

“All Hazards” School Safety Planning Toolkit



June 2009

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Foreword and Acknowledgements

The Pennsylvania “All Hazards” School Safety Planning Toolkit is designed to help school districts/schools in their efforts to plan for all types of disasters, natural and human-caused. Everyone from the state level of government to the school districts/schools and the community at large has a moral and legal obligation to ensure the safety of our children in the event of a disaster.

The Safe Schools Planning Sub-Committee, of the Pennsylvania Safe Schools Advisory Committee, considers this Toolkit a “living document”. New procedures for prevention/mitigation, preparedness, response, and recovery become available on a regular basis. Therefore, this document will be updated on an annual basis or after a significant event that impacts how school districts/schools in the commonwealth plan for the hazards that may affect their campuses.

Throughout this document, various terms may be referenced. In keeping with the philosophy of the National Incident Management System, it is recommended that all schools adopt this standard terminology to avoid confusion when working with partner agencies in Prevention/Mitigation, Preparedness, Response, and Recovery.

Thank you to the following agencies, organizations, and individuals who contributed to the development of this Toolkit:

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Chapter I – Introduction

A. Concept of the Toolkit

1. The Pennsylvania “All Hazards” School Safety Planning Toolkit provides guidelines for school districts/schools and communities to address all types of crises, emergencies, and disasters that might impact their campuses. Standard procedures are provided for these situations to assist facilities with a foundation for planning and a framework for response when an event happens.
2. The likelihood of effectively managing an emergency is increased with a comprehensive “All Hazards” School District level Safety Plan and individual building plans tailored to the conditions and resources of an individual school or facility. The guidelines contained herein provide a step by step model for districts and individual schools to develop their own “All Hazards” School/District Safety Plan.
3. For purposes of this Toolkit, a “Crisis” is an incident, or series of incidents, expected or unexpected, that has a significant effect on one or more persons, but may not involve the entire school or community. An “Emergency” is defined as a sudden, generally unanticipated event that has the potential to profoundly and negatively impact a significant segment of the school. A “Disaster” is defined as any incident which results in multiple human casualties and/or disruption of essential public health services or any incident which requires an increased level of response beyond the routine operating procedures, including increased personnel, equipment, or supply requirements. Collectively and hereafter in this Toolkit, they will all be referred to as incidents.
4. The “All Hazards” School Safety Plan should be a collaboration and partnership between the school district and the community. The Emergency Management Services Code, 35 Pa. C.S. §§7101 *et seq.*, as amended, states, "Every school district and custodial child care facility, in cooperation with the local Emergency Management Agency, and the Pennsylvania Emergency Management Agency, shall develop and implement a comprehensive disaster response and emergency preparedness plan consistent with the guidelines developed by the Pennsylvania Emergency Management Agency and other pertinent State requirements. The plan shall be reviewed annually and modified as necessary. A copy of the plan shall be provided to the county emergency management agency." However, this partnership should be expanded to include first responder organizations and any other entity who would be involved in the response to or recovery from an incident that impacts the school district.
5. Each school district should form a District Safety Committee that includes these community partners. The District Safety Committee can then provide guidance to each school building in the development of their own committees and plans. This is a comprehensive district level steering committee regarding all aspects of school safety, emergency planning and management. It should not be considered a safety committee concerned only with workers' compensation and injury reduction.

B. The Commonwealth Perspective

1. The Commonwealth of Pennsylvania has set three broad goals for education:
 - a. High student performance.
 - b. High quality teaching and administration.
 - c. A safe, secure, and supportive environment for each school and every child.
2. To achieve these goals, this Toolkit provides protocols for all types of incidents that may affect a school in line with the phases of an emergency: Prevention/Mitigation, Preparedness, Response, and Recovery. These protocols will ensure that school districts/schools and their campuses can quickly and adequately restore the school climate to optimal learning conditions. Each of these phases is addressed briefly in the next chapter and then defined and applied in detail in later chapters of the Toolkit.

C. Phases of an Emergency

1. Prevention/Mitigation – Prevention and mitigation are proactive efforts, laying the groundwork for avoiding and reducing the effects of incidents. Many school districts/schools have addressed prevention efforts to varying degrees. However, the potential to minimize risk through mitigation efforts needs to be explored further by many school districts/schools.
2. Preparedness – Preparedness is a critical part of any “All Hazards” School Safety Plan. A sound preparedness strategy informs the staff about what to do in order to keep students safe in the event of an incident. It helps school districts/schools to develop and practice routines that reduce the likelihood of panic during stressful situations. This also means that school districts/schools have designed procedures for communicating to parents, staff, and the community and reunification of children with their parents/guardians. Preparedness is also the link that ties the school district with the larger community.
3. Response – The response phase is designed to ensure that the action steps in the “All Hazards” School Safety Plan are properly implemented when an incident occurs. Typically, the response phase outlines the responsibilities for those who have a role in the response effort.
4. Recovery – How quickly a school district recovers from an incident is impacted by how well that district manages its post-incident communications with response agencies, the local community, parents/guardians, students, district staff, and the media. It is important to ensure that the appropriate level of support is provided to those who suffer physical or emotional trauma during an incident. Recognizing warning signs and providing assistance will help to reduce the overall impact of an incident.

D. How to Use this Toolkit

1. The “All Hazards” School Safety Planning Toolkit is presented in such a manner as to allow each school district and building within that district to meet specific local needs. Each section of the Toolkit will walk the team that develops the plan through the various topics that need to be addressed in an effective School Safety Plan.

2. Each section includes an explanation of the items that should be included in that area of the plan, examples to explain the item further, and a resource section that includes key planning terms, authorities and references, websites of interest, list of recommended reading materials, and sample documents. The sample documents are policies and procedures, forms, and other items gathered from across the nation that the “All Hazards” School Safety Planning Toolkit development committee considered “best practices”.
3. This Toolkit represents an effort to bring together elements of emergency management for natural and human-caused (accidental or intentional) incidents, interpersonal violence, threats to self or others and any other type of incident that may affect the school districts/schools in the Commonwealth of Pennsylvania.

Introduction - Resource Section

1. Authorities and References:

a. Authorities

- 1) Emergency Management Services Code, 35 Pa. C.S. §§7101 *et seq.*, as amended.
- 2) Public School Code of 1949, 24 P.S. §§ 1-101, *et seq.*, as amended.

b. References:

- 1) GAO-07-821T Emergency Management.
- 2) Homeland Security Fact Sheet, October 30, 2007, "Creating a Culture of Preparedness Among Schools."

2. Key Words:

- a. Crisis - An incident, or series of incidents, expected or unexpected, that has a significant effect on one or more persons, but may not involve the entire school or community.
- b. Disaster - Any incident which results in multiple human casualties and/or disruption of essential public health services or any incident which requires an increased level of response beyond the routine operating procedures, including increased personnel, equipment, or supply requirements.
- c. Emergency - A sudden, generally unanticipated event that has the potential to profoundly and negatively impact a significant segment of the school.

3. Websites:

- a. Bomb Threat Response: www.threatplan.org
- b. Gang Publications Library: www.iir.com/nygc
- c. Pennsylvania Emergency Management Agency: www.pema.state.pa.us
- d. Pennsylvania Department of Education: www.pde.state.pa.us
- e. Pennsylvania Center for Safe Schools: www.safeschools.info
- f. Jane's Model: www.janes.com
- g. SMART School Tool (All-Hazards Planning Tool): www.smartschooltool.org
- h. U.S. Department of Education - Keyword: Practical Information on Crisis Planning: A Guide for Schools and Communities.: www.ed.gov/emergencyplan
- i. U.S. Department of Homeland Security: www.dhs.gov
- j. U.S. Department of Justice – COPS Program: www.cops.usdoj.gov

4. Recommended Readings:

- a. *Innocent Targets – When Terrorism Comes to School* by Michael Dorn and Chris Dorn. Safe Havens International, Inc., Canada, 2005.
- b. Jane's Facility Security Handbook.
- c. Jane's Safe Schools Planning Guide for All Hazards.
- d. Jane's School Safety Handbook.
- e. *On Killing: The Psychological Cost of Learning to Kill in War and Society* by LTC Dave Grossman. Back Bay Books, November 1, 1996.
- f. *Terror at Beslan* by John Giduck. Archangel Group, Inc., Canada, 2005.
- g. *Weakfish: Bullying Through the Eyes of a Child* by Michael Dorn. Safe Havens International, Inc., Canada, July 23, 2003.

Chapter II – Beginning the Planning Process

A. Legal Aspects

1. The Commonwealth of Pennsylvania has several statutes related to emergency planning and safe schools reporting:
 - a. Emergency Management Services Code, 35 Pa. C.S. §§7101 *et seq.*, as amended.
 - 1) §7701 (d) - Public-funded universities, colleges, and elementary and secondary schools shall be made available to local, county and state officials for emergency planning and exercise purposes and actual service as mass-care facilities in the event of an emergency evacuation.
 - 2) §7701 (e) - School bus and transportation vehicles owned or leased by universities, colleges and school districts shall be made available to local, county and State officials for emergency planning and exercise purposes and actual service in the event of an emergency evacuation.
 - 3) §7701 (f) - Annually, schools and custodial child care facilities shall conduct at least one disaster response or emergency preparedness plan drill.
 - 4) §7701 (g) - Every school district and custodial child care facility, in cooperation with the local Emergency Management Agency and the Pennsylvania Emergency Management Agency, shall develop and implement a comprehensive disaster response and emergency preparedness plan consistent with the guidelines developed by the Pennsylvania Emergency Management Agency and other pertinent State requirements. The plan shall be reviewed annually and modified as necessary. A copy of the plan shall be provided to the county emergency management agency.
 - b. Public School Code of 1949, 24 P.S. §§ 1-101, *et seq.*, as amended.
 - 1) §1-111 – All applicants for school employment (and independent contractors) who have direct contact with students must obtain both state and federal criminal background checks.
 - 2) §7-778 (a) – (b.1) – If the school district employs a school police officer, report to the Pennsylvania Department of Education annually the number of officers employed, the municipalities comprising the school district, the date and type of training provided to each officer, which must meet statutory requirements. If a judge grants the school district’s request for a police officer to carry a firearm, ensure that the officer receives the mandatory firearms training.
 - 3) §13-1303-A (b) – Report at least annually all new incidents of violence, weapons possession, and possession, use, or sale of controlled substances, alcohol, or tobacco by any person on school property.
 - 4) §13-1303-A (c) – Develop a Memorandum of Understanding with local law enforcement regarding incidents of violence or weapons possession on school property.
 - 5) §13-1303.1-A – No later than January 1, 2009, each school entity shall adopt a policy or amend its existing policy relating to bullying and incorporate the policy into the school entity’s code of student conduct required under 22 Pa. Code §12.3 (c). The policy shall delineate disciplinary consequences for bullying and may provide for prevention, intervention and education programs. No school entity shall be required to establish a new policy under this section, if one currently exists and reasonably fulfills the requirements of this section. The policy shall identify the appropriate school staff person to receive reports of incidents of alleged bullying.

- 6) §§13-1304-A-13-1305-A – Prior to a student’s admission to any school entity, the school must obtain a statement from the student’s parent or guardian indicating whether the student has been suspended or expelled from any public or private school for specific offenses and request from the transferring school a certified copy of the student’s disciplinary record. The transferring school must transmit a certified copy of the student’s disciplinary record to the new school within ten days of receipt of the request.
- 7) §13-1306-A – Schools must make student disciplinary records available for inspection by the student, the parent or guardian, school officials, and state and local law enforcement officials, as provided by law.
- 8) §13-1307-A – Both public and nonpublic schools must maintain, on a district-wide and school-specific basis, updated records of all incidents of violence, weapons possession, or convictions or adjudications of delinquency for acts committed by students on school property and make a statistical summary of such records available to the public.
- 9) §§13-1310-A (d) and (e) – First class school districts must post a notice in each school building referencing the safe schools advocate. Upon discovering that a violent act has been committed upon a student, immediately notify the victim’s parents/guardian of the existence of the safe schools advocate. Cooperate with the safe schools advocate and provide him/her, upon request, all available information authorized by State law.
- 10) §§13-1317.2 (a), (c), and (f) – Develop a policy concerning expulsions for possession of a weapon on school property (or related locations). The policy must be consistent with State law. The policy must include referral to the criminal justice or juvenile delinquency system. Expulsions are mandatory if a student possessed a weapon or brought a weapon onto school property (or related locations). Administrators are permitted to recommend changes on a case-by-case basis. Report all incidents of weapon possessions and expulsions to local law enforcement.

A Sample School Safety Incident Collection Form is included in the Resource Section at the end of this chapter.

- 11) §15-1517 – Requires all public schools (school districts, charter schools, area vocational-technical schools and intermediate units) to conduct fire drills not less than once a month. In addition, schools using or contracting for school buses for the transportation of children are required to conduct, on school grounds, two emergency evacuation drills on buses during each school year. The first one is to be conducted during the first week of the first school term and the second during the month of March. On or before April 10 of each year, each chief school administrator shall certify to the Pennsylvania Department of Education that these required emergency evacuation drills have been conducted.
- 12) §15-1547 – Provide annually to students of all grades an instructional program discouraging the use of tobacco, alcohol, and other drugs, and provide in-service training to educators who provide such instruction to students.

- c. State Board of Education Regulations, 22 Pa. Code, Parts I-XX, *et. seq.*, as amended.
- 1) §12.5 – Teachers and school authorities may use reasonable force to quell a disturbance, to obtain possession of weapons or other dangerous objects, for self-defense, and to protect persons and property. The use of corporal punishment is prohibited.
 - 2) §12.3 (c) - Each governing board shall adopt a code of student conduct that includes policies governing student discipline and a listing of students' rights and responsibilities as outlined in this code. This conduct code shall be published and distributed to students and parents or guardians. Copies of the code shall also be available in each school library.
 - 3) §12.6 – Define and publish the types of offenses that would lead to suspension or expulsion from school.
 - 4) §12.14 - The governing board of every school entity shall adopt reasonable policies and procedures regarding student searches. The school district/school shall notify students and their parents or guardians of the policies and procedures regarding student searches. Illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding. Prior to a locker search, students shall be notified and given an opportunity to be present. When school authorities have a reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of students in the school, student lockers may be searched without prior warning.
 - 5) §12.31 - The governing board of every school entity shall adopt a plan for the collection, maintenance and dissemination of student records. Copies of the adopted plan shall be maintained by the school entity and updated as required by changes in State or Federal law. Copies of the plan shall be submitted to the Pennsylvania Department of Education only upon request of the Secretary.
 - 6) §12.41 - Each school entity shall prepare a written plan for the implementation of a comprehensive and integrated K—12 program of the student services based on the needs of its students. The plan shall be prepared and revised in accordance with the time frames and procedures described in § 4.13(a), (b), (d), (e) and (f) (relating to strategic plans). Services offered by community agencies in public schools shall be coordinated by and under the general direction of the school entity. The plan must include policies and procedures for emergency care and administration of medication and treatment under The Controlled Substance, Drug, Device and Cosmetic Act (35 P. S. §§ 780-101—780-144) and guidelines issued by the Department of Health.
 - 7) §12.42 - School entities shall plan and provide for a student assistance program under section 1547(g) of the Public School Code of 1949 (24 P. S. § 15-1547(g)) regarding alcohol, chemical and tobacco abuse program.
 - 8) §14.35 – School districts/schools must follow the procedures outlined for disciplinary action against students who are eligible for special education.
 - 9) § 8.2 - Prospective employees/student teacher candidates/contractors and their employees, hereafter referred to collectively as applicant, are to submit with their employment application a State and Federal criminal history report or a copy of the completed form/request. Student teacher candidates are to submit the criminal history reports to the administrator of the educator preparation program prior to participation in any classroom teaching, internship, or clinical or field experience.

- d. Child Protective Services Law, 23 Pa. C.S.A., §§6301-6385, *et seq.*, as amended.
 - 1) §6311 – School administrators, school teachers, and school nurses are required to report suspected child abuse.
 - 2) §6352 – Generally, school employees must report suspected abuse of students by school employees to the administrator. If the school employee accused of abuse of students is the administrator, school employees must report to local law enforcement and the district attorney.
 - 3) §§6355-6356 – All applicants for school employment must obtain a Child Abuse History Clearance from the Pennsylvania Department of Public Welfare.
- e. Department of Health Statutes and Regulations
 - 1) Administrative Code of 1929, 71 P.S. §532(b) – The Department has authority to enter, examine, and survey a building or place on a question affecting the security of life and health.
 - 2) Disease Prevention and Control Law, 35 P.S. §521.1 *et seq* – Local boards and departments of health shall be primarily responsible for the prevention and control of communicable and non-communicable disease, including disease control in public and private schools.
 - 3) Communicable and Noncommunicable Diseases, 28 Pa Code, Ch. 27, § 27.152. The Department or local health has the authority to enter a house, health care facility, building or other premises to investigate any case or outbreak of disease judged to be a potential threat to the public health.

Your school district/school legal counsel should check to see that your school district/school is in compliance with current laws and standards regarding school safety and emergencies.

B. School District Safety Committee

The School District Safety Committee should reflect the diversity of the school district community and capitalize on the unique training and expertise offered by staff in the district offices. Additionally, the District Safety Committee should include representatives from organizations and agencies with crisis, prevention, emergency management, and emergency services capabilities/responsibilities.

A Sample list of potential members for the School District Safety Committee is included in the Resource Section at the end of this chapter.

C. The School Building Safety Committee

A School Building Safety Committee should reflect the diversity of the school community and should capitalize on the unique training and expertise offered by staff in various positions in the school. Additionally, the School Building Safety Committee may include representatives from organizations and agencies with crisis, prevention, emergency management, and emergency services capabilities/responsibilities.

A list of potential members for the School Building Safety Committee is included in the Resource Section at the end of this chapter.

Each school building should have a Safety Committee. However, smaller school districts may choose to combine their committees especially if staff is shared among the buildings.

D. Levels of Incidents

It is essential to understand and be prepared for a wide range of incidents from school-based incidents, such as an allergic reaction, to community-wide incidents, such as a tornado. The chart on the next page illustrates different levels of incidents:

School Building Level Incidents
Incidents in which the scope is limited to school settings and school-based personnel. No outside assistance is needed. (i.e. Student who passed out (from lack of breakfast), but sustained no injury.
School District Level Incidents
These are incidents where support and involvement is required from school district personnel or members of the School District/School Incident Command Team. Incidents may include an unexpected death, suicide threats, water or power failure, intruder, etc. While these incidents may require help from non-school personnel, they do not reach the scope and gravity of community-level incidents needing community-wide support.
Community-Wide Level Incidents
These include large-scale incidents during which coordination of services from school building, district and municipal community response agencies is warranted. Such incidents include tornado damage to buildings, flooding, fires or explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), hostage situation, etc.

It is also important that school districts/schools be cognizant of the changes in the National Threat Level and what the impact would be on their campuses. The National Threat Level scale can be found on the Pennsylvania Emergency Management Agency website. The web address is listed in the Resource Section at the end of this chapter.

The School District/School Building Safety Committee will identify hazards that affect its school district/school building and surrounding community in the Risk and Hazard Vulnerability Assessment referenced in the Prevention/Mitigation chapter. Identified hazards should be scrutinized and categorized as School Building Level, School District Level, or Community-Wide Level to assist with the identification of required resources and actions for prevention and mitigation.

E. Impact of Community-Wide Incidents

1. If a catastrophic incident impacts their area, school districts/schools should be prepared to rely on their own resources for a minimum of 72 hours. Depending on the scope of the damage and number of casualties, as well as structural damage, assistance from first responder organizations may be delayed. Fires, hazardous materials spills and releases, infrastructure damage, and search and rescue operations may quickly overwhelm normal emergency response efforts. In addition, assistance from the outside may not be able to reach the area.
2. It is important for school district/school personnel to develop a personal and/or family emergency plan because they may have responsibilities at the school district/school if an incident occurs or they may be unable to make it home.

