship presents common and unique challenges for every community. COPS has created a free toolkit that addresses the challenges, provides tips and strategies, and accompanying models for success. Accessible at:
http://www.cops.usdoj.gov/ric/ResourceDetail.aspx?RID=236

Community Oriented Policing Services (COPS) "School Safety Guides and Reports CD-ROM"

The COPS Office created a CD-Rom composed of more than 30 COPS Office and other U.S. Department of Justice agency links and documents related to youth violence, gangs, bullying, and drugs, and safety. The CD-Rom is divided into three categories: COPS School Safety and Youth Violence Publications, Government Publications and School Safety Related Documents and Resources. The "School Safety Guides and Reports CD-ROM" provides school emergency management teams and their community partners with tools for collaboratively preparing for and responding to crises.
Accessible at: **http://www.cops.usdoj.gov/html/cd_rom/school_safety/index.htm**

Community Oriented Policing Services (COPS) "School Safety Guides & Reports Web Page"

The COPS Office presents a comprehensive Web site with a section tailored specifically to the school community, "School Safety: Guides & Reports." The School Safety Web page includes the following resources: "A Guide to Developing, Maintaining, and Succeeding With Your School Resource Officer Program," "Bomb Threats in Schools" and "Kids, COPS, and Communities." Through the Web site the COPS office provides training, guidance and materials to assist schools in creating and maintaining safe learning communities.
Accessible at: **http://www.cops.usdoj.gov/Default.asp?Item=140**

Community Oriented Policing Services (COPS) "School Safety Package"

"Community Oriented Policing Services (COPS) School Safety Package" is a complete collection including all COPS efforts in safe youth and community development. The package contains the "COPS School Safety Guides and Reports CD-ROM," the "COPS Campus Safety CD-ROM" and the "COPS SRO Performance Evaluation CD-ROM."
Accessible at: **http://www.cops.usdoj.gov/Default.asp?Item=1588**

"Federal Emergency Management Agency (FEMA) Comprehensive Exercise Curriculum"

FEMA presents this curriculum aimed at building the capacity of emergency managers to plan, design, conduct and assess an emergency exercise program. A comprehensive program will help schools respond to and recover from crises. The curriculum provides information, guides and exercises for developing both functional exercises and debriefing activities. It is available on-line and hosted by the Emergency Management Institute. Accessible at:
http://www.training.fema.gov/emiweb/cec/CECCourses.asp

"Federal Emergency Management (FEMA) Hurricane Preparedness for People with Disabilities"

The Federal Emergency Management Agency (FEMA) provides through the Web site, "Hurricane Preparedness for People with Disabilities," information .on assisting people with disabilities during a disaster. The Web site presents guidelines for providing assistance, preparing an emergency plan and creating self-help networks.
Accessible at: **http://www.fema.gov/news/newsrelease.fema?id=24487**

"A Guide to Developing a Severe Weather Emergency Plan for Schools"

The National Oceanic and Atmospheric Administration (NOAA) created this guide to assist school administrators and teachers with developing safety plans during thunderstorms and their accompanying hazards of lightening, hail, tornadoes and flash floods. Information on designing and practicing the plan, recognizing the approach of severe weather and school bus safety are provided. Accessible at: **http://www.erh.noaa.gov/er/lwx/swep**

"HIPAA Privacy Rule: Disclosures for Emergency Preparedness - A Decision Tool"

The Health Insurance Portability and Accountability Act (HIPAA) strengthens students' right to privacy and prevents the disclosure of personal health-related information. The U.S. Department of Health and Human Services' Office of Civil Rights (OCR) establishes and monitors standards for maintaining privacy. In the event of an emergency, schools should only convey personal student information to first responders providing treatment and to parents or guardians responsible for the student. This tool provides guidance for schools in following HIPAA. Accessible at:
http://www.hhs.gov/ocr/privacy/hipaa/understanding/special/emergency/decisiontool.html

Justice Technology Information Network's (JUSTNET) "School Safety Resources"

JUSTNET is part of the National Institute of Justice's (NH's) National Law Enforcement and Corrections Technology Center (NLECTC). JUSTNET offers an Internet resource directory for School Safety personnel framed in the four phases of emergency management. The directory presents links to programs, guides and information regarding the development of school safety plans school.