There is a link for ReadyPA in the Resource Section at the end of this chapter. This website will provide additional information on making a personal and/or family emergency plan.

F. Planning Timeline

1. School districts/schools are encouraged to adopt an ambitious, yet realistic timeline for conducting prevention/mitigation, preparedness, response, and recovery planning activities. An example of a timeline would be to schedule a two-year planning cycle as follows:

Year One
<ul style="list-style-type: none">◆ Engage key players from district, school and community agencies.◆ Perform an All Hazards Risk and Vulnerability Assessment.◆ Determine the indicated strategies and implement the prevention and mitigation recommendations.◆ Schedule and conduct training for District and School Building Safety Committee and Incident Command Teams.◆ Use this “All Hazards” School Safety Planning Toolkit in conjunction with existing emergency management planning guides, to meet local School district needs.◆ Communicate the plan through a general orientation to emergency management and other key partners.
Year Two
<ul style="list-style-type: none">◆ Schools modify Toolkit for individual school use.◆ School District/Schools conduct drills, tabletop, and functional exercises to practice the plan.◆ School District and individual schools examine effectiveness of plans and modify as necessary.

2. By viewing emergency management planning as a cycle, school districts/schools make a strong commitment to ongoing improvements in their planning efforts. Using this two-year approach will increase the likelihood that school districts/schools will keep their plan current, with up-to-date information and emergency techniques.

Safety Committee meetings should be built into the district's annual calendar, along with training dates for staff, and exercise dates. Without this inclusion, other commitments will quickly overcome the planning efforts.

Beginning the Planning Process - Resource Section

1. Authorities and References:

a. Authorities:

- 1) Child Protective Services Law, 23 Pa. C.S.A., §§6301-6385, *et seq.*, as amended.
- 2) Emergency Management Services Code, 35 Pa. C.S. §§ 7101 *et seq.*, as amended.
- 3) Public School Code of 1949, 24 P.S. §§ 1-101, *et seq.*, as amended.
- 4) State Board of Education Regulations, 22 Pa. Code, Parts I-XX, *et. seq.*, as amended.

b. References:

- 1) The Commonwealth of Pennsylvania's Emergency Operations Plan, dated December 23, 2008
- 2) _(Insert name of School District's County Name here)_ Emergency Operations Plan, dated _(Insert date of latest plan here)_
- 3) _(Insert Each School Building's Municipality Name here)_ Emergency Operations Plan, dated _____
- 4) _(Insert School District's County Name here)_ County's Hazard Vulnerability Analysis
- 5) _(Insert Each School Building's Municipality Name here)_ Municipality's Hazard Vulnerability Analysis
- 6) NFPA 1600: Standard on Disaster/Emergency Management and Business Continuity Programs

2. Key Words:

- a. Safety Committee - Comprehensive School District/School level steering committee responsible for all aspects of school safety, emergency planning, and emergency management. It should not be considered a safety committee concerned only with workers' compensation and injury reduction. Other terms for this committee may be Crisis Management Team, Emergency Management Planning Committee, School Safety Coordinating Team, etc.

3. Websites:

- a. Pennsylvania Center for Safe Schools: www.safeschools.info
- b. Pennsylvania Department of Education: www.pde.state.pa.us
- c. Pennsylvania Department of Public Welfare: www.dpw.state.pa.us
- d. Pennsylvania Emergency Management Agency: www.pema.state.pa.us
- e. Pennsylvania Pandemic Planning Toolkit for Schools: www.pandemicflu.state.pa.us
- f. ReadyPA: www.readyPA.org
- g. U.S. Department of Education: www.ed.gov/emergencyplan; Keyword: Practical Information on Crisis Planning: A Guide for Schools and Communities.

4. Recommended Readings:

- a. *Fire on the Mountain: The True Story of the South Canyon Fire* by John N. Maclean.

5. Sample Resources:

- | | |
|---|--------------|
| a. School Safety Incident Collection Form | Page 17 - 23 |
| b. School District Safety Committee Membership List | Page 24 |
| c. School Building Safety Committee Membership List | Page 25 |

Sample School Safety Incident Collection Form
Incident Portion

School Name: _____

School Number: _____

School district: _____

Incident Number?

What was the date the incident occurred?

Where was the place of occurrence?

- ☐ On school property/grounds (e.g., school building, athletic fields)
 - ☐ Before school hours
 - ☐ During school hours
 - ☐ After school hours
- ☐ At an offsite alternative placement facility
- ☐ At a school-sponsored event or at an event within the school's jurisdiction (e.g., athletic competition)
- ☐ Off school grounds at an activity under the jurisdiction of another school (e.g., another school's play)
- ☐ Off school grounds at an activity, function or event sponsored by the school (e.g., visit to a museum)
- ☐ On district provided public conveyance providing transportation to and from school
- ☐ On district provided public conveyance providing transportation to a school sponsored activity, event, or function
- ☐ Off school grounds en route to or from school

Notes:

Offender(s) Information

Section I

<p><u>Offender's Status:</u></p> <ul style="list-style-type: none"><input type="radio"/> Adult Visitor/Intruder<input type="radio"/> District Employee<input type="radio"/> Other or Unknown<input type="radio"/> Parent<input type="radio"/> Student<input type="radio"/> Student from another school<input type="radio"/> Student with IEP <p><u>Offender's Disability (if applicable):</u></p> <ul style="list-style-type: none"><input type="radio"/> Mental Retardation<input type="radio"/> Hearing Impairments<input type="radio"/> Speech/Language Impairments<input type="radio"/> Visual Impairments<input type="radio"/> Emotional Disturbance<input type="radio"/> Orthopedic Impairments<input type="radio"/> Other Health Impairments<input type="radio"/> Specific Learning Disabilities<input type="radio"/> Deaf / Blindness<input type="radio"/> Multiple Disabilities<input type="radio"/> Autism<input type="radio"/> Traumatic Brain Injury<input type="radio"/> Developmental Delay <p><u>Local Offender #:</u> _____</p>	<p><u>PAsecureID:</u> (10-digit number)</p> <p>_____</p> <p>First Name (<i>Not Mandatory</i>):</p> <p>_____</p> <p>Last Name (<i>Not Mandatory</i>):</p> <p>_____</p> <p>Birthdate: _____ (month, day, and year)</p>
<p><u>Race/Ethnicity:</u></p> <ul style="list-style-type: none"><input type="radio"/> American Indian or Alaska Native<input type="radio"/> Asian<input type="radio"/> Black or African American<input type="radio"/> Hispanic or Latino<input type="radio"/> Native Hawaiian or Other Pacific Islander<input type="radio"/> White	<p><u>Grade:</u> _____</p> <p>When reporting online, PreK Half Day, PreK Full Day, K4 Half Day, K4 Full Day, K5 Half Day, K5 Full Day, Grades 1 through 12, Adult, Adult in Secondary Program, and Post Secondary Student options will be available.</p>
	<p><u>Student Gender:</u></p> <ul style="list-style-type: none"><input type="radio"/> Male<input type="radio"/> Female

This Offender Form may be copied for additional offenders, as needed.

Offender(s) Information

Section II

Misconduct Type: *Mark all that apply.* Numbers in parenthesis following selected misconduct types refer to violent criminal offenses as set forth in Title 18 of the Pennsylvania Consolidated Statutes (C.S.A.). For more information, click on the ? and/or reference number associated with the misconduct type (i.e.(§6306)).

Against a Person

- ☐ Assaults on Student(s)
 - ☐ Aggravated Assault (§2702)
 - ☐ Simple Assault (§2701)
- ☐ Assaults on School Employee
 - ☐ Aggravated Assault (§2702)
 - ☐ Simple Assault (§2701)
- ☐ Racial/Ethnic Intimidation (§5504)
- ☐ All Other Forms of Harassment/Intimidation (§2709, 279.1, 2710)
- ☐ Fighting
- ☐ Minor Altercation
- ☐ Sexual Offenses
 - ☐ Rape (§3121)
 - ☐ Involuntary Sexual Deviate Intercourse (§3123)
 - ☐ Statutory Sexual Assault (§3122.1)
 - ☐ Sexual Assault (§3124.1)
 - ☐ Aggravated Indecent Assault (§3125)
 - ☐ Indecent Assault (§3126)
 - ☐ Indecent Exposure (§3127)
 - ☐ Open Lewdness (§5901)
 - ☐ Obscene and Other Sexual Materials and Performances (§5903)
 - ☐ Sexual Harassment
- ☐ Stalking (§2709.1)
- ☐ Kidnapping/Interference with Custody of Child (§2901)
- ☐ Unlawful Restraint (§2902)
- ☐ Threatening School Official/Student
- ☐ Reckless Endangering (§2705)
- ☐ Robbery (§3701, 3702)
- ☐ Theft
- ☐ Attempt (§901) to Commit or Commission of Any of the Following:
 - Homicide (§2501)
 - Murder (§2502)
 - Voluntary Manslaughter (§2503)
 - Involuntary Manslaughter (§2504)
- ☐ Suicide
 - ☐ Attempted
 - ☐ Committed
- ☐ Bullying

Against Property

- ☐ Burglary (§3502)
- ☐ Arson (§3301)
- ☐ Vandalism (§3307)
- ☐ Criminal Trespass (§3503)

Against Society

- ☐ Rioting (§5501)
- ☐ Bomb Threats (§6161)
- ☐ Terroristic Threats (excl. Bomb Threats) (§2706)
- ☐ Failure of Disorderly Persons to Disperse Upon Official Order (§5502)
- ☐ Disorderly Conduct (§5503)

Illegal Possession of Weapon

Note: BB and/or pellet guns should be selected under "Possession of Other Weapon" below.

- ☐ Possession of Firearm (§6110.1)
 - ☐ Handgun
 - ☐ Rifle/Shotgun
 - ☐ Other (Starter Gun, etc.)
 - ☐ Possession of Knife
 - ☐ Possession of Other Weapon (§5516)
 - ☐ Cutting Instrument (Razor, Box Cutter, etc.)
 - ☐ Explosive (Bomb, Missile, etc.)
 - ☐ BB/Pellet Gun
 - ☐ Other Weapon:
-

Offender(s) Information

Section II (cont.)

Illegal Possession (Other)

- ☐ Possession or use of a Controlled Substance
- ☐ Sale/Distribution of a Controlled Substance
- ☐ Sale, Possession, Use, Transfer, or Under the Influence of Alcohol (§6010.3)
- ☐ Possession, Use, or Sale of Tobacco (§6306, 6306.1, 6305)

Other Forms of Misconduct

- ☐ All other incidents as defined in local Student Codes of Conduct:

Please explain: _____

Offender(s) Information

Section III

Local Law Enforcement (LLE) Notified:

- ☐ *Yes
- ☐ No

***If Yes**, what is the name of the contacted Local Law Enforcement (LLE) Office?

Arrest:

Note: Arrest does not mean taking a person into custody. Removal of student, by police, does not constitute an arrest. There will be many situations in which law enforcement officials take a student into custody, but will not initiate criminal charges against the student.

An indication of pending arrest will not pass the EOY Release Scan. If an arrest has not been adjudicated by June 30th, then you must answer "No" to arrest. The report covers July 1st to June 30th of each year; if the status of the incident is not determined within those dates, then it must be reported as "No."

- ☐ *Yes
- ☐ No
- ☐ Pending

***If Yes is selected:**

Offender charged with one of the following weapons possession offenses:

- Possession of Firearm by Minor ([§6110.1](#))
- Possession of Weapon on School Property ([§912](#))
- Possession of Prohibited Weapons ([§908](#))
- Carrying Explosives on Conveyances ([§6161](#))

- ☐ Yes
- ☐ No

***Adjudication:**

- ☐ Adjudicated Delinquent
- ☐ Convicted as Adult
- ☐ Probation
- ☐ Citation
- ☐ Fined

Offender(s) Information

Section III (cont.)

<p><u>School Sanction:</u></p> <ul style="list-style-type: none"> <input type="radio"/> None <input type="radio"/> Detention <input type="radio"/> In School Suspension <input type="radio"/> Out of School Suspension <input type="radio"/> Expulsion – Less Than One Calendar Year <input type="radio"/> Expulsion – One Calendar Year <input type="radio"/> Expulsion – More Than One Calendar Year <input type="radio"/> Other: _____ <p><u>Number of Days Suspended/Expelled:</u></p> <p>_____</p> <p><i>(if applicable)</i></p> <p><u>Received Educational Services During Expulsion?</u></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No 	<p><u>Assigned to Alternative Education:</u></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p><u>Was the student removed to an alternative education setting based on a State Hearing Officer's determination regarding likely injury? <i>(if applicable)</i></u></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p><u>Was physical injury involved as a result of this incident? <i>(if applicable)</i></u></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p><u>Did this injury require medical treatment? <i>(if applicable)</i></u></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p><u>Did this removal involve serious bodily injury? <i>(if applicable)</i></u></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p><u>Limited English Proficiency Status: <i>(if applicable)</i></u></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No
<p><u>Type of Parental Involvement:</u></p> <ul style="list-style-type: none"> <input type="radio"/> None <input type="radio"/> Written Notification <input type="radio"/> Telephone Conference <input type="radio"/> School Conference <input type="radio"/> Family Counseling <input type="radio"/> Law Enforcement/Legal Involvement <input type="radio"/> Other: _____ 	<p><u>Remedial Program:</u></p> <ul style="list-style-type: none"> <input type="radio"/> None <input type="radio"/> Alternative Education <input type="radio"/> Homebound Instruction <input type="radio"/> Student Assistance Referral <input type="radio"/> Drug/Alcohol Counseling <input type="radio"/> Guidance Counseling <input type="radio"/> Psychological Evaluation <input type="radio"/> Peer Mediation/Conflict Resolution <input type="radio"/> Anger Management <input type="radio"/> Other: _____

Victim(s) Information

<p><u>Victim's Status:</u></p> <ul style="list-style-type: none"><input type="radio"/> Adult Visitor/Intruder<input type="radio"/> Against School/School Building<input type="radio"/> District Employee<input type="radio"/> Other or Unknown<input type="radio"/> Parent<input type="radio"/> Student<input type="radio"/> Student from Another School<input type="radio"/> Student with IEP	<p><u>Age:</u> _____</p> <p>When reporting online, Ages 4 through 24 will be available as well as Unknown.</p> <p><u>Gender:</u></p> <ul style="list-style-type: none"><input type="radio"/> Male<input type="radio"/> Female<input type="radio"/> Unknown
<p><u>School Grade:</u></p> <p>_____</p> <p>When reporting online, PreK Half Day, PreK Full Day, K4 Half Day, K4 Full Day, K5 Half Day, K5 Full Day, Grades 1 through 12, Adult, Adult in Secondary Program, and Post Secondary Student, and Unknown options will be available.</p>	<p><u>Race/Ethnicity:</u></p> <ul style="list-style-type: none"><input type="radio"/> American Indian or Alaska Native<input type="radio"/> Asian<input type="radio"/> Black or African American<input type="radio"/> Hispanic or Latino<input type="radio"/> Multi-Racial<input type="radio"/> Native Hawaiian or Other Pacific Islander<input type="radio"/> Other Race<input type="radio"/> Unknown<input type="radio"/> White
<p><u>Referred to SAP Program:</u></p> <ul style="list-style-type: none"><input type="radio"/> Yes<input type="radio"/> No	<p><u>Required Medical Treatment:</u></p> <ul style="list-style-type: none"><input type="radio"/> *Yes<input type="radio"/> No <p>*Reason(s) for medical treatment:</p> <p>_____</p> <p>_____</p>

This Victim Form may be copied for additional victims, as needed.

Sample School District Safety Committee Membership List

Members may include, but are not limited to:

Superintendent	Community representatives including:
Director of Security or Law Enforcement	♦ Police Department
Director of Building and Grounds	♦ Fire Department
Director of Supply Services	♦ Emergency Medical Services
District Secretary or Receptionist	♦ Social Services Agencies (Child Welfare, Juvenile Justice)
Director of Food Services	♦ City/County Government
Director of Maintenance	♦ Local Hospitals and Medical Professionals
Director of Transportation and Bus Contractor Representative	♦ Municipal or County Emergency Management Agency
Director of Community or Public Relations (Public Information Officer)	♦ Business Representatives
Director of Risk Management and Safety	♦ Clergy
School Psychologists and Social Workers	♦ Parents
Personnel with areas of expertise (i.e., CPR, First Aid, etc.)	♦ American Red Cross or Salvation Army
Faculty Liaison	
Union Representation	
School Nurse	
Local Media	
Director of Information Technology	
Principal	
Students	

Sample School Building Safety Committee Membership List

Members may include, but are not limited to:

Administrator	Personnel with areas of expertise (i.e., CPR, First Aid, etc.)
Counselor/School Psychologist	Staff located in strategic spots in the building (i.e., near exits or fire extinguishers, on different floors, etc.)
Nurse	Community Members such as:
Head Custodian or Campus Foreman	♦ Police, Fire, Emergency Medical Services, Emergency Management
Office Secretary	♦ Social Service Agencies (Child Welfare, Juvenile Justice)
Vocational Educational Teacher	♦ Mental Health
Chemistry Teacher	♦ Clergy
School Security or School Resource Officer	♦ Parents
Social Worker	
Learning Support Teacher	
Director of Transportation	
Director of Food Services	
Students (especially on the High School Safety Committee)	

*Please note there is a distinct difference between a School District/School Safety Committee and a School District/School Incident Command Team (National Incident Management System).

Chapter III - Basic School District/School Plan Format

Under commonwealth law, all public schools in Pennsylvania are mandated to develop emergency preparedness plans. These plans identify from a school administration level action to be taken during the four phases of an emergency: prevention/mitigation, preparedness, response, and recovery. The standard plan developed by the Pennsylvania Emergency Management Agency includes the following sections: Purpose and Scope, Situation and Assumptions, Concept of Operations, Emergency Management Responsibilities, Administration and Logistics, Training and Exercises, Plan Development, Maintenance, and Distribution. Each of these topics is further explained in subsequent paragraphs.

A. Purpose

The purpose of the plan is an explanation of the plan's intention. It generally talks about identifying emergency responsibilities for a specific school district/school and its staff.

Purpose Example:

The purpose of this plan is to identify and clarify emergency roles and responsibilities for _____ School District/School and its staff. It further prescribes procedures and coordination structures for Prevention/Mitigation, Preparedness, Response, and Recovery efforts at the school district/school level. The ultimate objective is to minimize the negative consequences of any incident on the school district/school and its staff, students, and parents/guardians.

B. Scope

The Scope of a plan is an explanation of what is covered in the plan and for whom this plan applies, as well as their actions and activities.

1. Scope Example:

This document provides a basic "All Hazards" School Safety Plan, recommended emergency response teams, site specific hazard vulnerability analysis and list of vulnerabilities, staff roles and responsibilities, training requirements, and exercise procedures based on the four phases of emergency management.

2. The procedures outlined in this plan will apply to all staff, especially those who are tasked with roles and responsibilities in case of an incident. It also applies to any actions and activities that support the school district's/school's effort to save lives, protect the health and safety of staff, students, and visitors, and protect property.

C. Situation and Assumptions

The Situation and Assumptions section covers planning facts and assumptions that school districts/schools need to take into consideration as they start their planning efforts. They can either be very specific to the school district's/school's locale or based on general facts and assumptions on the Commonwealth of Pennsylvania. It is recommended that the School District's/School's Safety Committees be as specific as possible with their Situation and Assumptions.

1. Situation Examples:

- a. Every school district and school in Pennsylvania is at risk to human-caused and natural disasters.
- b. _____ City/Borough/Township/Town has significant transportation infrastructure, which sustains air, rail, marine, and road traffic and is vulnerable to disruptions during incidents. Disruptions to this infrastructure will impact _____ School District/School.
- c. _____ School District/School hosts sports, entertainment, cultural, political, and business events that involve large numbers of participants, and are vulnerable to incidents.
- d. _____ School District/School is vulnerable to civil disorder, riots, and terrorist incidents.
- e. _____ City/Borough/Township/Town has significant business and industry, which either manufacture or sustain hazardous materials. Transportation and manufacture of these materials will impact _____ School District/School.

2. Assumption Examples:

- a. A single site incident (i.e., fire, gas main break etc.) could occur at anytime without warning and the staff of the school district/school affected cannot, and should not, wait for direction from the municipal emergency management and response agencies. Action is required immediately to save lives and protect property.
- b. An incident, such as a tornado or hazardous material spill, may occur with little or no warning with mass casualties, destruction of property, and damage to the environment.
- c. Municipal, county, and state government entities may be overwhelmed by an incident. School Districts/Schools and their staff may be on their own for a minimum of 72 hours or longer after an incident.
- d. Government and relief agencies will concentrate limited resources on the most critical and life-threatening problems.
- e. Assistance from other government and federal agencies will supplement the state's assets, but such assistance may take time to request and be deployed.
- f. The first concern of _____ School District/School staff will be for their own families' safety and welfare. Disaster planning for employees' families is of primary concern to the school district/school.

D. Concept of Operations

Concept of Operations explains the method by which the school district/school will manage the incident. This is called Direction and Control. The following example briefly discusses Incident Command and the National Incident Management System. Both of these topics will be discussed in more depth in the Response Chapter. In addition, it is recommended that this section also address Continuity of Operations Planning.

1. Concept of Operations Example:

All incident response activities for the school district/school will utilize the principles of the National Incident Management System, as defined by the United States Department of Homeland Security. The Incident Command System will be used to manage all command and control responsibilities and school district/school staff will be trained in the National Incident Management System and Incident Command System.

2. In a major incident, _____ School District/School may be damaged or need to be evacuated, staff and students may be injured, and/or other emergency response activities may need to be taken. These activities must be organized and coordinated for efficient management of the emergency response and/or the incident activities. To provide for the effective direction, control, and coordination of a response to an incident, either single site or multi-site, the School District/School Incident Command System will be activated to manage the incident. The Incident Commander will be in charge until a unified command structure can be established in conjunction with municipal emergency management and first responders.

3. Continuity of Operations Planning Example:

The school district/school will establish and maintain a Continuity of Operations Plan that contains provisions for identifying succession, responsibilities and essential functions, key personnel, vital records management, and emergency duty location (Incident Command Post, Student Staging Area, etc.).

This section also covers Succession in the school district/school if the superintendent or principal were unavailable or become incapacitated. It is recommended that the section clearly spell out the succession through several personnel.

It is recommended that this section also discuss the location and back-up location of the Incident Command Post for the school district/school. It is important that the Incident Command Post and back-up be self-sufficient and can provide the necessary supplies, equipment, and communications capability to enable the Incident Command Staff to carry out their responsibilities.

It is recommended that the last part of this section address documentation and reporting procedures for any casualties or damage the school district/school may have suffered.

4. Documentation and Reporting Example:

Throughout the incident, the Planning Section of the Incident Command Post will maintain records of critical information to describe the severity and scope of the incident. As the immediate incident period passes, copies of this information will be given to _____ City/Borough/Township/Town Emergency Management Coordinator, in case of a Declaration of Major Disaster.

E. Emergency Management Responsibilities

This section addresses the Responsibilities and Authorities for the emergency phases of Prevention/Mitigation, Preparedness, Response, and Recovery. A brief description of general responsibilities under each phase will suffice as each section is further defined in separate chapters.

F. Administration and Logistics

The Administration portion of this section addresses issues, such as identification cards for staff with emergency assignments, tracking of purchases and their receipts, and having copies of plans and legislation available in the Incident Command Post.

1. Administration Examples:

- a. All personnel, with emergency assignments, should have photo identification.
- b. Owners of private equipment requisitioned through loan, lease, or purchase, shall be provided a receipt for the property. _____ School District/School will keep a copy of the receipt for later payment of any compensation that may become available through a federal disaster declaration.
- c. _____ School District/School shall have available in the Incident Command Post necessary emergency plans, personnel and authorities.

The next portion of this section addresses logistical support for the Incident Command Post and the tracking and recording of emergency supplies and equipment.

2. Logistic Examples:

- a. _____ School District/School will provide a location and all logistical support for the operations of an Incident Command Post during an incident on their campus.
- b. All emergency supplies and equipment will be recorded and tracked by type, category, and kind, as specified under the National Incident Management System.

The last portion of this section should address any Mutual Aid Agreements or Memorandum of Understanding the school district/school has with first responder agencies, other school districts/schools, and non-profit organizations. All school districts/schools must have Mutual Aid Agreements or Memorandum of Understanding with local law enforcement, as well as one with the American Red Cross if they have been designated a Mass Care Shelter by their county. Many of these existing Mutual Aid Agreements or Memorandum of Understanding have not been revisited for a number of years. It is suggested that the documents be reviewed on an annual basis or when a significant change has happened in the school district/school, such as a new facility being built or an existing one being demolished. In addition, it is also suggested that Mutual Aid Agreements or Memorandum of Understanding be drawn up with other first responder agencies and school districts/schools that may be hosting your students in the event of an evacuation or vice versa. These memorandums will result in clarifying the actions and responsibilities of each agency before an incident happens reducing the unexpected.

Information on classes that school district/school staff can attend to learn to develop a Memorandum of Understanding or a Mutual Aid Agreement is located in the Resource Section at the end of the Preparedness Chapter.

G. Training and Exercises

This section addresses the training and exercise requirements required to meet federal and state law. For example, Emergency Management Services Code, 35 Pa. C.S. §§ 7101 *et seq.*, as amended, currently requires schools to conduct one disaster response or emergency preparedness plan drill annually in conjunction with the Pennsylvania Emergency Management Agency, as well as local emergency management. In addition, school districts/schools are required to conduct fire drills. There are also training requirements for school district/school personnel to fulfill under the National Incident Management System. A requirement also exists for exercises to be conducted under the Homeland Security Exercise Evaluation Program. This requirement also requires training to familiarize staff with the program so as to be able to effectively use it.

Information on the National Incident Management System training requirements and the Homeland Security Exercise Evaluation Program is located in the Resource Section at the end of the Preparedness Chapter.

1. Training and Exercise Examples:

- a. Identify training staff needs to ensure that all staff meet standards and accreditation requirements for their incident related positions under the National Incident Management System.
- b. All exercises conducted on this plan, or its components, will be designed, administered, and evaluated in accordance with the Homeland Security Exercise Evaluation Program.
- c. Conduct ongoing programs to familiarize staff with emergency procedures.

- d. Conduct, at a minimum, an annual tornado drill in conjunction with the Pennsylvania Emergency Management Agency, municipal emergency management and first responders.

H. Plan Development, Maintenance, and Distribution

This section addresses who is responsible for developing the School District/School “All Hazard” School Safety Plan, how and who will maintain it and when it will be updated, and who will handle the distribution of the plan and to what agencies and organizations.

1. Plan Development, Maintenance and Distribution Examples:

- a. _____ School District Safety Committee/School Safety Committee is responsible for preparing and maintaining this plan and any other contingency plans associated with this plan.
- b. _____ School District Safety Committee/School Safety Committee will receive and review recommendations for changes to this plan and biannually or sooner will publish these changes to all holders of the plan. A review and update will be accomplished sooner than biannually if an actual incident impacts the school district/school and changes are needed.
- c. The School District Safety Committee will assist in the preparation of “All Hazards” School Safety Plans for facilities under their jurisdiction.
- d. The _____ School District/School “All Hazards” School Safety Plan will be distributed by the Superintendent’s Office to county and municipal emergency management agencies, first responder organizations in the community, staff who have roles and responsibilities under the plan, and any other person or entity that may have a role in the prevention/mitigation, preparedness, response, and recovery operations for the school district/school.

There are some actions that should be taken in an ongoing manner, minimally annually by a school district or school to alleviate problems if an incident should occur.

2. Annual Actions Example:

- a. Update cleanup and debris removal cost estimates.
- b. Document condition of facilities and equipment.
- c. Take aerial photographs to establish facilities’ conditions.
- d. Take aerial photographs after major construction projects are completed.
- e. Inventory all school district/school owned/leased property, including vacant land.
- f. Inventory assets, such as supplies, planning/response documents, human resources, etc.
- g. Summarize property size and facilities.
- h. Update emergency contact information:
 - 1) Obtaining personnel listings, including bus drivers and alternates, with after hours contact phone numbers.
- i. Review all insurance policies to determine limits of liability.

The Insurance topic will be covered in more detail in the Prevention/Mitigation Chapter.

Basic School Plan Format - Resource Section

1. Authorities and References:

a. Authorities

- 1) Emergency Management Services Code, 35 Pa. C.S. §§ 7101 *et seq.*, as amended.

b. References

- 1) The Commonwealth of Pennsylvania's Emergency Operations Plan, dated December 23, 2008
- 2) _(Insert name of School District's County Name here)
Emergency Operations Plan, dated _(Insert date of latest plan here)
- 3) _(Insert Each School Building's Municipality Name here)
Emergency Operations Plan, dated _____

2. Key Words:

- a. Assumptions – Outlines hazards that the “All Hazards” School Safety Plan is meant to address, characteristics about the community that could affect response activities, and information used in preparing the plan that is hypothesis rather than fact.
- b. Concept of Operations – Overall approach to an emergency incident that explains what should happen, when, and at whose direction.
- c. Situation – Types of information that should be addressed in the plan including high risk hazards, probability of occurrence, areas of the facilities that would most likely be affected, and critical resources.

3. Websites:

- a. Emergency Response and Crisis Management (ERCM) Technical Assistance Center: www.ercm.org
- b. Jane's Model: www.janes.com
- c. Pennsylvania Center for Safe Schools: www.safeschools.info
- d. Pennsylvania Department of Education: www.pde.state.pa.us
- e. Pennsylvania Emergency Management Agency: www.pema.state.pa.us
- f. SMART School Tool (All-Hazards Planning Tool): www.smartschooltool.org
- g. U.S. Department of Education - Keyword: Practical Information on Crisis Planning: A Guide for Schools and Communities.: www.ed.gov/emergencyplan

4. Recommended Readings:

- a. Comprehensive Preparedness Guide (CPG) 101, Producing Emergency Plans, Federal Emergency Management Agency, 1 August 2008.

Chapter IV – Prevention & Mitigation

A. Introduction

1. Mitigation/Prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. The Federal Emergency Management Agency defines Prevention/Mitigation as “acting before a disaster strikes”. Prevention/Mitigation is also used just as effectively after an incident to reduce the risk of repeat incidents or further damage.
2. The benefits of effective Prevention/Mitigation include the following:
 - a. Saving lives and reducing injuries.
 - b. Preventing or reducing property damage.
 - c. Reducing economic losses.
 - d. Maintaining critical facilities in functioning order.
 - e. Lessening legal liability.
 - f. Providing positive outcomes.

B. Types of Incidents

1. If one had to list all of the incidents that can potentially affect school districts/schools, it would be a daunting task. However, in its simplest form, there are really only three sources of incidents.
2. The first is nature. While nothing can be done to change nature from striking, actions can be taken to lessen or mitigate the impact of nature on your facility. These actions may include availability of weather alert radios, snow removal equipment, hardening the facility (retrofitting, weather-proof windows, etc.), school delays, early dismissal and closure. Recognition of the danger and monitoring the weather situation is paramount to taking timely and proper action.
3. The second source is a human-caused accident. These events can be prevented perhaps through conducting routine safety and security audits, training personnel on procedures and properly maintaining equipment. An electric space heater resulting in an accidental fire may fall in this category. Prohibiting the use of space heaters could prevent it and conducting fire drills could mitigate the consequences of the fire.
4. Finally, the last source of disasters involves human-caused intentional acts. These are criminal or terrorist acts. Effective monitoring and security controls can prevent such acts and a facility lockdown procedure can mitigate the effects of such acts. For example, a football rivalry game is scheduled for Friday night with a credible threat for fights and civil disturbance. Mitigation or prevention examples might be to cancel the game, bring in additional security or reschedule the game from Friday night to Saturday afternoon.

Include in this section the general characteristics of the school district/school such as incidents experienced in the past, geographic {e.g., flood prone area, proximity to major highway, high crime area} and demographic data. Describe resources available both internally and externally.

5. School District/School Description Example:

_____ School District/School is located in an agricultural community but on a major highway that is a main artery between Harrisburg and Hershey. Historically, incidents that have affected the school district/school typically include winter snowstorms, loss of power, and bomb threats that turn out to be pranks.

C. Formulating a Prevention/Mitigation Program

Describe in this section how the school district/school is going to identify the hazards that could affect their facilities. The second part of this section should describe how the school district/school will carry out an inspection of the school district/school for structural and nonstructural vulnerabilities.

1. The first step in formulating a Prevention/Mitigation Program is to identify the hazards that could affect the school district/school and the likely results.
2. The second step is to inspect the school district/school for both structural and nonstructural vulnerabilities. Structural evaluations and upgrades are best conducted by qualified contractors and engineers. Make sure your buildings have been constructed to code. Structural upgrades might include bolting or tying down the roof to the building. Eliminating hazards from nonstructural areas can reduce injuries significantly and cut down on property losses. Examples of nonstructural mitigation might be to check the condition of drains, gutters, and downspouts of each building regularly or before each heavy rain.

D. Risk and Hazard Vulnerability Assessment

Provide the results of any previous and current risk and vulnerability assessment efforts. A Sample Risk and Hazard Vulnerability Assessment is located in the Resource Section at the end of this chapter.

Risk and Hazard Vulnerability Assessment Example:

_____ School District/School has assembled a Risk and Vulnerability Assessment Team made up of { ____ }. This Risk and Vulnerability Assessment Team meets annually to review the events from the past year to determine if changes need to be made to the assessment. In addition, _____ School District/School has had a security, and safe review conducted by the Pennsylvania State Police, comparable law enforcement agency, or other qualified agency, _____ Fire Company, and _____ municipal Emergency Management Coordinator. As a result of these reviews, improvements are made in the identified areas, such as physical security and emergency responder interface. Fire drills are conducted on a monthly basis followed by a safety and security review of emergency kits and emergency alarms.

1. Prevention and mitigation requires taking a comprehensive inventory of the hazards in a school district/school and community and identifying what to do to prevent and reduce injury and property damage.
2. One of the most important actions that a school district/school can take is to perform a risk and hazard vulnerability assessment. This can be accomplished by bringing in an outside party or utilizing school district/school personnel. Utilizing contractors can bring in best practices and experiences that may be new to the school district/school, but is more expensive and often they are not familiar with the local concerns and history. Ideally, a multi-disciplinary team made up of school district/school personnel, emergency management, and first responder personnel should perform this risk and hazard vulnerability assessment.

A Sample list of personnel that should be considered to join the Risk and Vulnerability Assessment Team is located in the Resource Section at the end of this chapter.

3. There are resources in every community that can help with this process. Firefighters, police, public works staff, facilities managers, and the school district's/school's insurance representative, for example, can help conduct a risk and hazard vulnerability assessment. That information will be very useful in identifying problems that need to be addressed in the preparedness process. Rely on public health agencies and school district/school nurses to provide their perspective into this assessment process.
4. Mitigation requires assessment of local threats. Work with the municipal emergency management director to assess surrounding hazards. This includes the identification and assessment of the probability of natural disasters (tornadoes, hurricanes, earthquakes) and industrial and chemical accidents (water contamination or fuel spills). Locate major transportation routes and installations. For example, is the school district/school on a flight path or near an airport? Is it near a major highway or railroad tracks that are used to transport hazardous materials?
5. Crises experts encourage school districts/schools to consider the full range of what they can do to avoid incidents (when possible), or lessen their impact. Assessing and addressing the safety and integrity of *facilities* (window seals, HVAC systems, building structure), **security** (functioning locks, controlled access to the school), and the *culture and climate of school districts/schools* through policy and curricula are all important for preventing and mitigating possible future incidents.
6. The risk and hazard vulnerability assessment process should look into past hazards that have affected the school district/school, hazards that may occur in the future along with their consequences and likelihood of occurrence. Consideration should be given to the physical security of the facilities and administrative controls as well as safety, geographical and architectural issues. Done properly, the risk and hazard vulnerability assessment should give the school district/school an idea of which hazards require additional protective measures compared to those that are well protected against. After completing a risk and hazard vulnerability assessment, the school district/school will gain insight as to where to focus limited staff and resources.

7. School Districts/Schools are also encouraged to have teachers and students conduct an All Hazards Classroom and Building Hunt. The students may identify hazards in these areas that are not readily visible to Administrators and emergency personnel.

The Resource Section at the end of this chapter provides a Sample Classroom and Building Hazard Hunt Form.

8. The Pennsylvania Emergency Management Agency and the Pennsylvania State Police can provide technical assistance to School Districts/Schools on how to conduct a risk and hazard vulnerability assessment.

The Resource Section at the end of this chapter provides a Sample School District/School Hazard Vulnerability Assessments Outcomes list, typical findings and recommendations from several organizations that have conducted assessments.

E. School District/School Threat Assessment Team

Describe in this section what provisions are in place to address school violence threats. Include a general description of the facility lockdown procedure, how a threat of violence is handled and what the School Districts/Schools are doing to promote a violence free environment.

School District/School Threat Assessment Team Example:

_____ School District/School has a Threat Assessment Team made up of the administrator and three trained staff members. This team is assembled at the request of the administrator or the district superintendent when a security related threat surfaces. The team evaluates the nature and credibility of the threat as well as the urgency to respond. The administrator, or designee, is empowered to unilaterally and immediately take action when conditions warrant, such as a bomb threat that is perceived to be specific and credible.

1. Creating a safe, welcoming and orderly learning environment should not be new to any school district/school. Identifying individuals who may pose a danger to themselves or to others should be considered in performing a “threat assessment”. The U.S. Department of Education and U.S. Secret Service released a guide, *Threat Assessments in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates* that may be useful in working through the threat assessment process. The results of a threat assessment may guide prevention efforts, which may help avoid an incident.

2. Many school districts/schools have curricula and programs aimed at preventing individuals from initiating harmful behaviors. Social problem-solving or life skills programs, anti-bullying programs, and school-wide discipline efforts are common across the nation as a means of helping reduce violent behavior. Pennsylvania promotes an aligned system of academics and social and emotional learning through the implementation of environmental and individual protective factors based on a resiliency approach. The staff in charge of prevention in a school district/school (counselors, teachers, health professionals, administrators) should be part of the School District/School Safety Committees.

Information on effective and promising prevention programs is on the Office of Safe and Drug-Free Schools web site listed in the Resource Section at the end of this chapter.

3. Security threats surfacing at school districts/schools can take many forms such as bomb threats, bullying or threatening behavior by students, staff, or outsiders. A School District/School Threat Assessment Team is another tool in the toolbox to help school officials evaluate the nature, urgency and credibility of the threat and determine what course of action is appropriate for each threat. Members of the School District/School Threat Assessment Team can come from those that performed the risk and hazard vulnerability assessment, but at the very least should include the administrator, law enforcement, school police or other trained security staff. Guidance on the Safe School Initiative from the U.S. Secret Service and U.S. Department of Education is available to assist the School District/School Threat Assessment Team with this evaluation and with the conduct of a threat inquiry.

The Resource Section at the end of this chapter provides a Sample Threat Assessment Inquiry based on guidance from the Safe School initiative. School District/School Threat Assessment Teams might find it useful in evaluating various security threats.

Additional guidance can be found at the U.S. Department of Education website listed in the Resource Section at the end of this chapter.

F. Legal/Insurance Issues

Provide in this section information on the school district's/school's legal representation and insurance policy or policies.

1. Mitigating incidents is also important from a legal standpoint. If a school district/school or state does not take all necessary actions in good faith to create safe school districts/schools, it could be subject to civil liability. It is important to make certain that the physical plant is up to municipal codes as well as federal and state laws.

2. In order for the school districts to be comprehensive in their planning they need to consider insurance coverage. It is important that the school district/school do an annual review of its policy or policies to ensure adequate coverage.