Accessible at:
http://www.ncjrs.gov/App/Publications/abstract.aspx?ID=234395
http://www.ncjrs.gov/App/Publications/Abstract.aspx?ID=208127

http://www.justnet.org/TechBeat%20Files/SchoolSafety.pdf

"Kentucky Center for School Safety's Emergency Management Guide"

The Kentucky Center for School Safety created the school-based Emergency Management Guide as a broad support for preventing, planning for and responding to a variety of emergencies at school. The guide provides step-by-step guidance and resources for developing school emergency plans. From multi-hazard to threat specific, the guide supports an all-hazards approach complete with a comprehensive section regarding trauma and recovery.
Accessible at: **http://www.kycss.org/clear/EMGpage.html**

"Model Safe School Plan. A **Template for Ensuring a Safe, Healthy, and Productive Learning Environment Volume 2—Emergency Procedures"**

The Model Safe School Plan covers emergency preparedness and response, based on the California Standardized Emergency Management System (SEMS), which is designed to centralize and coordinate the emergency response actions of various Los Angeles district organizations and public agencies. It provides an effective framework for managing emergencies, from minor incidents to major earthquakes. The program was evaluated by FEMA and listed in its "Partnerships in Preparedness: A Compendium of Exemplary Practices in Emergency Management, Volume IV."
Accessible at: **http://lausd-oehs.org/schoolsafetyplans_v2.asp**

"Multi-Hazard Emergency Planning for Schools (IS 362)"

IS-362 is part of The Federal Emergency Management Agency's (FEMA) On-line Independent Study Program presented by the Emergency Management Institute. IS-362 is an eight-hour, web-based course addressing the four phases of emergency planning using a multi-hazard approach that has been tailored to the school community. Specifically, it addresses hazard assessment, plan development, emergency management operations and the necessary roles and responsibilities to be represented on a school emergency team. School district and school-based professionals with key roles and responsibilities in emergency management should take this course as an introduction to their team's emergency management activities.
Accessible at: **http://training.fema.gov/EMIWeb/IS/is362.asp**

National Organization on Disability's (NOD) "Guide on the Special Needs of People With Disabilities for Emergency Managers, Planners and Responders"

The National Organization on Disability (NOD) created the "Guide on the Special Needs of People With Disabilities for Emergency Managers, Planners and Responders" guide to inform emergency management personnel of key concerns and needs faced by people with disabilities during an emergency. The guide offers information gleaned from past disasters, as well as research and resources for integrating people and students with disabilities into all emergency management activities.
Accessible at: **http://www.nod.org/index.cfm?fuseaction=Page.viewPage&pageId=1564**

"Ready America's Supply Checklists"

Presented by Ready America, part of Ready.gov, these checklists include supplies for such basic needs as food, clean air and first aid. Special checklists are also available for portable kits and for people with special needs.
Accessible at: **http://www.ready.gov/missing.html**

"Virginia Department of Emergency Management School Crisis Management Exercise Development Guide"

The Virginia Department of Emergency Management offers this guide to assist schools in breaking down the simulation process into numerous discreet steps complete with information, checklists and worksheets for collaboratively developing, conducting, and evaluating emergency simulations. From defining the goals and objectives to debriefing and evaluating the data, planners should consult this guide and its tools for successful emergency exercise activities.
Accessible at: **http://www.vaemergency.com/library/handbooks/schoolcrisisguide.pdf**

"Disaster Services, Educator's Information"

The American Red Cross provides additional curricular supports and materials for teachers, educators and presenters to help children and families learn how to stay safe and prevent or reduce the effects of disasters or other emergencies.
Accessible at: **http://www.redcross.org/services/disaster**

"Federal Emergency Management Agency (FEMA) for Kids"

FEMA has created a Web site on emergency preparedness specifically for children. The Web site, FEMA for Kids, teaches children how to prepare for disasters and prevent harm from disasters. Kids can play games, read stories and learn about what causes disasters. Accessible at **http://www.fema.gov/kids**