The Resource Section at the end of this chapter includes a Sample Insurance Review Checklist that the school district/school can consider when reviewing their insurance.

G. Prevention/Mitigation Considerations

Include in this section the features and procedures that exist in the school district/school to prevent or reduce the effects from an incident such as access control, emergency generators, steps taken to reduce the damage from floods and hazardous material incidents such as shelter-in-place and evacuation procedures.

1. Physical security, for example, may have surfaced as an area that the facility is especially vulnerable. Consideration, with input from experts, can be given to various protective measures along with the costs and potential benefits. In many cases all that may be needed is tightening up some administrative controls as opposed to purchasing expensive equipment.
2. School Districts/Schools in flood prone areas can mitigate the impact of a possible flood by ensuring equipment that is critical to operations is stored above flood levels. Identify potential hazards on campus. Conduct regular safety audits of the physical plant. Be sure to include driveways, parking lots, playgrounds, outside structures, and fencing. A safety audit should be part of normal operations. This information should feed into Prevention/Mitigation planning.

A Sample School District/School Compliance Checklist is located in the Resource Section at the end of this chapter.

3. Consider programs that cultivate an environment that encourages students to come forward to faculty members with potential threats and to not tolerate bullying. Examples include an anonymous tip line and visible enforcement actions that are taken seriously by all students and staff. As per Act 61 of 2008, each school/district in the commonwealth is required to adopt a bullying prevention policy and incorporate that policy into their code of conduct.
4. Staff should be trained on early warning indicators of violent behavior or suicidal tendencies. Random unannounced searches to identify weapons, drugs, and other contraband may be conducted. Relationships built on trust should be established between staff and student body. School Climate Surveys should be conducted periodically for students, staff and faculty.

A Sample School District/School Climate Survey is located in the Resource Section at the end of this chapter. This example was developed by Safe Havens International. ***Please note:** Your school district/school may be participating in the Pennsylvania Youth Survey Program or another risk behavior survey program which may provide much of the same information. If participating in one of these programs, coordinate your data collection with them.

5. Be aware of specific words used by students, body language and other indicators that suggest violent or suicidal behavior. Programs are implemented to deter bomb threats and false fire alarms. These programs include communicating criminal penalties, recording phone calls, CCTV cameras, developing policies that enforce restroom supervision, securing non-student areas, and having the students make up lost time due to false alarms in order to place peer pressure on the instigators. Consider implementing after-school programs that promote positive school climate between students, staff, parents/guardians, and the community.
6. An outcome of a good risk and hazard vulnerability assessment is to ask the question “If there is a reasonable chance that this disaster could happen.....can we reasonably do anything today to prevent it from happening?”
7. School Districts/Schools cannot always prevent fights, bomb threats, and school shootings. However, they can institute policies, implement violence prevention programs, and take other steps to improve the culture and climate of their campuses. Evidence-based program models that have been proven to reduce violence, delinquency, and other problem behaviors should be utilized where appropriate to insure effectiveness. Information and technical assistance on these programs is coordinated through the Pennsylvania Commission on Crime and Delinquency Resource Center for Evidence-Based Prevention and Intervention Programs and Practices as well as listed on the Pennsylvania Department of Education safe schools websites. School Districts/Schools can take immediate actions to investigate threats before they are acted on and strictly and uniformly enforce their code of student conduct.
8. Examples of Prevention/Mitigation include:
 - a. Conducting drills/exercises can reduce injury to students and staff because they will know what to do to avoid harm.
 - b. Conducting an After Action Review following an actual incident or exercise can help to improve responses to future events thereby mitigating the effects of the disaster.
 - c. Developing an Improvement Plan to identify responsibilities for corrective actions identified in the After Action Report.
 - d. Having a shelter-in-place procedure and training for incidents involving hazardous materials are important for school districts/schools.
 - e. Having an emergency generator and routinely testing it cannot prevent a loss of power, but it can make it easier to continue operations.
 - f. Establishing access control procedures and providing identification for visitors and staff might prevent a child’s abduction. However, these measures are useless unless they are strictly enforced and followed by all staff, students, and visitors.
 - g. Performing safety and security audits may uncover hazardous or vulnerable conditions that, if corrected, can prevent an accident or criminal attack in the future.
 - h. Employing a school resource officer, using random locker searches for weapons or contraband, and implementing bullying abatement programs can all help to prevent an incident.

- i. Establishing a climate in school districts/schools that is conducive to students reporting to an adult about a threatening situation.

H. Collaboration with the Community

1. Mitigating or preventing an incident involves both the school district/school and the community. Contact the municipal or county emergency management office to help get started and connect to efforts that are under way locally. School Districts/Schools should be active partners in community-wide risk assessment and Mitigation/Prevention planning.

A list of contact numbers and e-mail addresses for the county emergency management agencies is on the Pennsylvania Emergency Management Agency website. This website is listed in the Resource Section at the end of this chapter.

2. Bring together regional, municipal, and school leaders, among others. Mitigation/Prevention efforts are community activities, leadership and support of Mitigation/Prevention activities are necessary to ensure that the right people are at the planning table. Again, leadership begins at the top. School Districts/Schools will face an uphill battle if state, county, and municipal governments are not supportive of their mitigation efforts.
3. Establish clear lines of communication. Because Mitigation/Prevention planning requires agencies and organizations to work together and share information, communication among stakeholders is critical. In addition to communication within the planning team, outside communication with families and the larger community are important to convey a visible message that school districts/schools and government are working together to ensure public safety.

A Sample Tips for Parents/Guardians to Help Create Safe School Districts/Schools Sheet is included in the Resource Section at the end of this chapter.

Prevention & Mitigation - Resource Section

1. Authorities and References:

a. Authorities

- 1) Emergency Management Services Code, 35 Pa. C.S. §§ 7101 *et seq.*, as amended.
- 2) Public School Code of 1949, 24 P.S. §§ 1-101, *et seq.*, as amended.

b. References

- 1) The Commonwealth of Pennsylvania's Emergency Operations Plan, dated December 23, 2008
- 2) _(Insert name of School District's County Name here)_
Emergency Operations Plan, dated _(Insert date of latest plan here)_
- 3) _(Insert Each School Building's Municipality Name here)_
Emergency Operations Plan, dated _____
- 4) _(Insert School District's County Name here)_ County's Hazard Vulnerability Analysis
- 5) _(Insert Each School Building's Municipality Name here)_
Municipality's Hazard Vulnerability Analysis

2. Key Words:

- a. After Action Review – This document captures observations of an exercise or event and makes recommendations for post-exercise/event improvements.
- b. Nonstructural - all items that are not part of the structure of the building, including windows, heating, ventilation, air conditioning systems, emergency generators, storage racks, electrical components, and piping.
- c. Structural - the components that keep the building standing: the roof, foundations, and load-bearing walls.

3. Websites:

- a. Bomb Threat Response: www.threatplan.org
- b. Centers for Disease Control and Prevention: www.cdc.gov
- c. Jane's Model: www.janes.com
- d. National Association of School Psychologists: www.nasponline.org
- e. National Clearinghouse for Educational Facilities: www.edfacilities.org
- f. National Highway Traffic Safety Administration: www.nhtsa.dot.gov
- g. National School Safety Center: www.schoolsafety.us
- h. National Youth Violence Prevention Resource Center: www.safeyouth.org
- i. Office of Juvenile Justice and Delinquency Prevention: <http://ojjdp.ncjrs.org>
- j. Pennsylvania Center for Safe Schools: www.safeschools.info
- k. Pennsylvania Commission on Crime and Delinquency: www.pccd.state.pa.us
- l. Pennsylvania Department of Education: www.pde.state.pa.us
- m. Pennsylvania Emergency Management Agency: www.pema.state.pa.us
- n. Pennsylvania Pandemic Planning Toolkit for Schools: www.pandemicflu.state.pa.us
- o. Pennsylvania State Police Megan's Law: www.psp.state.pa.us
- p. Readiness and Emergency Management for Schools Technical Assistance Center:
- q. Safe and Civil Schools: www.safeandcivilschools.com
- r. SMART School Tool (All-Hazards Planning Tool): www.smartschooltool.org
- s. Student Assistance Program: www.sap.state.pa.us
- t. The National Institute for Occupational Safety and Health: www.cdc.gov/niosh
- u. The Vaccine Page: www.vaccines.org

- v. U.S. Department of Education - Keyword: Practical Information on Crisis Planning: A Guide for Schools and Communities: www.ed.gov/emergencyplan
- w. U.S. Secret Service: www.secretservice.gov
- x. Safe Havens International: <http://www.safehavensinternational.org>

4. Recommended Readings:

- a. *Innocent Targets – When Terrorism Comes to School* by Michael Dorn and Chris Dorn. Safe Havens International, Inc., Canada, 2005.
- b. *New Jersey vs. TLO* – Supreme Court of the United States, 469 U.S. 325 – January 15, 1985.
- c. *Terror at Beslan* by John Giduck. Archangel Group, Inc., Canada, 2005.

5. Sample Resources:

- | | |
|--|----------------|
| a. Risk and Hazard Vulnerability Assessment | Page 43 - 74 |
| b. Risk and Vulnerability Assessment Team (RVAT) List | Page 75 |
| c. Classroom and Building Hazard Hunt | Page 76 |
| d. School District/School Hazard Vulnerability Assessments Outcomes | Page 77 – 78 |
| e. Threat Assessment Inquiry | Page 79 - 82 |
| f. Insurance Review Checklist | Page 83 - 84 |
| g. School District/School Compliance Checklist | Page 85 - 100 |
| h. School District/School Climate Survey | Page 101 - 113 |
| i. Tips for Parents/Guardians to Help Create Safe School Districts/Schools Sheet | Page 114 |

Sample Risk and Hazard Vulnerability Assessment

This Risk and Hazard Vulnerability Assessment will assist school districts/schools to plan in ways that compliment the All Hazards planning done by the community. It is important that School District/School All Hazard Plans integrate well with municipal emergency management plans.

Assessment Instructions: This rating of hazards should be done by the School District's/School's Safety Committee. **This Risk and Hazard Vulnerability Assessment is not intended to be completed by one person working alone.** A copy of your Municipal and County Hazard Vulnerability Analysis may be requested from your Municipal and County EMA Offices.

1. Fill out the Jurisdiction Description/Planning Team form.
2. Go to the Hazard Identification and Rating section.
3. Fill out the Rating Chart:
 - Begin with the first hazard. If you answer “YES”, the hazard could affect your jurisdiction, continue answering questions 2, 3, 4, and 5 in that row.
 - If your answer is “NO” to question 1, continue down the page to the next hazard.

NOTE: Risk and Hazard Vulnerability Assessments must be reviewed at least once every year for new risks and changing conditions—such as new construction—in the area.

If you have answered “yes” to either question #3 or #4, *you have identified a significant hazard for your school district/school.*

4. Make a copy of the completed Risk and Hazard Vulnerability Assessment:
 - Send a copy to your superintendent’s office
 - Your Municipal and County Emergency Management Agency should get a copy.
5. Write or update the School District’s/School’s Hazard Identification List.
6. Write or update the School District’s/School’s All Hazard Plan.

Jurisdiction Description

1. Jurisdiction name:

2. Name, address, and telephone number of Municipal Emergency Management Agency:

 Organization Name
 Street Address
 Mailing Address
 City State Zip Code
 (____) (____)
 Telephone Number Fax Number
 E-Mail Address
3. Name, address, and telephone number of County Emergency Management Agency:

 Organization Name
 Street Address
 Mailing Address
 City State Zip Code
 (____) (____)
 Telephone Number Fax Number
 E-Mail Address

4. Name, title, and telephone number of person responsible for coordinating School District/School All Hazard Planning activities:

Name

Title

Organization Name

Street Address

Mailing Address

City State Zip Code
() ()

Telephone Number Fax Number
()

Residential Telephone Number
()

Work Telephone Number
()

Fax Number

E-Mail Address

SIGNATORY PAGE

5. Names and titles of members of the School District/School Safety Committee filling out this report:

Name	Title	Date
—		

Name	Title	Date
—		

Name	Title	Date
—		

Name	Title	Date

Name	Title	Date

Name	Title	Date

Name	Title	Date

Name	Title	Date

6.

Assessment Completed	Date
7.

Safety Team Chairperson Approval	Date
8.

School Principal Approval	Date
9.

Date Sent To Superintendent
10.

Date Sent to Police Chief(s)
11.

Date sent to Fire Chief(s)
12.

Date Sent To Municipal Emergency Management Agency
13.

Date Sent To County Emergency Management Agency

HAZARD NAME	HAZARD IDENTIFICATION	VULNERABILITY			CONCLUSION
<p>NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.</p>	<p>1. Could this hazard affect _____ School District/School? If “NO” go down to next hazard. If “YES” complete #2-5</p>	<p>2. What is the likelihood of the event occurring at, or in the immediate vicinity of _____ School District/School?</p>	<p>3. Could _____ School District/School property damage, or loss of use of _____ School District/School property result if this event occurred?</p>	<p>4. Could any person be killed or injured if this event occurred?</p>	<p>5. If you answered “YES” to question #3 or #4, this hazard is significant and must be addressed in your All Hazards Plan.</p>
<p>ACCIDENT</p>	<p>Mass Transportation - An event involving a multi-passenger vehicle(s), such as cars, buses, school buses, planes, trains, ferries, or boats that occurs while traveling to or from a school district/school supported or sanctioned activity.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

	Off Site - An incident from any cause that results in serious bodily harm or death to one or more people while engaged in a _____ School District/School supported or sanctioned activity off school property. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	On Site - An event from any cause that results in serious bodily harm or death to one or more people while on _____ School District/School property <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

HAZARD NAME	HAZARD IDENTIFICATION	VULNERABILITY			CONCLUSION
NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.	1. Could this hazard affect _____ School District/School? If “NO” go down to next hazard. If “YES” complete #2-5	2. What is the likelihood of the event occurring at, or in the immediate vicinity of _____ School District/School?	3. Could _____ School District/School property damage, or loss of use of _____ School District/School property result if this event occurred?	4. Could any person be killed or injured if this event occurred?	5. If you answered “YES” to question #3 or #4, this hazard is significant and must be addressed in your All Hazards Plan.
	AVALANCHE* - Mass of sliding snow occurs in mountainous terrain where snow is deposited on slopes of 20 degrees or more.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

BLIGHT/ INFESTATION* - Any injury to plants resulting in withering, cessation of growth and death of the above ground part of plants caused by: disease organisms (fungi, bacteria, or virus), insects, or unfavorable environmental conditions. Trees may be weakened causing risk to those passing under them. Fire risk due to dying vegetation may increase.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
BUILDING COLLAPSE Loss of structural integrity of buildings due to wind, water, snow or seismic events resulting in significant personal injury or economic loss.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

HAZARD NAME	HAZARD IDENTIFICATION	VULNERABILITY			CONCLUSION
<p>NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.</p>	<p>1. Could this hazard affect _____ School District/School? If “NO” go down to next hazard. If “YES” complete #2-5</p>	<p>2. What is the likelihood of the event occurring at, or in the immediate vicinity of _____ School District/School?</p>	<p>3. Could _____ School District/School property damage, or loss of use of _____ School District/School property result if this event occurred?</p>	<p>4. Could any person be killed or injured if this event occurred?</p>	<p>5. If you answered “YES” to question #3 or #4, this hazard is significant and must be addressed in your All Hazards Plan.</p>
<p>CIVIL/POLITICAL DISORDER* - Certain types of facilities, such as government buildings, schools and universities, military bases, nuclear power facilities, abortion clinics, work sites, mass-gathering places, and correctional facilities are more vulnerable than others.</p>	<p>Demonstration A public protest. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

	Economic Emergency Loss of personal, governmental, or commercial economic stability. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Hostage Incident Person or group held as security pending the fulfillment of certain terms. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

HAZARD NAME	HAZARD IDENTIFICATION	VULNERABILITY			CONCLUSION
<p>NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.</p>	<p>1. Could this hazard affect _____ School district/School? If “NO” go down to next hazard. If “YES” complete #2-5</p>	<p>2. What is the likelihood of the event occurring at, or in the immediate vicinity of _____ School District/School ?</p>	<p>3. Could _____ School District/School property damage, or loss of use of _____ School district/School property result if this event occurred?</p>	<p>4. Could any person be killed or injured if this event occurred?</p>	<p>5. If you answered “YES” to question #3 or #4, this hazard is significant and must be addressed in your All Hazards Plan.</p>
<p>CIVIL/POLITICAL DISORDER* (cont)</p> <p>Certain types of facilities, such as government buildings, schools and universities, military bases, nuclear power facilities, abortion clinics, work sites, mass-gathering places, and correctional facilities are more vulnerable than others.</p>	<p>Strike/Lockout</p> <p>A work stoppage to protest or influence work practices.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

	Sabotage/Vandalism Intentional destruction of property or obstruction of normal operations. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Weapons of Mass Destruction Chemical Biological Radiological Nuclear Explosive <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

HAZARD NAME	HAZARD IDENTIFICATION	VULNERABILITY			CONCLUSION
<p>NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.</p>	<p>1. Could this hazard affect _____ School district/School? If “NO” go down to next hazard. If “YES” complete #2-5</p>	<p>2. What is the likelihood of the event occurring at, or in the immediate vicinity of _____ School District/School ?</p>	<p>3. Could _____ School District/School property damage, or loss of use of _____ School District/School property result if this event occurred?</p>	<p>4. Could any person be killed or injured if this event occurred?</p>	<p>5. If you answered “YES” to question #3 or #4, this hazard is significant and must be addressed in your All Hazards Plan.</p>
<p>CONTAMINATION OF FOOD/DRINKING WATER/AIR/SOIL* - The accidental or deliberate introduction of dangerous substances into food, beverages, medications, water, and other ingested products or into HVAC systems.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>CONTAGIOUS, INFECTIOUS DISEASE OR PANDEMIC*</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

DAM FAILURE* - Dam failure is the spontaneous release of water resulting from improper operation or structural collapse of the structure, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
DEATH/SUICIDE - The accidental or self inflicted death of a student, teacher, school volunteer, coach, school resource officer, school administrator; or any person that has frequent and close association with school district/school activities, staff and students. Morale for the whole school district/school and student grades can be affected for months afterward.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

HAZARD NAME NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.	HAZARD IDENTIFICATION	VULNERABILITY			CONCLUSION
	1. Could this hazard affect _____ School District/School? If “NO” go down to next hazard. If “YES” complete #2-5	2. What is the likelihood of the event occurring at, or in the immediate vicinity of _____ School District/School?	3. Could _____ School District/School property damage, or loss of use of _____ School District/School property result if this event occurred?	4. Could any person be killed or injured if this event occurred?	5. If you answered “YES” to question #3 or #4, this hazard is significant and must be addressed in your All Hazards Plan.
DROUGHT - Prolonged period without rain: A twelve month period during which precipitation is less than 85% of normal as defined by the National Weather Service (44 inches is the average precipitation level per year). Droughts occur about every 20 years with severe three–five year droughts occurring about every 40 years.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

EARTHQUAKE - Sudden motion of the ground which may result in surface faulting (ground rupture), ground shaking, and ground failure resulting in damage to buildings, roads, bridges and loss of utility service(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
ENERGY SHORTAGE - A significant shortage of any energy resource or the inability to pay for high priced energy resources, resulting in a loss of fuel supplies for space heating, emergency and health care service; thereby endangering both life and property.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

HAZARD NAME	HAZARD IDENTIFICATION	VULNERABILITY			CONCLUSION
<p>NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.</p>	<p>1. Could this hazard affect _____ School District/School? If “NO” go down to next hazard. If “YES” complete #2-5</p>	<p>2. What is the likelihood of the event occurring at, or in the immediate vicinity of _____ School District/School ?</p>	<p>3. Could _____ School District/School property damage, or loss of use of _____ School District/School property result if this event occurred?</p>	<p>4. Could any person be killed or injured if this event occurred?</p>	<p>5. If you answered “YES” to question #3 or #4, this hazard is significant and must be addressed in your All Hazards Plan.</p>
	<p>EROSION - The wearing away and removal of soil particles by running water, waves, currents, moving ice, or wind resulting in severe land destruction and property damage.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>FIRE - The outbreak of fire or smoke within the school building, Porta-mobile units, and out buildings or in grass, fields, brush and woods around school buildings.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

FLOOD	Riverine - Periodic over- bank flow of rivers and streams. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Flash - Quickly rising small streams after heavy rains, ice jams, or rapid snow melt. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
HEAT WAVE - A spell of three or more consecutive days on each of which the maximum temperature reaches or exceeds 90°F.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

HAZARDOUS MATERIALS INCIDENT - FIXED FACILITY*	Chemical Uncontrolled release of hazardous materials from a fixed site. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Radiological - A radiological release occurring at a nuclear power plant, or in association with hospitals, industrial facilities, and research labs which may cause impaired thyroid function, whole body, and bone marrow contamination from absorption or ingestion of contaminated food. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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HAZARD NAME	HAZARD IDENTIFICATION	VULNERABILITY			CONCLUSION
<p>NOTE: All Hazards marked by an asterisk (*) could be caused by a terrorist event.</p>	<p>1. Could this hazard affect _____ School District/School? If “NO” go down to next hazard. If “YES” complete #2-5</p>	<p>2. What is the likelihood of the event occurring at, or in the immediate vicinity of _____ School District/School?</p>	<p>3. Could _____ School District/School property damage, or loss of use of _____ School District/School property result if this event occurred?</p>	<p>4. Could any person be killed or injured if this event occurred?</p>	<p>5. If you answered “YES” to question #3 or #4, this hazard is significant and must be addressed in your All Hazards Plan.</p>
<p>HAZARDOUS MATERIALS INCIDENT - TRANSPORTATION* - Uncontrolled release of radiological, chemical, or biological hazardous materials during transport that causes impact to school district/school property or staff and students, or</p>	<p>Rail</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
	<p>Pipeline</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

disrupts school transportation routes.	Port <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	River <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Highway <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

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	<p>HURRICANE - A hurricane is a tropical cyclone in which winds reach speeds of seventy-four miles per hour or more, and blow in a large spiral around a relatively calm center. It produces measurable damage and destruction from heavy rainfalls, winds, and flooding.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>LANDSLIDE* - A mass of sliding earth, mud, or rock.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

SUBSIDENCE - Depressions, cracks, and sinkholes in the ground's surface caused by removal of water or gas beneath the surface.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
TORNADO - A violently whirling column of air extending downward from a cumulonimbus cloud and seen as a rapidly rotating, slender, funnel shaped cloud that has a wind velocity of up to 300 miles per hour at the central core and destroys everything along its narrow ground path.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>TRANSPORTATION INCIDENT - PASSENGER - An incident involving passenger air, rail, highway, or water modes of travel resulting in death or injury. Includes school district/school staff and students traveling on school district/school buses, commercial buses, trains, cruise ships, ferries etc.</p>	<p>Air</p> <p>An accident involving a multi-passenger (twenty or more) or cargo aircraft or small private plane, resulting in injuries, loss of life, and destruction of private property where it impacts. Includes areas within the flight paths of airports.</p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>				

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<p>TRANSPORTATION INCIDENT - PASSENGER (cont) - An incident involving passenger air, rail, highway, or water modes of travel resulting in death or injury. Includes school district/school staff and students traveling on school district/school buses, commercial buses, trains, cruise ships, ferries etc.</p>	<p>Highway An unforeseen event involving a rapid-transit, multi-passenger vehicle or a large supply truck which results in severe injuries, fatalities, and property damage.</p> <p>[] Yes [] No</p>	<p>[] Low [] Moderate [] High</p>	<p>[] Yes [] No</p>	<p>[] Yes [] No</p>	<p>[] Yes [] No</p>

	Rail An accident or derailment involving multiple railroad cars which causes abnormal interaction with the general public by blocking roads and/or causing property damage. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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TRANSPORTATION INCIDENT - PASSENGER (cont) - An incident involving passenger air, rail, highway, or water modes of travel resulting in death or injury. Includes school district/school buses, commercial buses, trains, cruise ships, ferries etc.	Water An accident involving a multi-passenger vessel, either public or private, resulting in injuries, loss of life, and destruction of property and requiring response and rescue by boat. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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UNCONTROLLED ANIMAL/INSECT - A domestic or wild animal out of control that exhibits threatening behavior, or inflicts injury or death upon students/staff, or visitors. This includes bee and wasp attacks.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
URBAN FIRE - Uncontrolled burning in residential, commercial, industrial, or other properties in developed areas. An event of such magnitude as to cause serious injuries and deaths and impose severe economic losses to the community. Other structures in the vicinity of the fire may be affected in a variety of ways. Schools may be used as temporary shelters for displaced people.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

HAZARD NAME	HAZARD IDENTIFICATION	VULNERABILITY			CONCLUSION
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<p>WATER LOSS OTHER - Includes broken water lines, and contamination due to accidental or intentional introduction of hazardous materials into public water supplies, and wells. All school district/school well heads should be padlocked to reduce risk.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

WEATHER HAZARDS OTHER - Includes severe cold, winter and summer storms, lightning strikes, and hail. Weather hazards can impact hasty evacuations, emergency response, and sheltering operations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
OTHER _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
OTHER _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
OTHER _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Sample Risk and Vulnerability Assessment Team (RVAT)

When forming a RVAT, school districts/schools should consider inviting the following representatives:

- ◆ School Administrator
- ◆ Faculty
- ◆ Student
- ◆ Parent
- ◆ Nurse/Mental Health
- ◆ Facility Maintenance
- ◆ Law Enforcement/School Resource Officer/Probation
- ◆ Fire Services/Emergency Medical Services
- ◆ Emergency Management Coordinator
- ◆ Director of Food Services
- ◆ Director of Transportation and Bus Contractor Representative
- ◆ Special Education/Learning Support Teacher

Sample Classroom and Building Hazard Hunt

Staff Instructions: The District/School Safety Committee is interested in identifying any special circumstances which exist in our school facilities or near our campus that present unique problems or potential risk to persons or property. These may include materials used in classes, issues specific to your location in the building, situations which may impede evacuation from the building, community issues (factories, airport, water plant, rivers/streams, etc.) Please describe any such potential hazards below, and actions requested to mitigate them.

CLASSROOM AND BUILDING HAZARD HUNT	
SCHOOL:	
ROOM:	
Potential Hazard	Action Suggested to Mitigate the Hazard
TEACHER SIGNATURE:	DATE:

Sample School District/School Hazard Vulnerability Assessments Outcomes

These outcomes are based upon past Risk and Hazard Vulnerability Assessments. Before implementing any of these items, consult with your municipal codes enforcement, emergency management, and responders.

1. Ensure a visitor badge system is in place, with visitors showing picture ID and strictly enforced.
2. Ensure receptionist has a clear unobstructed line of sight of personnel entering the facility.
3. All school districts/schools require that students and school employees wear standardized identification badges with a photograph.
4. Access to the school district/school is restricted while school is in session by locking entry points.
5. Security cameras are placed at key indoor areas at all middle and high schools.
6. School District/School lockers are always locked using only school district/school issued locks.
7. Emergency Go-Kits exist and are inventoried quarterly.
8. Emergency responders are provided with facility information including location of utility shut-offs, building diagrams, storage of hazardous materials and other emergency information requested.
9. Rooms are easily identified for emergency responders.
10. Procedures exist for facility lockdown that differentiate if attacker is inside or outside of facility.
11. A means of locking room doors from the inside exists that does not violate municipal fire codes.
12. Procedures exist for evacuation to local and remote assembly area.
13. Procedures exist and school district/school has identified a Shelter-in-Place area for school district/school personnel to gather in the event of a threat from contaminated outside air.
14. School Districts/Schools have access to personnel designated and trained to assess security threats in accordance with U.S. Secret Service's Safe School guidelines.
15. A random school district/school locker and school district/school building inspection program utilizing canine units exist to locate drugs, weapons and other contraband.
16. Random metal detection screening is conducted at each middle and high school several times each year.
17. Large trash containers are kept at least 50 feet away from school district/school buildings and are visible.
18. Each school district/school tests all school district/school alarms (e.g., security, fire, fire alarm pull stations) quarterly to ensure operability and personnel familiarity.

19. Fire department fire prevention bureau personnel conduct a fire prevention seminar for the staff at each school district/school facility once annually. Topics include the proper use of fire extinguishers, fire evacuation procedures, common fire code violations in school districts/schools, and special concerns for cafeteria personnel.
20. The police department crime prevention bureau conducts a crime prevention seminar for staff at each school district/school facility once annually.
21. Each school district/school has taken steps to properly secure all computers, audio/visual equipment and valuable equipment. Security measures include steps to secure computers against theft and unauthorized access.
22. All television sets that are not wall mounted are either bolted to carts or secured using safety straps.
23. Vegetation outside of building is not overgrown such that it blocks the view.
24. School District/School rooms that are not in use are kept locked.
25. The School District/School has a system in place to ensure that serial numbers are on file for school district/school system property.
26. Valuable school district/school property has been clearly marked to identify it as school district/school property.
27. Each school district/school has established a system to locate, photograph, remove, and report all graffiti to law enforcement in a timely manner.
28. The school district/school uses an Internet filtering system. These filtering systems prevent access to sites containing pornography, hate groups, and sites relating to weapon and bomb making materials. The filters are tested through use to make sure they work while not blocking sites needed by students for schoolwork.
29. Every school district/school has a designated room that is heavily secured. High value equipment is moved to these rooms for storage during extended holidays and summer breaks.
30. The school district/school safety design team has conducted a CPTED (crime prevention through environmental design) and target hardening assessment of each school district/school facility. Changes have been made as appropriate based on the team's recommendations. Team members have received formal training on CPTED.
31. The school district/school safety design team evaluates all building construction and renovation plans early in the design process and makes recommendations to enhance the level of safety through design features (CPTED and target hardening).
32. Municipal emergency management, fire service and law enforcement officials have an opportunity to review building construction and renovation plans early in the design process. These officials are afforded an opportunity to make comments on safety and emergency management concerns.
33. Architectural firms awarded a building construction or renovation project must have at least once CPTED-trained design team member.

Sample Threat Assessment Inquiry

Who made or is the threat?

Identification of possible victim(s):

Description of threat:

Type of threat:

Direct	Indirect	Veiled	Conditional
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Reason for threat:

Means/Weapon/Method of threat:

Date/Time/Place of where threat will occur:

Information about plans or preparation to carry out threat:

Threat Maker (s):

Personality Traits	Family Dynamics
School Dynamics	Social Dynamics

Four-Pronged Assessment Model:

1. Personality of the student: behavior characteristics and traits.
2. Family Dynamics: patterns of behavior, thinking, beliefs, traditions, roles, customs, and values that exist in a family.
3. School Dynamics: patterns of behavior, thinking, customs, traditions, roles, and values that exist in a school's culture.
4. Social Dynamics: patterns of behavior, thinking, beliefs, customs, traditions, and roles that exist in the larger community where students live.

Levels of Threat:

- ◆ Low: threat poses a minimal risk to the victim and public safety. Interview with parent (s)/guardian and student required.
- ◆ Medium: threat that could be carried out, although it may not appear entirely realistic. Warrants inquiry. May call Law Enforcement.
- ◆ High: threat that appears to pose an imminent and serious danger to the safety of others. Warrants an investigation. Call Law Enforcement.

Threat Rating:

Low	Medium	High
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How credible and serious is the threat itself?

To what extent does the threat maker appear to have the resources, intent, and motivation to carry out the threat?

Key Questions in Threat Assessment Inquiry

1. What motivated the student to make the statements, or take the action, that caused him/her to come to attention?
2. What has the student communicated to anyone concerning his/her intentions?
3. Has the student shown an interest in targeted violence, perpetrators of targeted violence, weapons, extremists groups, or murder?
4. Has the student engaged in attack-related behavior, including any menacing, harassing, and/or stalking-type behavior?
5. Does the student have a history of mental illness involving command hallucinations, delusional ideas, and feelings of persecution, etc.? Are there indications that the student has acted on those beliefs?
6. How organized is the student? Is he/she capable of developing and carrying out a plan?
7. Has the student experienced a recent loss and or loss of status, and has this led to feelings of desperation and despair.
8. Corroboration – What is the student saying and is it consistent with his/her actions?
9. Is there concern among those that know the student that he/she might take action based on inappropriate ideas?
10. What factors in the student's life and/or environment might increase/decrease the likelihood of the student attempting to attack a target?

Focus on the student's patterns of thinking and behavior to determine whether, and to what extent, they are moving toward an attack.

Law Enforcement contacted:

Actions taken:

Sample Insurance Review Checklist

	<p>Review all insurance to determine limits of liability:</p> <ul style="list-style-type: none"> ◆ What is covered? ◆ What is not covered? ◆ Who pays costs? ◆ Is wind/storm coverage included?
	<p>Is contents insurance included?</p> <ul style="list-style-type: none"> ◆ Vital records. ◆ Furniture, fixtures, and equipment.
	<p>Flood insurance details:</p> <ul style="list-style-type: none"> ◆ In what FEMA Flood Zone is the facility located? ◆ Is facility in high hazard evacuation zone?
	<p>Who pays for required upgrading of construction to meet:</p> <ul style="list-style-type: none"> ◆ Current building codes? ◆ FEMA for flood plain floor elevation?
	<p>What are the differences between:</p> <ul style="list-style-type: none"> ◆ Wind coverage? ◆ Flood coverage? ◆ Coverage for other damages?
	<p>Update insurance coverage, if needed.</p>
	<p>Insurance markets close once an imminent danger exists:</p> <ul style="list-style-type: none"> ◆ Consider the use of multiple carriers; major disasters speed the demise of small, geographically restricted companies.
	<p>Investigate insurance carriers:</p> <ul style="list-style-type: none"> ◆ How well they work with you. ◆ How well they work with other school districts/schools. ◆ How well they performed in other disasters.
	<p>FEMA (Secondary insurance when primary coverage is exhausted.):</p> <ul style="list-style-type: none"> ◆ Full documentation. ◆ Requires roofs to be dried in. ◆ Insurance even for demolished structures.

	<p>Regarding property coverage, consider:</p> <ul style="list-style-type: none"> ◆ Carrier physical stability, determined by reputable rating organization. ◆ Geographical distribution of policy holders. ◆ Reinsurance specifications. ◆ Per occurrence. ◆ Combination. ◆ Broadest coverage for lowest cost. ◆ Single per-occurrence limit, applied on a blanket basis (risk manager determines maximum amount of property damage that may occur if major disaster strikes). ◆ Caps (limitations) on certain types of losses. ◆ Deductibles. ◆ Replacement versus depreciated values. ◆ Loss of income coverage. ◆ Loss of tuition (beyond expected). ◆ Loss of revenue from cafeterias, snack bars, sports arena, auditoriums, leased property.
	<p>Extra expense coverage: defrayal of cost of continuing institution's operation after loss from a covered event:</p> <ul style="list-style-type: none"> ◆ Covers loss over period of time. ◆ Contract with insurance negotiator to provide services for negotiations with insurance companies over damages sustained. ◆ Contract with professional cost estimator to determine cost of repairs and replacements.

Sample School District/School Compliance Checklist

General:

Planning Element	Implemented (Y/N)	Incident Command Section Update Responsibility
School District has a School District Safety Committee that includes community representatives from organizations and agencies with crisis, prevention, emergency management, and emergency services capabilities/responsibilities.		
Each school building within the school district has a School Building Safety Committee. (Smaller school districts may combine their committees if staff is shared among the buildings.)		
If school district/school is in the development stages of their “All Hazards” Safety Plan, a planning timeline has been developed and distributed to planning team members.		
School District/School Building Safety Committee Meetings, along with emergency preparedness training and exercise dates are built into the school district’s annual calendar.		

Legal Aspects:

Planning Element	Implemented (Y/N)	Incident Command Section Update Responsibility
School District/School has an “All Hazards” School/District Safety Plan.		
School District/School “All Hazards” Safety Plan addresses all four phases of an emergency: Prevention/Mitigation, Preparedness, Response, and Recovery.		
A copy of the School District/School “All Hazards” Safety Plan has been distributed to each school, district office, first responder organizations, and municipal and county emergency management agencies, as well as any other pertinent entity.		
School District/School has copies of all applicable statutes related to emergency planning and safe schools.		
School District/School conducts at least one disaster response or emergency preparedness plan drill annually (i.e. lockdown, hazardous material, severe weather).		
All applicants for school employment, as well as independent contractors, who have direct contact with students, have obtained state and federal criminal background checks.		
If the school district employs a school police officer, it has annually submitted officer data, including the number employed, the municipalities comprising the school district, and the date and type of training provided to each officer, to the Pennsylvania Department of Education.		
If the school district has received permission from a judge for their officers to carry firearms, the police officers have received mandatory firearms training.		

The school district has submitted at least annually, its school safety report of all new incidents of violence, weapons possession, and possession, use, or sale of controlled substances, alcohol, or tobacco by any person on school property to the Pennsylvania Department of Education, as required by law.		
Each school entity has adopted or amended its existing policy relating to bullying and incorporated the policy into the school entity's code of student conduct.		
The school entity's bullying policy has identified the school staff person responsible for receiving reports of incidents of alleged bullying.		
Prior to admission, the school district/school has obtained a statement from a new student's parents or guardians indicating whether the student has been suspended or expelled from any public or private school for specific offenses.		
The school district/school has requested from the transferring school a certified copy of the new student's disciplinary record.		
Transferring school has transmitted certified copy of the new student's disciplinary record to the new school within ten days of receipt of the request.		
School District/School disciplinary records are available for inspection by the student, parents or guardian, school officials, and state and local law enforcement officials.		
School District/School has maintained a district-wide and school-specific record of all incidents of violence, weapons possession, or convictions or adjudications of delinquency for acts committed by students on school property. (This applies to public and nonpublic school district/schools.)		
School District/School has made a statistical summary of such records available to the public.		

School District has posted a notice in each school building in reference to the safe schools advocate. (This applies only to first class school districts.)		
Upon notification of a violent act committed upon a student, school district/school has notified parents/guardians of any victim of the existence of the safe schools advocate.		
School District/School has cooperated with the safe schools advocate and provided all available information authorized by State law.		
School District has developed a policy, consistent with state law, concerning expulsions for possession of a weapon on school property or related locations. Policy is available for review.		
School District has reported all incidents of weapon possessions and expulsions to local law enforcement.		
School District/School has conducted monthly fire drills.		
School District/School has conducted two emergency evacuation drills on buses during the school year (one is required during the first week of the school term and the second is required during the month of March).		
On or before April 10 of each year, the chief school administrator has certified to the Pennsylvania Department of Education that these required emergency evacuation drills have been conducted.		
Instructional program discouraging the use of tobacco, alcohol, and other drugs has been provided annually to students of all grades.		
In-service training to educators who provide instruction to students on the program discouraging the use of these substances has been provided.		
Governing board has adopted a code of student conduct, as outlined by law.		
Conduct code has been published and distributed to students and parents or guardians.		

Conduct code is available in each school library.		
School District has defined and published offenses that would lead to suspension or expulsion from school, and these are consistent with Pennsylvania Department of Education's uniform definitions for reportable offenses.		
Governing board has adopted reasonable student search policies and procedures.		
School District/School has notified students and parents or guardians of the student search policies and procedures.		
School District/School has notified students and given the opportunity to be present when locker searches are conducted. (This does not apply to searches that are conducted without warning due to reasonable suspicion that there is a threat to the health, welfare, or safety of students in the school.)		
Governing board has adopted a plan for the collection, maintenance and dissemination of student records.		
Student records plan has been maintained and updated by the school entity as required by changes in state or federal law.		
School entity has a written plan for the implementation of a comprehensive and integrated K-12 program of the student services based on the needs of its students.		
School entity has a student assistance program that addresses alcohol, chemical, and tobacco abuse.		
School District/School has followed the procedures outlined for disciplinary action against students who are eligible for special education.		
School administrators, school teachers, and school nurses have reported suspected child abuse cases.		
All applicants for school employment have obtained a Child Abuse History Clearance from the Pennsylvania Department of Public Welfare.		