"FEMA Resources for Parents and Teachers"

FEMA has created a Web site tailored to meet the needs of parents and teachers as they support students in their preparedness and coping efforts. The Web site provides caregivers with safety information, a curriculum and learning activities appropriate for the home or classroom.
Accessible at: **http://www.fema.gov/kids/teacher.htm**

BAM! (Body and Mind) - Kids Survival Skills

The Centers for Disease Control (CDC) presents BAM! Body and Mind! an interactive Web site for youth that addresses key issues affecting their safe and healthy development at school, home and in the community. BAM! offers information, games, challenges, and daily lessons in friendly terms for youth aged 9 to 13. The Web site is designed to be a support tool for students interacting with daily life stresses and presents valuable information in six core categories: Diseases, Food and Nutrition, Physical Activity, Your Safety, Your Life and Your Body. Resources are also made available for teachers in the classroom.
Accessible at: **http://www.bam.gov/index.html**

RESPONSE RESOURCES

"Bomb Threat Response: An Interactive Planning Tool for Schools."

The Office of Safe and Drug-Free Schools (OSDFS) and The Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) collaborated to develop this tool (CD) for schools and law enforcement. The CD is available for free, and it offers a comprehensive guide on how to best respond to bomb threats in schools. The planning tool offers guidance for school administrators and law enforcement to develop policies specific to the school district and its unique needs. The Bomb Threat Response also addresses communication and presents guidelines for how to communicate during the response phase.
Accessible at: **http://www.threatplan.org**

"A Biosecurity Checklist for School Food Service Programs: Developing a Biosecurity Management Plan"

In response to the U.S. Department of Agriculture (USDA) conducted vulnerability assessments of school food service facilities, the agency developed a biosecurity checklist for schools. It is presented alongside a training video and this 40-page training guide aimed at school food service managers.
Accessible at: **http://healthymeals.nal.usda.gov/hsmrs/biosecurity.pdf**

Video version accessible at:

http://130.74.84.77/launcher.php?file=%2Fomo%2fcmp%2fbio.wmv

"Chemical Agents: Facts About Sheltering In Place"

The Center for Disease Control's fact sheet defines this response shelter in place, provides criteria for activating the response and guidance for doing it safely. Although it is delivered in reference to the home setting, the information will be useful for school shelter in place officials. Accessible at: **http://www.bt.cdc.gov/planning/shelteringfacts.asp**

"Emergency Readiness Plan: A Guide for the School Foodservice Operation"

Developed by the National Food Service Managers Institute (NFSMI) through an agreement with the U.S. Department of Agriculture (USDA), the "Emergency Readiness Plan: A Guide for the School Foodservice Operation" is a response guide for school foodservices and emphasizes emergencies caused by natural disasters or unintentional factors.
Accessible at: **http://www.nfsmi.org/Information/e-readiness.html**

Federal Emergency Management Agency (FEMA)

FEMA has several publications for teachers and schools on earthquake preparedness, including standards-based classroom activities, “Tremor Troops” for K-6 and “Seismic Sleuths” for 7-12.

Accessible at: **http://www.fema.gov/plan/prevent/earthquake/schools.shtm**

"Fact Sheet: National Incident Management System (NIMS)"

The NIMS establishes standardized incident management processes, protocols and procedures that all responders--Federal, State, tribal and local--will use to coordinate and conduct response actions. Since school districts are an integral part of local government, their use of the NIMS should be achieved in close coordination with other components of the local government. School districts are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. This traditional relationship should be acknowledged in achieving the NIMS compliance within an integrated local government plan. School district participation in a local government's NIMS preparedness program is essential to ensure that first responder services are delivered to schools in a timely and effective manner.
Accessible at: **http://www.dhs.gov/xnews/releasesipress release 0363.shtm**

"Incident Command System (ICS) Fact Sheets"