Basic School District/School Plan Format:

Planning Element	Implemented (Y/N)	Incident Command Section Update Responsibility
The school district/school plan has a Purpose statement that generally identifies emergency responsibilities for its district/buildings and its staff.		
The school district/school plan has a Scope explanation of what is covered in the plan and for whom this plan applies, as well as their actions and activities.		
The school district/school plan has a Situation and Assumptions section which covers planning facts and assumptions that the school district/school took into consideration in their planning efforts. The section is either specific to the school district/school locale or based on general facts and assumptions on the Commonwealth of Pennsylvania.		
The school district/school plan has a Concept of Operations that explains the method by which the school district/school will manage incidents that affect them, addresses succession in the school district, discusses the location and back-up of the Incident Command Post, and addresses documentation and reporting procedures for casualties and damages the school district/school may suffer.		
The school district/school plan has an Emergency Management Responsibilities section that addresses the responsibilities and authorities for the emergency phases of an incident.		
The school district/school plan has an Administrative section that addresses issues, such as identification cards for staff with emergency assignments, tracking of purchases and their receipts, and planning tools for the Incident Command Post.		

The school district/school plan has a Logistics section that addresses logistical support for the Incident Command Post and the tracking and recording of emergency supplies and equipment.		
The school district/school plan addresses Mutual Aid Agreement or Memorandum of Understanding with first responder organizations, other school districts/schools, and non-profit organizations, such as the American Red Cross for sheltering purposes. The plan also addresses annual review and update of these agreements and understandings.		
The school district/school plan has a Training and Exercises section that addresses mandatory training and exercises required under state and federal law.		
The school district/school plan has a Plan Development, Maintenance and Distribution section that addresses who is responsible for developing the school district/school plan, how and who will maintain it, when it will be updated, and who will handle the distribution of the plan and to what agencies and organizations.		

Prevention & Mitigation Phase:

Planning Element	Implemented (Y/N)	Incident Command Section Update Responsibility
The school district/school plan-Prevention & Mitigation section includes a description of the general characteristics of the school district/school, such as incidents experienced in the past, internal and external resources available, geographic (e.g. flood prone area, proximity to major highway, high crime area) and demographic data.		
The school district/school plan-Prevention & Mitigation section includes a description of how the school district/school will identify the hazards that affect their facilities.		
The school district/school plan-Prevention & Mitigation section includes a description of how the school district/school will carry out an inspection of the school district/school for structural and nonstructural vulnerabilities.		
The school district/school has performed a risk and hazard vulnerability assessment. The assessment was performed by an outside contractor or a multi-disciplinary team consisting of school district/school personnel, emergency management, and first responder personnel.		
The school district/school has distributed the hazard vulnerability assessment to first responder organizations and municipal and county emergency management agencies.		
The school district/school plan-Prevention & Mitigation section includes the results of any previous and current risk and hazard vulnerability assessment efforts.		
Identified hazards have reviewed and organized into School Building Level, School District Level, or Community-Wide Level.		

The school district/school has a Threat Assessment Team that includes at a minimum an administrator, law enforcement, school police or other trained security staff.		
The school district/school plan-Prevention & Mitigation section includes provisions that are in place in the school district/school to address school violence threats. It addresses lockdown procedures, how a threat of violence is handled, and how the school district/school is promoting a violence free environment.		
School District/School conducts an annual Threat Assessment Inquiry.		
The school district/school plan-Prevention & Mitigation section includes information on the school district/school legal representation and insurance policy or policies.		
The school district/school plan-Prevention & Mitigation section includes features and procedures that the school district/school has in place to prevent or reduce the effects from hazards that may affect them. (e.g. access control, emergency generators, shelter-in-place procedures)		
School District/School conducts an annual compliance audit.		
School District/School conducts an annual Climate Survey.		

Preparedness Phase:

Planning Element	Implemented (Y/N)	Incident Command Section Update Responsibility
The school district/school plan-Preparedness section includes descriptions of existing Memorandum of Understanding or Mutual Aid Agreements.		
The school district/school plan-Preparedness section includes copies of existing Memorandum of Understanding and Mutual Aid Agreements.		
The school district/school plan-Preparedness section includes a list of the chosen agencies, organizations and businesses, resource type, and their representatives contact information. The list includes at a minimum a primary member and a back-up for each representative.		
The school district/school plan-Preparedness Section includes a School District/School Resource List (resource type, number available, location and restock information).		
The School District/School Resource List has been reviewed every 90 days or after a major incident for currency.		
The school district/school plan-Preparedness Section includes a list of school district/school positions with names, office phone numbers, 24 hour phone numbers, fax numbers, and e-mail addresses.		
The School District/School Personnel List has been reviewed every 90 days for currency.		
If school district/school has received federal preparedness funding, National Incident Management System has been implemented.		
School District/School has surveyed school district/school staff for special skills that can be used during an incident.		
School District/School plan-Preparedness section includes Incident Command Team Assignment List.		

School District/School has implemented a Buddy System program to cover classrooms in the event of substitutes, Incident Command Team assignments, or casualties.		
School District/School has distributed information about their emergency procedures to parents/guardians at the beginning of the school year and again before typical seasonal natural disaster periods (winter storms, tornadoes, flooding).		
School District/School has established a staff, student, and visitor control system and policy outlining identification and responsibilities in maintaining access control to the school district/school buildings and grounds.		
School District/School plan-Preparedness section includes a copy of the staff, student, and visitor policy.		
The school district/school has distributed the staff, student, and visitor policy to all staff, parents/guardians, and school organizations.		
The School District/School Incident Command Team has a portable “toolbox” available for use during an incident.		
The school district/school has assigned a member of the Incident Command Team to maintain and update the “toolbox”.		
School District/School classrooms have portable emergency “Go Kits”.		
School District/School Safety Team has selected Assembly Areas and Alternate Assembly Areas for staff and students for both Sheltering in Place and Evacuation.		
School District/School Safety Team has coordinated any required transportation needs and evacuation routes for off-site Assembly Areas.		
School District/School has Memorandum of Understanding with off-site facilities selected as Assembly Areas.		

School District/School plan-Preparedness section includes a list of locations, points of contact, and 24-hour numbers for each Assembly Area.		
School District/School has posted evacuation routes throughout the building.		
School District/School has provided evacuation routes to emergency management and first responder organizations.		
School District/School Safety Team has selected Assembly Areas and Alternation Assembly Areas for response equipment, medical operations, media staging, parent/student reunification, Incident Command Post, etc.		
School District/School has worked with school district/school nurses, emergency management, and first responder organizations to develop an Emergency Care Plan for students and staff with special needs.		
School District/School plan-Preparedness section includes a copy of the Emergency Care Plan for students and staff with special needs.		
School Districts/Schools have conducted an annual survey of students and staff to ensure the list is up-to-date.		
The school district/school has a copy of staff and students with special needs in the Incident Command Team "Toolbox".		
The school district/school has developed a training plan for school personnel on emergency preparedness.		
The school district/school has trained all staff to some level of emergency preparedness depending on their roles and responsibilities during an incident.		

If the school district is receiving federal preparedness funds, the school district has trained all personnel with emergency roles and responsibilities in the appropriate National Incident Management Team training.		
The school district/school has provided age-appropriate emergency preparedness training for all students in the district/school.		
School District/School Incident Command Team has attended recommended Homeland Security Exercise and Evaluation Program.		
In addition to the federal and state required exercises, the school district/school has conducted, in coordination with community partners, other drills, tabletop, functional, or full-scale exercises.		
School District/School has documented the results of the exercises in After-Action Reports.		
School District/School has created an Improvement Plan to assist in correcting areas needing improvement.		
School District/School has updated their "All Hazards" School Safety Plan annually and distributed changes to the previous recipients.		

Response Phase:

Planning Element	Implemented (Y/N)	Incident Command Section Update Responsibility
The school district/school plan-Response section includes an Emergency Decision Making Flowchart.		
The school district/school plan-Response section includes a copy of the school district/school Incident Command Chart.		
The school district/school plan-Response section includes procedures for each of the functional Incident Command System areas, as well as for others that may be pertinent to the school district/school.		
The school district/school plan-Response section includes checklists for each type of hazard that affects the school district/school.		
The school district/school plan-Response section includes a Chart of Immediate Response Actions appropriate for the school district/school.		
School District/School has developed Parent/Guardian/Student Reunification Procedures.		
The school district/school plan-Response section includes a copy of the Parent/Guardian/Student Reunification Procedures.		
The School District/School Incident Command Team “Toolbox” includes sufficient copies of the Emergency Release Card.		
School District/School has communicated the Parent/Guardian/Student Reunification Procedures to all staff, parents or guardians.		
The school district/school plan-Response section includes a copy of the Buddy System List.		
The School District/School Incident Command Team “Toolbox” includes a Media Communications Checklist.		
The School District/School Incident Command Team “Toolbox” includes an Initial Media Release Template.		

Recovery Phase:

Planning Element	Implemented (Y/N)	Incident Command Section Update Responsibility
The school district/school plan-Recovery section includes short term interventions and long term solutions for recovery. It also addresses communication, psychological first aid, community crisis counseling response teams, administrative, and environmental issues.		
The school district/school plan-Recovery section addresses documentation of all actions, meetings, and decisions made throughout the life cycle of the incident.		
The school district/school plan-Recovery section addresses documentation (including photos) of any damage incurred for insurance purposes and possible disaster declaration assistance.		
The school district/school plan-Recovery section addresses implementation of the Succession Plan.		
The school district/school plan-Recovery section addresses review of the Incident After Action Report and necessary updates to the school district/school plan.		
School District/School has provided staff and parents or guardians with information on recognizing signs and symptoms of stress reaction in children.		
The school district/school plan-Recovery section addresses the debriefing of the School District/School Incident Command Team, including a separate briefing for superintendents/principals with an outside crisis counseling response team.		
The school district/school plan-Recovery section addresses safety concerns of the parents/guardians.		
The school district/school plan-Recovery section addresses Memorial Services, Permanent Memorials, and Anniversary Events.		

School District/School has developed a policy on the conduct of Memorial Services, Permanent Memorials, and Anniversary Events.		
The school district/school plan-Recovery section includes a copy of the school district/school Memorial and Anniversary policy.		
The school district/school plan-Recovery section addresses the environmental, both structural and sanitation/hygiene, issues after an incident.		
School District/School has outside assistance on their resource list for clean-up.		
The school district/school plan-Recovery section addresses the “First Day Back at School” including having Mental Health Teams on site, staff meeting, establishing a “Safe Room”, media management, and allowance of classroom discussion of the incident, as appropriate.		

Sample School District/School Climate Survey

The following surveys should be used:

- Before plan development, as a benchmark of safety and an indicator of possible problems to be addressed.
- Once the plan is initially deployed to measure any change in perceptions of safety the plan may cause.
- Yearly, to monitor the progress of the plan in improving the perception of safety and to identify any additional problem areas.

Staff Survey:

What is the name of your school?	
Are you male or female?	
How long have you been at this school?	
What is your role (teacher, administrator, paraeducator, bus driver, custodian, building engineer, lunch room worker, office staff, other)?	

Please circle the answer that most applies to YOUR experiences this school year.

My school is generally clean	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Arguments among students in school are common	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fights among students are rare at school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Threats by students against one another are rare	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Some students are regularly beaten up by other students	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Some students are regularly picked on, called names, or teased by other students	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Robbery/theft of school and personal property are common at school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I generally feel safe at school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe on school grounds before and after school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe in the school lunchroom	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe in the school hallways	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe in the school bathrooms	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe in classrooms	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe at the school playground and/or athletic fields and facilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe going to and from school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Some students are getting away with too much	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students know what behavior is expected of them	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Staff enforce the rules when there is an incident	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Staff monitor hallways during passing time	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The rules for punishing students are fair	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students feel comfortable telling a staff person about potential violence	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers listen to students when they have a problem	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Principals apply discipline rules fairly	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

My school holds fire drills once per month	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My school holds drills on emergencies, other than fire drills, twice per school year	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My school is prepared for any emergency	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My school provides guidance and counseling services students need	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Parents are involved in activities at school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students are learning a lot in school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Staff has input into decision making at my school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Most students are getting a good education at this school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers respect students in this school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers enjoy teaching here	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel I belong at this school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Most students are proud of this school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am proud of this school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

During this school year, how many times have YOU experienced and/or witnessed the following problems in your school?

Verbal threats on school grounds	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Physical violence on school grounds	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Students with weapons on school grounds	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Students smoking on school grounds	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily

Students with drugs or alcohol on school grounds	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Drugs sold on school grounds	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Teasing or bullying on school grounds	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Gang activity on school grounds	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Stealing on school grounds	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Vandalism of school property	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Discrimination or bigotry at school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Violence in the community around the school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Cheating on homework or tests	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Students cutting classes and truancy	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily

How effective do you feel these strategies are for making your school safe?

Suspending students who commit acts of violence	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Expelling students who commit acts of violence	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Putting more security devices in school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Having more school resource officers and/or police in school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Bringing drug and/or weapon sniffing dogs to school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective

Training students in anger management and conflict resolution	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Training teachers in conflict resolution	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Training students to accept differences in others	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Keeping drugs out of school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Having counselors to help students	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Keeping weapons out of school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Involving parents more with the school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Leadership training for students	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Overall I rate my school as:	The best	Pretty good	Neutral	Poor	The worst

Student Survey:

What is the name of your school?	_____
Are you male or female?	_____
What is your grade?	_____
How old are you?	_____
How long have you been at this school?	_____
How do you typically get to school?	_____

Please circle the answer that most applies to YOUR experiences this school year.

My school is generally clean	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have made friends at this school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Arguments among students in school are common	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fights among students are rare at school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Threats by students against one another are rare	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Some students are regularly beaten up by other students	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Some students are regularly picked on, called names, or teased by other students	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have had something of mine stolen at school this year	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

I generally feel safe at school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe on school grounds before school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe on school grounds after school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe in the school lunchroom	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe in the school hallways	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe in the school bathrooms	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe in the classrooms	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe at the school playground and/or athletic facilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe going to and from school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Troublemakers should be suspended or expelled	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Some students are getting away with too much	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students know what behavior is expected of them	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers enforce the rules when something bad happens	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers listen to me when I have a problem	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I can depend on my teachers to keep my school safe	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers enjoy teaching here	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The rules for punishing students are fair	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Principals apply discipline rules fairly	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My school holds fire drills once per month	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

My school holds drills on emergencies, other than fire drills, twice per school year	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My school is prepared for any emergency	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My school provides guidance and counseling services I need	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Other students enjoy learning	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am learning a lot in school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Doing well in school is important	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My school is doing a good job	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am proud of this school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

During this school year, how many times have YOU experienced and/or witnessed the following problems in your school?

Verbal threats in school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Physical violence in school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Students with weapons in school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Students with drugs or alcohol in school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Drugs sold in school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Teasing or bullying in school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Gang activity in school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Stealing in school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Vandalism of school property	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Discrimination or bigotry at school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily

Violence in the community around the school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Cheating on homework or tests	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily

How effective do you feel these strategies are for making your school safe?

Suspending students who commit acts of violence	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Expelling students who commit acts of violence	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Putting more security devices in school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Having more school resource officers and/or police in school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Bringing drug and/or weapon sniffing dogs to school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Training students in anger management and conflict resolution	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Training teachers in conflict resolution	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Training students to accept differences in others	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Keeping drugs out of school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Having counselors to help students	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Keeping weapons out of school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Involving parents more with the school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Leadership training for students	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Overall I rate my school as:	The best	Pretty good	Neutral	Poor	The worst

Parent Survey

What is the name of your school?	<hr/>
How many children do you have attending this school?	<hr/>
What is your grade is your oldest child in?	<hr/>
How are you related to your oldest child?	<hr/>
How long has your oldest child been at this school?	<hr/>
How does your oldest child typically get to school?	<hr/>

Please circle the answer that most applies to **YOUR OLDEST CHILD'S** experiences this school year.

My child's school is generally clean	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child has friends at this school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Arguments among students in school are common	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fights among students are rare at school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Threats by students against one another are rare	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Some students are regularly beaten up by other students	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Some students are regularly picked on, called names, or teased by other students	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

My child has had something stolen at school this year	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child generally feels safe at school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child feels safe on school grounds before school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child feels safe on school grounds after school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child feels safe in the school lunchroom	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child feels safe in the school hallways	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child feels safe in the school bathrooms	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child feels safe in the classrooms	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child feels safe at the school playground and/or athletic facilities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child feels safe going to and from school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child behaves well in school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Some students are getting away with too much	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child knows the school rules	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers enforce the school rules	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers listen to my child when there is a problem	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The rules for punishing students are applied fairly	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
This school holds fire drills once per month	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
This school holds drills on emergencies, other than fire drills, twice per school year	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
This school is prepared for any emergency	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

This school provides guidance and counseling services my child needs	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The school regularly meets with parents	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel welcome at the school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I can share problems I observe with teachers and administrators	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child is learning a lot in school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall I think this is a safe school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
This school is doing a good job	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am proud of this school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

During this school year, how many times have YOUR OLDEST CHILD experienced and/or witnessed the following problems in your school?

Verbal threats in school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Physical violence in school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Students with weapons in school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Students with drugs or alcohol in school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Drugs sold in school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Teasing or bullying in school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Gang activity in school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Stealing in school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Vandalism of school property	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Discrimination or bigotry at school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
Violence in the community around the school	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily

Cheating on homework or tests	Never	One Time This Year	One Time Per Month	One Time Per Week	Daily
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How effective do you feel these strategies are for making your school safe?

Suspending students who commit acts of violence	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Expelling students who commit acts of violence	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Putting more security devices in school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Having more school resource officers and/or police in school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Bringing drug and/or weapon sniffing dogs to school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Training students in anger management and conflict resolution	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Training teachers in conflict resolution	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Training students to accept differences in others	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Keeping drugs out of school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Having counselors to help students	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Keeping weapons out of school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Involving parents more with the school	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Leadership training for students	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective
Overall I rate this school as:	The best	Pretty good	Neutral	Poor	The worst

Sample Tips for Parents/Guardians to Help Create Safe School Districts/Schools Sheet

Parents/Guardians can help create safe school districts/schools. Here are some tips that parents can implement:

1. Discuss the school district's/school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them. Parents/guardians should keep a copy of the disciplinary policies in the home.
2. Involve your child in setting rules for appropriate behavior at home.
3. Help your child understand the importance of following directions during any type of incident at their school district/school.
4. Talk with your child about the violence he/she sees--on television, video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
5. Teach your child how to solve problems.
6. Help your child find ways to show anger that do not involve hurting others and model these behaviors.
7. Help your child understand the value of accepting individual differences.
8. If you are concerned about your child's behavior and actions, talk with a professional in your child's school district/school or community.
9. Keep lines of communication open with your child's school district/school.
10. Listen to your child if he/she shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school district/school psychologist, principal, or teacher.
11. Be involved in your child's school district/school life by attending school district/school functions such as parent/guardian conferences, class programs, open houses, and Parent-Teacher Organization meetings.
12. Work with your child's school district/school to make it more responsive to all students and to all families. Share your ideas about how the school district/school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.
13. Volunteer to work with school district/school based and community groups concerned with violence prevention.
14. Talk with the parents/guardians of your child's friends. Discuss common concerns or issues.

Chapter V - Preparedness

A. Introduction

1. Preparedness is the process of deciding what you will do in the event of an emergency, before the emergency actually occurs. It involves the coordination of efforts between the school district/schools, and the local community. To help agencies work together, they may want to develop a Memorandum of Understanding or Mutual Aid Agreement that outlines each agency's responsibility.

The Resource Section at the end of this chapter includes a Sample Memorandum of Understanding and/or Mutual Aid Agreement.

Include collaborative efforts with other school districts/schools, emergency responders, outside agencies, volunteers, and the private sector. Existing Memoranda of Understanding or Mutual Aid Agreements should be described and attached to this section of the plan.

2. Example:

_____ School District or School continues to enjoy a good working relationship with the community. We have a Memorandum of Understanding or Mutual Aid Agreement with _____ church for use as a Local Evacuation Assembly Area and with _____ School for use of the school as a Remote Evacuation Assembly Area. _____ Fire Company comes in annually along with the _____ Police Department, _____ Emergency Medical Services and _____ Emergency Management Agency to train and share information with the staff on firefighting, law enforcement, emergency medical services, and emergency management principles.

B. Community Resource List

1. Historically, school districts/schools have been relatively well prepared for emergency situations, such as fires. School Districts/Schools understand the need to evacuate buildings when a fire alarm sounds. The staff knows procedures for calling 911 to report a fire. School shootings, incidents of interpersonal violence, and severe weather have uncovered a need for preparedness for a much broader range of emergencies. Furthermore, although school districts/schools may have established procedures for dealing with emergency situations, most do not have these protocols collected in a coordinated, concise manner. More than ever before, school

districts/schools are faced with ongoing challenges to be prepared for a wide-range of emergency situations from medical emergencies to threats of violence, from severe weather to chemical release, and from sexual abuse to kidnapping.

2. It is extremely important that the school district/school have available contact information for all agencies, organizations, and businesses that may have to assist them with an incident from the response period through the recovery effort. This list should include contact information for counseling services, debris removal contractor, cleaning service, and any other type of resource that may be needed during the response and recovery period. The list should be reviewed every 90 days to ensure that it is kept current for the next incident.

A list of the chosen agencies, organizations and businesses, resource type, and their representatives contact information, such as name, office phone, 24 hour phone number, fax number, and e-mail address should be kept in the Preparedness Section of the School District's/School's "All Hazards" School Safety Plan. There should be a primary member and a back-up in case of extending beyond the 12-hour operational period or unavailability of the primary member.

A Sample Community Resource List is included in the Resource Section at the end of this chapter. This list can be revised to reflect your school district's/school's needs.

C. School District/School Resource List

The school district/school should also have a list of resources that are available on the school district/school campus for use during an incident. The list should be reviewed every 90 days or after a major incident to ensure that list is kept current and resources are available for the next incident.

A School District/School Resource List with resource type, number available, location, and restock information should be kept in the Preparedness Section of the School District's/School's All Hazards Plan.

A Sample School District/School Resource List is included in the Resource Section at the end of the chapter. This list can be revised to reflect your school district's/school's needs.

D. School District/School Personnel List

It's also important that the school district/school have a current list of positions with appropriate contact information for each one. The list should be reviewed every 90 days to ensure that it is kept current for the next incident.

A list of school district/school positions with names, office phone numbers, 24 hour phone numbers, fax numbers, and e-mail addresses should be kept in the Preparedness Section of the School District's/School's All Hazards Plan.

A Sample School District/School Personnel List is included in the Resource Section at the end of this chapter. This list can be revised to reflect your school district's/school's needs.

E. National Incident Management System Implementation

1. All school districts/schools are key components of every community and its government. School Districts/Schools are not traditional response organizations and more typically are recipients of emergency management and first responder services provided by fire and rescue, emergency medical, and law enforcement agencies. These first responders and municipal emergency managers are required to adopt the National Incident Management System and use the Incident Command System to manage all incidents within their jurisdiction. The traditional relationship between school districts/schools and these agencies and organizations is such that school district/school participation in their municipal government's National Incident Management System preparedness program is essential to ensure that first responder services are delivered to school districts/schools in a timely and effective manner.
2. School Districts/Schools are to be involved in a community's emergency planning process. School District/School personnel involved in incident management, can be more efficient by fully understanding how first responders and emergency management personnel will manage an incident. School Districts/Schools receiving Federal preparedness monies via the U.S. Department of Education, the U.S. Department of Homeland Security, and/or the U.S. Department of Health and Human Services are required to implement the National Incident Management System.

Training on the National Incident Management System and Incident Command are available online from the Emergency Management Institute. The website is included in the Resource Section at the end of this chapter.

It is highly recommended that all school districts/schools, regardless of whether or not they are recipients of Federal preparedness funding, implement the National Incident Management System.

A Sample National Incident Management System Implementation Checklist is included in the Resource Section at the end of this chapter.

Detailed guidance for National Incident Management System implementation can be found at the Readiness and Emergency Management for Schools Technical Assistance Center. The web address is located in the Resource Section at the end of this chapter.

F. Establish Incident Assignments

1. Before assigning incident assignments, school district/school staff should be surveyed to see if they have any special skills that could assist the School District/School Incident Command Team during an incident.

A Sample Staff Skills Survey is located in the Resource Section at the end of this chapter.

2. After surveying the school district/school staff on special skills, it is time to assign personnel to their Incident Command Team roles. Most assignments will be a logical, reasonable parallel to day-to-day work assignments. Other assignments might be based on the special skills that the staff indicated they had to contribute to the team.

A Sample School District/School Incident Command Team Assignment List is located in the Resource Section at the end of this chapter.

G. Setting up a Buddy System

1. If the School District/School “All Hazards” School Safety Plan calls for assigning classroom teachers to Incident Command System positions, some classrooms will be uncovered. Having a buddy system in place:
 - a. Ensures all students are supervised properly if a teacher needs to perform his/her Incident Command System function.
 - b. Provides for coverage of all students in the event that some teachers become casualties or are injured in the incident.
2. An effective buddy system is based on classroom proximity. Copies of class rosters should be kept in a readily accessible location with other emergency supplies.
3. After developing a buddy pairing each individual teacher with another teacher to ensure proper coverage of students in an emergency situation, administrators need to ensure that:
 - a. Each teacher has copies of both class rosters.
 - b. Both classes evacuate to the same area or go to the same safe area of the school.
 - c. Ensure that substitutes are aware of the buddy system.
 - d. Ensure substitute teachers are instructed and included.

A copy of the Buddy System list should be kept in the Response Section of the School District’s/School’s “All Hazards” School Safety Plan.

H. Parental Notification

1. Schools should send home information about the school district’s/school’s emergency procedures at the beginning of the school year and again before typical natural disasters might occur (e.g., winter storms, tornadoes, flooding).
2. Informing parents of emergency procedures:
 - a. Inspires confidence in the school district’s/school’s preparedness measures.
 - b. Makes operations in an actual incident run more smoothly.
 - c. Helps the school district/school meet its obligation to account for and protect the children.

3. Information to convey to parents:
 - a. No student will be dismissed from the school district/school in the event of an incident unless a parent/guardian (or individual designated by the parent/guardian) comes for him/her.
 - b. Please do not call the school district/school. Telephone lines must be kept open for emergency calls.
 - c. Following an incident, do not immediately drive to the school district/school. Streets and access to the school district/school may be cluttered with debris or otherwise inaccessible. Parents that drive to school could interfere with emergency responders and their emergency vehicles.

I. Visitors' Policy

1. A key component to management of personnel during an incident is having knowledge of exactly what personnel are present at the time of the incident. In order to maintain control, each school district/school must have a staff, student, and visitor control system and policy which outline identification and responsibilities in maintaining access control to the school district/school buildings and grounds. This form of control can differ, but the preferred method is staff and student identification badges, as well as a single point of access for visitors with a badge system.
2. All school district/school staff should openly wear a picture identification badge at all times. If a staff member is working after normal hours, badges should continue to be worn. All visitors must be issued a visitor's identification badge that includes the visitor's name. All staff members should question the identity of any individual, without an identification badge, who is in the building during the normal school hours. Staff members will escort any individual without a badge to the main office. If this is not possible or the individual refuses, the staff member should notify the office immediately. Suspicious packages and individuals acting suspiciously must be reported to the office immediately.

School Districts/Schools should develop a Visitors' Policy and include a copy of it in the Preparedness Section of the School District's/School's "All Hazards" School Safety Plan. The policy should be distributed to all staff, parents/guardians of students, and school organizations.

A Sample List of Visitors' Policy Considerations is included in the Resource Section at the end of this chapter.

J. Student Care

1. Student care during an incident is one of the most important tasks faced by school districts/schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water. Classroom teachers will handle much of the duties of student care. All tasks and the assignments of personnel to handle those tasks must be included in the School District/School “All Hazards” School Safety Plan.
2. In planning for emergencies, it is wise for school district/school personnel to use 72 hours as a guide in determining resource needs. Depending on the situation, they may have to rely on the school district’s/school’s internal resources for that long. Resources to have on hand would include such things as:
 - a. Tools.
 - b. Medical Supplies.
 - c. Food and Blankets.
 - d. Search and Rescue Equipment.
 - e. Emergency “Go Kits”.

K. School District’s/School’s Incident Command Team “Toolbox”

Each School District’s/School’s Incident Command Team needs to develop a “Toolbox” to have available for use during an incident. Items in the “Toolbox” should not be used for anything other than a real incident or emergency preparedness training activities. A member of the School District’s/School’s Incident Command Team should be assigned to keep the “Toolbox” updated (change batteries, update phone numbers, etc.). The “Toolbox” should be portable and readily accessible for use in an emergency.

A Sample Emergency “Toolbox” Inventory Sheet is included in the Resource Section at the end of this chapter.

L. Emergency “Go Kits”

Classrooms should also have emergency kits that are easily transportable should the teacher and students have to evacuate. These kits are called “Go Kits” and will allow the teacher to have the equipment and paperwork he/she needs, as well as activities for the students to keep them occupied.

A Sample “Go Kit” List is included in the Resource Section at the end of this chapter.

M. Select Assembly Areas

The School District/School Safety Team needs to select Assembly Areas for staff and students for both Sheltering in Place and Evacuating, as well as Alternate Assembly Areas because of inclement weather or other reasons. In addition, Assembly Areas are needed for response equipment, medical operations, parent/student reunification, etc. A location also needs to be selected for the Incident Command Post.

A Sample Assembly Area Worksheet is located in the Resource Section at the end of this chapter.

N. Parent/Student Reunification

When an incident occurs that requires release of the students, school districts/schools must establish a safe area for parents/guardians to go to pick up their children. This area must be away from the incident, the student assembly area, and the media staging site.

Parent/Student Reunification will be discussed in more detail in the Response Chapter.

O. Media Staging Area

One area that is extremely important for the school district/school to select is the Media Staging Area. The media should be staged away from the response efforts, as well as away from the Student/Staff Assembly Area and the Parent/Guardian/Student Reunification Area.

Communication with the Media will be discussed in more detail in the Response Chapter.

P. Students and Staff with Special Needs

1. A comprehensive “All Hazards” School Safety Plan must address the needs of students and staff with special needs. School Districts/Schools, families, and communities have the responsibility to be well prepared for prompt, safe, and individualized care in the event of an incident on their campus.
2. Individuals who will be involved prior to or during an incident with a student with special needs should be invited to participate in the development, implementation, and evaluation of the “All Hazards” School Safety Plan as it applies to the students in their care. At a minimum, school district/school nurses and municipal emergency management and first response organizations should coordinate to ensure that a plan of action (Emergency Care Plan) is in place to maintain the student’s health and safety during an incident. Staff with special needs should also be invited to participate in the planning process to ensure that their particular needs are being met as well.

Sample All Hazards Planning for Students/Staff with Special Needs Questions are included in the Resource Section at the end of this chapter.

Sample School District/School Action Steps for Special Needs Planning are included in the Resource Section at the end of this chapter.

3. School Districts/Schools should conduct a survey each year at the beginning of the school year to ensure they have an up-to-date list of students and staff who have special needs and the assistance they will need in case of an incident on campus. A copy of this list should be kept in the Emergency “Toolbox”.
4. During an emergency, the ability to communicate with students and staff with hearing impairments will not only save time, but can also save lives. There are several successful ways to communicate with a student and staff member who is deaf:
 - a. Pantomime is used in everyday life. You may use your hands to describe the size, roundness or placement of an object. Facial expressions are often all that are needed to project a feeling or thought to a person who is deaf.

- b. Speech Reading is the ability to read lips. This ability will vary among students and staff. Eye contact and lighting are essential for students and staff to read lips successfully. It is important not to over-exaggerate your lip movements. Talk slowly (normally) and clearly without over-exaggerating your words.
- c. Written Communications can be used for short conversations. A drawback with this form of communication is the time necessary to craft the message. Another drawback can be the level of the student's or staff member's knowledge of the English language.
- d. Interpreting is an excellent choice for communication. Learning to work with an interpreter is easy and a very effective mode of communication. Establish a procedure for contacting an interpreter. Meet in advance of the incident with the interpreting services community agency to coordinate logistics and set up a procedure to access their assistance in the event of an incident.
- e. Sign Language is often taught through the school district/school or community service organizations. Learning sign language before the incident will show your support for the student and staff member who is deaf and enable you to be more prepared for incidents.
- f. Telecommunication Device for the Deaf (TDD/TTY) is an essential device needed to allow the student and staff member who is deaf to communicate via telephone.

Q. Testing the "All Hazards" School Safety Plan

- 1. After your School District/School "All Hazards" School Safety Plan is developed, the next critical steps are training key players and exercising the plan. Without testing a plan in a simulated incident, it is impossible to tell if the plan's assumptions, assignments, and other details would be effective in a real incident.
- 2. The process of implementing your School District/School "All Hazards" School Safety Plan is a cyclical process that includes:
 - a. Training a small group of staff.
 - b. Exercising the plan and making any needed revisions.
 - c. Training all school personnel and students to implement the "All Hazards" School Safety Plan.
 - d. Conducting regular drills and exercises.
 - e. Revising the plan based on lessons learned and changing situations (e.g. a new addition to the school), new hazards or threats.
 - f. Retraining school personnel and students.

3. The goal of testing an “All Hazards” School Safety Plan is to prepare for a real emergency –to save lives and limit property damage. Specific goals of exercising a School District’s/School’s “All Hazards” School Safety Plan are to:
 - a. Discover any planning weaknesses.
 - b. Reveal resource needs.
 - c. Improve coordination.
 - d. Practice using your communication network.
 - e. Clarify roles and responsibilities.
 - f. Improve individual performance.
 - g. Improve readiness for a real emergency.
4. When testing a School District/School “All Hazards” School Safety Plan, it is the plan being tested-not the personnel. The plan must then be revised to incorporate lessons learned from the exercise. Before a plan can be exercised, however, some personnel must be trained so that they know what their responsibilities are and have the skills and knowledge necessary to carry out their responsibilities.

R. Training

1. There are many different ways to provide training on your “All Hazards” School Safety Plan. One method is to hold Orientation Seminars which are similar to many briefings that school districts/schools already conduct on various topics. Such seminars are:
 - a. Informal.
 - b. Not a simulation.
 - c. Introduce new programs, policies, or planning information.
 - d. Review roles and responsibilities.
 - e. Serve as a starting point for other types of exercises.
 - f. Provide parents at back-to-school nights or Parent Teacher Association (PTA) meetings with information on school district/school emergency preparedness.
 - g. Provide students with basic information about what to do for different types of incidents.
2. Training can also be provided by classroom, hands-on, or on-line training to provide specialized skills or information to school personnel. The level of training provided will vary with the role and responsibilities assigned during an incident. However, it needs to be impressed upon school district/school personnel that everyone has some role and responsibility during an incident and therefore it is very important that they all have some level of training in emergency preparedness.

3. There is also training that is required for the school district/school to be considered National Incident Management System compliant. The U.S. Departments of Education and Homeland Security recommend all “key personnel” take at least some of the National Incident Management System training courses. Key personnel are defined as individuals that would be involved in the response and incident command structure during an incident. Because every school district/school is unique and works from different operations and management structures, key personnel will vary from one education community to another.
4. The school district/school should determine the key personnel to receive National Incident Management System training, based on their roles in the overall school district/school emergency preparedness program. School Districts/Schools need to identify three groups of people:
 - a. Personnel with any role or responsibility in emergency preparedness, incident management, or response.
 - b. Emergency management personnel with a critical role in response.
 - c. Emergency management personnel with a leadership role in emergency response, who would be required to command and manage an incident in the absence of traditional response personnel.
5. It is recommended that the school district/school develop a training plan for school personnel. Training can be provided by municipal, county, or state organizations and agencies.

A Sample List of Mandatory and Recommended Training for School District/School Personnel is included in the Resource Section at the end of this chapter.

6. In addition, it is recommended that all students be provided training on various incidents that may affect the school district/school. The training should be appropriate for their age level. Many of the older students could also provide assistance during incidents with additional hands-on training in specialized skills. The Pennsylvania Emergency Management Agency is in the process of implementing a Teen Community Emergency Response Team training program in the Commonwealth. This training program provides a variety of hands-on skills in First Aid, Basic Fire Suppression, Light Search and Rescue, Disaster Psychology, Terrorism Awareness, and Team Concepts.

Sample Disaster Lesson Plans and Curriculum are provided in the Resource Section at the end of this chapter.

A Sample Teen Community Emergency Response Team Training Agenda is included in the Resource Section at the end of this chapter.

S. Exercises

1. There are several types of exercises that can be used to test the School District/School “All Hazards” School Safety Plan:
 - a. Tabletop-Simulation activity in which a certain scenario is presented and participants explain what they would do to respond. The scenario for a tabletop exercise can be presented orally, in written text, or by audio/video means by an exercise facilitator. Additional information, or injects, can be presented in its entirety at the start of the exercise or as the situation unfolds. This type of exercise:
 - 1) Eliminates time pressure.
 - 2) Lend themselves to low-stress discussion of plans, policies, and procedures.
 - 3) Highlights the importance of communication, coordination, and cooperation between school district/school and community responders.
 - 4) Enable school district/school staff to walk through an incident scenario and make decisions similar to those made in an actual incident.
 - 5) Enable participants to get a first-hand view of the responsibilities and needs of other responders.
 - 6) Give participants an understanding of how their actions can affect others.
 - b. Drills-Focuses on a single function of the School District/School ‘All Hazards’ School Safety Plan. It allows the responders to gain field experience and practice a single incident response. The most common type of drill is an evacuation. However, school districts/schools should know and practice reverse evacuation, lock-down, and shelter-in-place drills.
 - c. Functional-Simulates a real emergency under high-stress conditions involving multiple responders. This type of exercise utilizes communications equipment and lasts between three and eight hours.
 - d. Full-Scale-Tests the community’s total response capability. This exercise is as close to reality as possible with role players and field equipment being deployed. A full-scale exercise can be several hours to one or more days in length.
2. Regardless of what type of exercise is used to test the School District/School “All Hazards” School Safety Plan, it is extremely important that response organizations and agencies participate in the development and implementation of these exercises.

3. The facilitator is the key to the success of any type of exercise. This person should be able to perform the following responsibilities:
 - a. Leads the exercise and controls the pace and flow of new information or injects into the exercise play.
 - b. Presents the scenario developments and problem statements to the participants.
 - c. In a tabletop exercise, guides the discussion of actions the participants might take in response to those problem statements.
4. Be sure to build documentation and after-action reporting into your testing procedure. One or more evaluators/observers should be assigned to record what happens during the exercise or drill. The number of evaluators/observers is based on the complexity of the exercise or drill. Proper documentation will help school officials determine:
 - a. What parts of the ‘All Hazards’ School Safety Plan work well.
 - b. What parts need additional attention.
 - c. Whether additional training is necessary and what kind of training is needed.

T. Homeland Security Exercise and Evaluation Program

1. When developing exercises, it is important that all of the players who will respond to the incident be involved in the development process. It is also critical that all parts of the School District/School “All Hazards” School Safety Plan be tested eventually so the same scenarios should not be utilized every time. The Homeland Security Exercise and Evaluation Program is a capabilities and performance-based exercise program which provides a standardized policy, methodology, and terminology for exercise design, development, conduct, evaluation, and improvement planning. This program ensures that exercise programs conform to established best practices, and helps provide unity and consistency of effort for exercises at all levels.
2. Many of the emergency management and first responder personnel that participate in school district/school exercises have already taken the training associated with this program and use the program for all of their exercises.