The ICS is the standard incident management system for all emergency responders as implemented by the National Incident Management System (NIMS). The ICS outlines how to respond to and manage emergencies; provides structure; and offers guiding concepts, principles and protocols. The system integrates procedures from all response partners (e.g., officials in the public health, mental health, fire and law enforcement communities) as well as the use of facilities and equipment, personnel, terminology and communications. ICS manages both short-term and long-term operations for a broad range of emergencies, from small to complex incidents, both natural and manmade. Accessible at:
ICS-100 Fact Sheet accessible at: **http://www.fema.gov/pdf/nims/ics_100_fs.pdf**
ICS-200 Fact Sheet accessible at: **http://www.fema.gov/pdf/nims/ics_200_fact_sheetm.pdf**

"An Introduction to Incident Command System (ICS 100)"

The Federal Emergency Management Agency (FEMA) Emergency Management Institute (EMI) offers this on-line independent study (IS) program course. Key emergency school personnel from both the school district and individual schools are advised to take the course as it addresses the key components of the ICS (e.g., chain of command, critical points for decision–making.) Accessible at: **http://training.fema.gov/EMIWeb/IS/IS100a.asp**

"Incident Command Systems for Single Resources and Initial Action Incidents (ICS 200)"

EMI offers this on-line independent study (IS) program course to complement the ICS 100. Key school personnel with roles and responsibilities connected to school safety should take this course to learn how to effectively manage smaller-scaled incidents that do not require the use of first responders from multiple agencies.

Accessible at: **http://training.fema.gov/EMIWeb/IS/IS200a.asp**

"Mercury: Health Effects"

The Environmental Protection Agency (EPA) has developed a fact sheet that compares and contrasts the three chemical forms of Mercury: Methylmercury, Elemental mercury and other mercury compounds (inorganic and organic). The fact sheet explains the specific effects mercury has on human health and the symptoms of mercury exposure. The fact **sheet also addresses** conditions known to worsen the impact of exposure, such as closed rooms. Accessible at: **http://www.epa.gov/mercury/effects.htm**

"National Response Plan"

In the Homeland Security Presidential Directive (HSPD)-5, the President directed the development of a new National Response Plan (NRP) to align Federal coordination structures, capabilities and resources into a unified, all discipline and all-hazards approach to domestic incident management. This approach is unique and far reaching in that it, for the first time, eliminates critical seams and ties together a complete spectrum of incident management activities to include the prevention of, preparedness for, response to and recovery from terrorism, major natural disasters and other major emergencies. The end result is vastly improved coordination among Federal, State, local, and tribal organizations to help save lives and protect America's communities by increasing the speed, effectiveness, and efficiency of incident management. Accessible at: **http://www.nmfi.org/natlresp/start.htm**

Office for Victims of Crime (OVC) Bulletin, "School Crisis Response Initiative"

This bulletin describes the work of the School Crisis Response Initiative of the National Center for Children Exposed to Violence at the Yale Child Study Center and provides an overview of the program's organizational model for school emergency preparedness and response. The organizational model presented in this bulletin is intended to guide schools and school districts as they develop their own school-based emergency response plans.
Accessible at:
http://www.ojp.usdoj.gov/ovc/publications/bulletins/schoolcrisis/ncj197832.pdf

"Pandemic Influenza: Preparing and Responding to a School Crisis"

Diane Allensworth, of the Center for Disease Control presented at the U.S. Department of Education's Office of Safe and Drug-Free Schools (OSDFS) Fiscal Year (FY) 2005 Emergency Response and Crisis Management (ERCM) Grantees Meeting on January 11, 2006 in Atlanta, Georgia. Ms. Allensworth's Power Point presentation offers valuable information and guidelines for schools for guarding against potential infectious disease.
Accessible at: **http://rems.ed.gov/views/documents/PandemicFlu_Allensworth.ppt**

"Infectious Disease Planning: Incorporating Pandemic Planning into School Crisis Plans"

Dana Carr, a Program Specialist with the Office of Safe and Drug-Free Schools, presented at the U.S. Department of Education's Office of Safe and Drug-Free Schools (OSDFS) Emergency Management for Schools Training on May 16, 2006 in Pittsburgh, Pennsylvania. Ms. Carr provided information about infectious diseases and *a* pandemic influenza framed in the four phases of emergency management. She outlined the common steps schools can take to prepare for a pandemic influenza. Accessible at:
http://rems.ed.gov/views/documents/InfectiousDiseasePlanning_PA.ppt

RECOVERY RESOURCES

"Centers for Disease Control and Prevention (CDC) Food Safety and Safe Water Guidelines"

The CDC offers guidelines for safe food and water consumption after a natural disaster. Precautions for preparing and storing food, drinking water, feeding infants and young children and sanitizing food-contact services are presented. Links to other food safety resources, including the U.S. Department of Agriculture (USDA), are also provided.
Accessible at: **http://www.bt.cdc.gov/disasters/foodwater.asp**

"Eye Safety Emergency Response and Disaster Recovery"

After physical destruction has taken place, responders need to take precautions against any new hazards in the environment (i.e., dust, falling or shifting debris, noxious/poisonous gases, etc.). The National Institute on Office Safety and Health presents general precautions that must be taken to protect the eyes during many response procedures that can pose a risk of abrasion or infection to the eyes (i.e., abrasion from dust, concrete particles).
Accessible at: **http://www.cdc.gov/niosh/eyesafe.html**

"Federal Emergency Management Agency (FEMA) Repairing Your Flooded Home"

"Repairing Your Flooded Home" is a flood a recovery publication that provides a step-by-step guide to repairing your home and how to get help after a flood disaster. This publication provides information to homeowners, building officials and state and local officials and is applicable to schools. Accessible at: **http://www.fema.gov/library/viewRecord.do?id=1418**

"Federal Emergency Management Agency (FEMA) After a Flood: The First Steps"

"After a Flood: The First Steps" is a recovery guide created by the FEMA Flood Division office. It presents guidance for staying healthy, cleaning up, making repairs and getting help after a flood. It has resources for the school community.
Accessible at: **http://www.fema.gov/hazard/flood/aftrfld.shtm**

"Guidance for Filtration and Air-Cleaning Systems to Protect Building Environments from Airborne Chemical, Biological or Radiological Attacks"

The Centers for Disease Control and Prevention created a guide schools may use reinstate and maintain healthy filtration and air-cleaning systems. The guide will help schools to ensure a healthy ventilation system before and after disasters.
Accessible at: **http://www.cdc.gov/niosh/docs/2003-136**

"Worker Safety During Fire Cleanup"

This Centers for Disease Control and Prevention Fact Sheet details the types of hazards in the environment after fires including electrical hazards, carbon monoxide poisoning, musculoskeletal hazards, heat stress, hazardous materials and confined spaces. Accessible at: **http://www.bt.cdc.gov/firesafety/cleanupworkers.as2**

"Center for Trauma, Response and Preparedness (CTRP) Educational Materials"

The Center for Trauma, Response and Preparedness (CTRP) is a University of Connecticut and Yale University Center of Excellence. The Center was established late in 2001 through the Federal Substance Abuse and Mental Health Services Administration (SAMHSA), the State of Connecticut Department of Mental Health and Addiction Services (DMHAS) and the Department of Children and Families (DCF). The CTRP presents a Web page titled "Educational Materials," which offers an array of resources for educators to address the mental health needs of students proactively. It provides resources for including mental health in the school emergency plan and other preparedness resources. The Center also offers a wealth of school-based resources addressing emergency intervention and response.
Accessible at: **http://www.ctrp.org/resources_educators.htm**

"A Guide for Intermediate and Long-Term Mental Health Services After School-related Violent Events"

The Substance Abuse and Mental Health Services Agency's (SAMHSA) National Mental Health Information Center (NIMH) offers this brief guide. It outlines the different roles of school-based service providers, including teachers, school counselors, school psychologists, social workers and school nurses.
Accessible at: **http://mentalhealth.samhsa.gov/publications/allpubs/NMH03-0151/default.asp**

***"GulfGov Reports:* Education — An Examination of the Impact of Hurricanes Katrina and Rita on the Public School Districts in 15 Communities"**

This report presents the findings of a multi-year *GulfGov Reports* research project to track the recovery efforts of the communities in Louisiana, Mississippi and Alabama that were greatly affected by Hurricanes Katrina and Rita. The project examines the state of the public school system in areas that are struggling, areas that are rebounding and those that are growing. Publication information:
Principal Author: Karen Rowley, Special Projects Manager, Public Affairs Research Council of Louisiana. (April 11, 2007).
Accessible at:
http://www.rockinst.org/pdf/disaster_recovery/gulfgov/gulfgov_reports/2007-04-11-gulfgov_reports_education_an_examination_of_the_impact_of_hurricanes_katrina_and_rita_on_the_public_school_districts_in_15_communities.pdf

"Listen, Protect, and Connect Model and Teach: Psychological First Aid for Children"

This guide provides information for teachers to help students recover emotionally and academically following a school emergency or crisis situation. The guide includes the five steps of psychological first aid: 1) listen; 2) protect; 3) connect; 4) model; and 5) teach. It also offers helpful questions to guide teachers as they provide support to students.

Publication information:
M. Schreiber, R. Gurwitch, & M. Wong. (2006).
Accessible at: **http://www.ready.gov/kids/_downloads/PFA_SchoolCrisis.pdf**

"National Center for Post-Traumatic Stress Disorder (PTSD) Assessment Resources"

The Department of Veterans Affairs funds the National Center for Post-Traumatic Stress Disorder (PTSD). The enter presents guidance and materials for screening and assessing trauma as well as a Web page titled "Assessment" comprised of fact sheets and resources addressing screening and diagnosis of trauma related disorders.

Accessible at: **http://www.ncptsd.va.gov/ncmain/assessment**

"Reactions and Guidelines for Children Following Trauma/Disaster"

The American Psychological Association offers an extensive set of resources addressing recovery issues for schools. The document highlights post-trauma reactions and behaviors and explores what to expect of typical elementary school students, middle school students, high school students and teachers exposed to trauma. It also offers guidelines for teachers and parents seeking to help students of different ages cope with their emotions.
Accessible at: **http://www.apa.org/practice/ptguidelines.html**

"Tips for Helping Students Recovering from Traumatic Events"

In September 2005, the U.S. Department of Education published a brochure for parents and students coping with the after-effects of Hurricanes Rita and Katrina. The brochure offers expert advice for those directly impacted by a natural disaster, as well as information for teachers and school personnel assisting those affected.
Accessible at: **http://www.ed.gov/parents/academic/help/recovering/index.html**

"The Three R's for Dealing with Trauma in Schools: Readiness, Response & Recovery"

This free, comprehensive training package was produced by the U.S. Department of Education's Office of Safe and Drug-Free Schools, Harvard Public School of Health, The Prevention Institute, and Education Development Center's Health and Human Development Programs. The broadcast and accompanying training materials and tools are available on-line.

Accessible at: **http://rems.ed.gov/index.cfm?event=resources**

"Uncommon Sense, Uncommon Courage: How the New York City School, System, Its Teachers, Leadership, and Students Responded To the Terror of September 11"

The report discusses what actually took place during the terror attacks of 9/11, in an in-depth report presented by the National Center for Disaster Preparedness at Columbia University's Mailman School of Public Health. Uncommon Sense, Uncommon Courage describes how school and emergency personnel successfully evacuated 9,000 students from eight schools, ensuring that every child returned home safely and was reunited with loved ones. The report covers actions taken and lessons learned on a variety of topics, with a focus on response and recovery. It is the result of interviews during an I 8-month period, beginning shortly after the attacks. Emergency responders, public health officials, the New York City School Board, educators and administrators all contributed to the report.
Accessible at: **http://www.ncdp.mailman.columbia.edu/files/9_11reportASSESSMENT.pdf**

"Who Cares for the Caregivers? Helping Administrators and Faculty Cope with a Crisis"

The article discusses the specific needs of adults, how to support them and lessen the negative impact of an emergency on the school community. When a crisis or emergency occurs at a school, teachers are expected to be the support system for students, and sometimes parents as well. Facing the varying expectations of stakeholders, teachers are often left not knowing what is expected of them. To cope, they often carry on with academics instead of addressing their own needs, which in turn, does not serve the best interests of their students. Accessible at: **http://www.ascd.org/publications/newsletters/education_update/mar05/vol47/num03/WhoCaresfortheCaregivers%2B.aspx**