It is highly recommended that members of the School District/School Incident Command Team take the Homeland Security Exercise and Evaluation Program course. This will allow them to effectively develop an Exercise Program for the school district/school in conjunction with the community emergency management, first responder organizations, and other players.

A link to the list of resident courses and application for admission to the Emergency Management Institute is included in the Resource Section at the end of this chapter.

U. Updating the “All Hazards” School Safety Plan

From the information gathered in the After-Action Report, the school district/school should update their “All Hazards” School Safety Plan. It is very important that this be done as soon as possible after an exercise or actual incident so the plan reflects the current Prevention/Mitigation, Preparedness, Response, and Recovery strategies. This will allow the school district/school to respond and recovery effectively to the next incident. Remember to provide copies of plan changes to everyone issued a copy of your “All Hazards” School Safety Plan previously (emergency management, first responders, incident command team members, etc.).

Preparedness - Resource Section

1. Authorities and References:

a. Authorities

- 1) Emergency Management Services Code, 35 Pa. C.S. §§ 7101 *et seq.*, as amended.
- 2) Public School Code of 1949, 24 P.S. §§ 1-101, *et seq.*, as amended.
- 3) Homeland Security President Directive – 5: *Management of Domestic Incidents*, February 2003.

b. References

- 1) The Commonwealth of Pennsylvania's Emergency Operations Plan, dated December 23, 2008
- 2) _(Insert name of School District's County Name here)_ Emergency Operations Plan, dated _(Insert date of latest plan here)_
- 3) _(Insert Each School Building's Municipality Name here)_ Emergency Operations Plan, dated _____
- 4) _(Insert School District's County Name here)_ County's Hazard Vulnerability Analysis
- 5) _(Insert Each School Building's Municipality Name here)_ Municipality's Hazard Vulnerability Analysis

2. Key Words:

- a. Drills – Focuses on a single function of the School District/School "All Hazards" School Safety Plan. It allows the responders to gain field experience and practice a single incident response.
- b. Evacuation Procedures – All school district/school personnel, students, and visitors exit the building.
- c. Full-Scale Exercise - Tests the community's total response capability. This exercise is as close to reality as possible with role players and field equipment being deployed. A full-scale exercise can be several hours to one or more days in length.
- d. Functional Exercise - Simulates a real emergency under high-stress conditions involving multiple responders. This type of exercise utilizes communications equipment and lasts between three and eight hours.
- e. Lock-Down Procedures – All school district/school personnel, students, and visitors remain in locked classrooms.
- f. Reverse Evacuation Procedures – All school district/school personnel, students, and visitors go to safe places in the building, from outdoor recess, events, or Physical Education classes.
- g. Shelter-In-Place Procedures – All school district/school personnel, students, and visitors remain in sealed classrooms.

- h. Tabletop Exercise-Simulation activity in which a certain scenario is presented and participants explain what they would do to respond. The scenario for a tabletop exercise can be presented orally, in written text, or by audio/video means by an exercise facilitator. Additional information, or injects, can be presented in its entirety at the start of the exercise or as the situation unfolds.
3. Websites:
 - a. American Red Cross: www.redcross.org
 - b. Centers for Disease Control and Prevention: www.cdc.gov
 - c. Emergency Management Institute: <http://training.fema.gov/IS/crslist.asp> and <http://training.fema.gov/EMICourses/>
 - d. Federal Emergency Management Agency: www.fema.gov
 - e. Lessons Learned Information Sharing Network: www.llis.dhs.gov
 - f. Let's Get Ready: <http://www.sesamestreet.org/ready>
 - g. Pennsylvania American Academy of Pediatrics: <http://paaap.org>
 - h. Pennsylvania Center for Safe Schools: www.safeschools.info
 - i. Pennsylvania Department of Education: www.pde.state.pa.us
 - j. Pennsylvania Emergency Management Agency: www.pema.state.pa.us
 - k. Pennsylvania Pandemic Planning Toolkit for Schools: www.pandemicflu.state.pa.us
 - l. Readiness and Emergency Management for Schools Technical Assistance Center: <http://rems.ed.gov>
 - m. Ready Campaign: www.ready.gov
 - n. Ready Classroom: <http://www.discoveryeducation.com/readyclassroom>
 - o. Ready PA Campaign: www.readypa.org
 - p. Ready Philadelphia: <http://oem.readyphiladelphia.org>
 - q. U.S. Department of Homeland Security: www.dhs.gov
 - r. U.S. Secret Service: www.ustreas.gov/usss/ntac_ssi.html
 4. Sample Resources:

a. Memorandum of Understanding/Mutual Aid Agreement	Page 133 - 145
b. Community Resource List	Page 146
c. School District/School Resource List	Page 147
d. School District/School Personnel List	Page 148 – 149
e. National Incident Management System Implementation Checklist	Page 150 - 151
f. School District/School Staff Skills Survey	Page 152
g. School District/School Incident Command Team Assignment List	Page 153
h. List of Visitors' Policy Considerations	Page 154
i. Emergency "Toolbox" Inventory Sheet	Page 155 – 156
j. "Go Kits" List	Page 157
k. Assembly Areas Worksheet	Page 158 – 159

l. All Hazards Planning for Students/Staff with Special Needs Questions	Page 160
m. School District/School Action Steps for Special Needs Planning	Page 161 - 164
n. List of Mandatory and Recommended Training for School District/School Personnel	Page 165 - 166
o. Disaster Lesson Plans and Curriculum	Page 167 – 169
p. Teen Community Emergency Response Team Training Agenda	Page 170 - 171

Sample Memorandum of Understanding/Mutual Aid Agreement

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MEMORANDUM OF UNDERSTANDING BY AND BETWEEN

(Law Enforcement Authority)

and

(School Entity)

(Date)

I. Joint Statement of Concern

A. Parties

The following Law Enforcement Authority or Authorities enter into and agree to adhere to the policies and procedures contained in this Memorandum of Understanding (hereinafter “Memorandum”):

The following School Entity or Entities enter into and agree to adhere to the policies and procedures contained in this Memorandum:

- B. The purpose of this Memorandum is to establish procedures to be followed when certain specific incidents - described in Section II below - occur on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus.
- C. It is further the purpose of this Memorandum to foster a relationship of cooperation and mutual support between the parties hereto as they work together to maintain the physical security and safety of the School Entity.

Thus, the School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate - to parents, students and the Family Policy Compliance Office - what circumstances led it to determine that a health or safety emergency existed and why the disclosure was justified.

D. Priorities of the Law Enforcement Authority

1. Investigate all incidents reported to have occurred on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall involve as little disruption of the school environment as is practicable.
2. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption of the school environment as is practicable.
3. Assist the School Entity in the prevention of the incidents described in Section II of this document.

E. Priorities of the School Entity

1. Create safe learning environments, which support each student's well-being and opportunities to reach their full potential while balancing and protecting the rights of all students within their authority.
2. Establish and maintain cooperative relationships with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
3. Foster partnerships with the Law Enforcement Authority for the education and guidance of students to create a school climate and knowledge base conducive to learning and personal growth.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

F. Legal Authority

1. The parties to this Memorandum enter into this agreement in accordance with the provisions of the act of March 10, 1949 (P.L. 30, No. 14), as amended, 24 P.S. §13-1301-A, *et seq.* (hereinafter “Safe Schools Act”), requiring all school entities to develop a memorandum of understanding with local law enforcement which sets forth procedures to be followed when an incident involving an act of violence or possession of a weapon, as further specified in Section II of this document, by any person occurs on school property. Law enforcement protocols shall be developed in cooperation with local law enforcement and the Pennsylvania State Police. 24 P.S. §13-1303-A(c).
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

II. Notification of Incidents to Law Enforcement

A. Mandatory Notification

The School Entity shall immediately report by the most expeditious means possible to the Law Enforcement Authority the occurrence of any of the following incidents occurring on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus:

1. The following offenses under 18 Pa. C.S (relating to crimes and offenses):
 - a. Section 908 (relating to prohibited offensive weapons).
 - b. Section 912 (relating to possession of weapon on school property).
 - i. As used in this Memorandum “weapon” shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, metal knuckles, billy club, blackjack, grenade, incendiary device and any other tool, instrument or implement capable of inflicting serious bodily injury.
 - ii. This reporting requirement does not apply to a weapon which is:
 - (a) used, as part of a school-approved program, by an individual who is participating in the program; or
 - (b) an unloaded weapon possessed by an individual while traversing school property for the purpose of obtaining access to public or private lands used for lawful hunting if the entry on school premises is authorized by school authorities.

- c. Chapter 25 (relating to criminal homicide).
- d. Section 2701 (relating to simple assault).
- e. Section 2702 (relating to aggravated assault).
- f. Section 2706 (relating to terroristic threats).
- g. Section 2709 (relating to harassment).
- h. Section 2709.1 (relating to stalking).
- i. Section 2901 (relating to kidnapping).
- j. Section 2902 (relating to unlawful restraint).
- k. Section 3121 (relating to rape).
- l. Section 3122.1 (relating to statutory sexual assault).
- m. Section 3123 (relating to involuntary deviate sexual intercourse).
- n. Section 3124.1 (relating to sexual assault).
- o. Section 3124.2 (relating to institutional sexual assault).
- p. Section 3125 (relating to aggravated indecent assault).
- q. Section 3126 (relating to indecent assault).
- r. Section 3127 (relating to indecent exposure).
- s. Section 3301 (relating to arson and related offenses).
- t. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
- u. Section 3502 (relating to burglary).
- v. Section 3503(A) AND (B)(1)(V) (relating to criminal trespass).
- w. Section 3701 (relating to robbery).
- x. Section 3702 (relating to robbery of motor vehicle).
- y. Section 5501 (relating to riot).

- z. Section 6110.1 (relating to possession of firearm by minor).
- 2. The possession, use or sale of a controlled substance or drug paraphernalia as defined in “The Controlled Substance, Drug, Device and Cosmetic Act.”
 - a. As used in this Memorandum, “controlled substance” shall include the possession, use or sale of controlled substances as defined in the act of April 14, 1972 (P.L. 233, No. 64) known as “The Controlled Substance, Drug, Device and Cosmetic Act” (hereinafter “Drug Act”) including, but not limited to, marijuana, cocaine, crack cocaine, heroin, LSD, PCP, amphetamines, steroids and other substances commonly known as “designer drugs.” *See* 35 P.S. §§ 780-101 *et seq.*
 - b. Included in this reporting provision shall be the possession, use or sale of drug paraphernalia, as defined in the Drug Act, including, but not limited to, hypodermic syringes, needles and, depending on the circumstances, rolling papers, as well as all other equipment or materials utilized for the purpose of ingesting, inhaling, or otherwise introducing controlled substances into the body. *See* 35 P.S. § 780-102.
- 3. Attempts, solicitation or conspiracy to commit any of the offenses listed in subsections (1) and (2).
- 4. An offense for which registration is required under 42 Pa. C.S. § 9795.1 (relating to registration).
- 5. Purchase, consumption, possession or transportation of liquor or malt or brewed beverages by a person under 21 years of age. *See* 18 Pa. C.S. § 6308(a).

B. Discretionary Notification

The School Entity may report to the Law Enforcement Authority the occurrence of any of the following incidents occurring on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus:

- 1. The following offenses under 18 Pa. C.S (relating to crimes and offenses):
 - a. Section 2705 (relating to recklessly endangering another person).
 - b. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

- c. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - d. Chapter 39 (relating to theft and related offenses).
 - e. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - f. Section 5503 (relating to disorderly conduct).
 - g. Section 6305 (relating to sale of tobacco).
 - h. Section 6306.1 (relating to use of tobacco in schools prohibited).
2. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (1).

C. Notification of the Law Enforcement Authority when incident involves children with disabilities

[Describe Procedures for response to student behavior as required by 22 Pa. Code § 14.104 (relating to special education plans)]_____

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D. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department were notified.

10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. All other such information as is known to the school authority which can be deemed relevant to the incident under investigation.
- E. Additionally, in anticipation of the need for the Law Enforcement Authority to respond to incidents described herein, the School Entity shall furnish the Law Enforcement Authority with the following information:
- a. Blueprints or floor plans of the school buildings;
 - b. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads;
 - c. Location(s) of predetermined or prospective command posts;
 - d. Current teacher/employee roster;
 - e. Current student roster;
 - f. Current school yearbook;
 - g. School fire-alarm shutoff location and procedures;
 - h. School sprinkler system shutoff location and procedures;
 - i. Gas/utility line layouts and shutoff valve locations; and
 - j. Cable/satellite television shutoff location and procedures.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority shall include:
1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident
 - i. Secure any physical evidence at the scene
 - ii. Identify involved persons and witnesses
 - e. Conduct investigation
 - f. Exchange information
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation
 2. Incidents not in progress:
 - a. Meet with contact person
 - b. Recover any physical evidence
 - c. Conduct investigation
 - d. Exchange information
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation

3. Incidents involving delayed reporting
 - a. In the event that a reportable incident occurs on school property, at a school sponsored event, or on any public conveyance providing transportation to or from a school or school sponsored activity after the conclusion of the school day or after the conclusion of the event at which the incident occurred, the School Entity shall report the incident to the Law Enforcement Authority immediately upon its notification.
 - b. If such incident is initially reported to the School Entity, the School Entity shall proceed as outlined in paragraphs II (A – C) above.
 - c. If the incident is initially reported to the Law Enforcement Authority, Law Enforcement Authority shall proceed directly with its investigation and shall immediately notify the School Entity of the incident, with all pertinent and reportable information, by the most expeditious means possible as if the reporting was not delayed.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer if:
 - a. the student has been placed under arrest;
 - b. the student is being placed under investigative detention;
 - c. the student is being taken into custody for the protection of the student;
or
 - d. the student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as to conduct and behavior over the pupils attending school, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardian or persons in parental relation to such pupils may exercise over them.
2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on any public conveyance providing transportation to or from school or school sponsored activity.

B. Notification of Parent or Guardian

1. Taking into consideration the totality of the circumstances, parents or guardians of students involved in acts of violence, possession of weapons, sexual assault, or the possession, use or sale of a controlled substance or the underage possession of alcohol or intoxication from alcohol should be notified of the involvement as soon as possible.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims, witnesses and suspects of incidents reportable to law enforcement authorities pursuant to the terms of this agreement.
3. Except in cases in which the suspect student has been injured and requires medical attention, the decision to notify a suspect's parents or guardians shall be a cooperative decision between school officials and law enforcement authorities.

C. Scope of School Entity's Involvement

1. Victims
 - a. The Law Enforcement Authority does not need to secure parental permission to interview a victim.
 - b. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow department policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
 - c. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel shall be present during the interview.
2. Witnesses
 - a. The Law Enforcement Authority does not need to secure parental permission to interview a witness to a reportable incident.
 - b. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow department policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
 - c. In the event a witness is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel shall be present during the interview.
3. Suspects
 - a. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall

defer to the expertise of the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect an interest of the School Entity.

b. Custodial Interrogation

- a. Depending upon the individual circumstances of the incident, a juvenile suspect may or may not be competent to waive his/her rights to consult with an interested adult and/or an attorney prior to interrogation by law enforcement authorities.
- b. The School Entity shall cooperate with the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- c. In the event an interested adult cannot be contacted, the School Entity shall defer to the policies, procedures and direction of the investigating Law Enforcement Authority who shall act in a manner consistent with the protection of the student suspect's legal and constitutional rights.

4. Conflicts of Interest

- i. The parties to this Memorandum recognize that in the event that a School Entity employee, contractor, or other person acting on behalf of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- ii. Where the possibility of such a conflict exists, neither the individual that is the subject of the investigation nor any person acting as his/her subordinate or direct supervisor shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- iii. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s) shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements and Exchange of Information

1. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
 - a. Criminal History Record Information Act, 18 Pa. C.S. §§ 9101 *et seq.*
 - b. The prohibition against disclosures, specified in paragraph IV(C)(4) of this Memorandum.
2. When sharing information and evidence necessary for the Law Enforcement Authority to complete their investigation, the School Entity shall:

- a. Comply with the Federal Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33 and any amendments thereto.
 - b. Comply with the requirements of the Public School Code of 1949, 24 P.S. §§ 13-1303-A and 13-1317.2 and any amendments thereto.
 - c. Complete reports as required by the Public School Code of 1949, 24 P.S. § 13-1303-A and any amendments thereto.
3. All school entities are required submit an annual report, which will include violence statistics and reports to the Department of Education's Office of Safe Schools. This annual report must include all new incidents described in Section II (A) above. Prior to submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:
- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
 - b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.
 - c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
 - d. Where a police department fails to take action as required under clause (a) or (b), the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause (a) or (b).
 - e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:
[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

V. Media Relations

A. Release of information

1. The release of information concerning incidents reportable to the Law Enforcement Authority pursuant to the terms of this Memorandum shall be coordinated between the Law Enforcement Authority and the School Entity.
2. The parties shall release as much information as is allowable by law with due deliberation given to the investigative considerations and the need to limit disruptions to school functions and protect the privacy of the students and staff involved.

VI. General Provisions

- A. This Memorandum is not intended to and does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any additional signatory authorities or entities, or their respective officer, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties, but in any event must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.
- C. In the event of changes in state or federal law which necessitate changes to this Memorandum, the parties shall collaborate to amend this Memorandum to assure compliance by the parties with state and federal requirements.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

AND NOW, this ____ day of _____, 200__, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.

Chief School Administrator

School Entity

Chief Law Enforcement Authority

Law Enforcement Authority

Building Principal

School Building

Sample Community Resource List

Agency/Organization/Business	Resource Type	Primary/Back-Up Point of Contact	Office Phone	24 Hour Phone	Fax Number	E-Mail

Sample School District/School Resource List

Resource Type	Number Available	Location	Restock Information

Sample School District/School Personnel List

Position	Name	Office Phone Number	24 Hour Phone Number	Fax Number	E-Mail
Superintendent					
Assistant Superintendent					
Director of Security					
Director of Maintenance					
Director of Transportation					
Director of Food Services					
Director of Supply Services					
Director of Safety					
Director of Buildings and Grounds					
Director of Special Education					
Director of Student Support (Counseling, Social Work, etc.)					
Director for Safe and Drug Free Schools					

Director of Health or Medical Services					
Director of Communications or Public Relations					
Legal Counsel					
Other					
Other					

Sample National Incident Management System Implementation Checklist

CHECKLIST: NATIONAL INCIDENT MANAGEMENT SYSTEM IMPLEMENTATION ACTIVITIES FOR SCHOOLS AND HIGHER EDUCATION INSTITUTIONS (HEIs)		
COMPONENT	IMPLEMENTATION ACTIVITY	Status
ADOPTION	1. Adopt the National Incident Management System at the school district/school level.	Complete <input type="checkbox"/>
		Not Complete <input type="checkbox"/>
		In Progress <input type="checkbox"/>
COMMAND AND MANAGEMENT	2. Institutionalize the Incident Command System for managing all emergency incidents and pre-planned school district/school events.	Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress <input type="checkbox"/>
	3. Coordinate and support the development and use of integrated Multi-Agency Coordination Systems.	Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress <input type="checkbox"/>
	4. Establish the Public Information System within the Incident Command System framework.	Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress <input type="checkbox"/>
PREPAREDNESS: PLANNING	5. Establish the National Incident Management System strategy and timeline for full implementation.	Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress <input type="checkbox"/>
	6. Develop and implement a system to coordinate and leverage Federal preparedness funding to implement the National Incident Management System.	Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress <input type="checkbox"/>
	7. Update emergency management plans (All Hazards Plan) to incorporate the National Incident Management System and reflect National Response Framework.	Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress <input type="checkbox"/>
	8. Participate in and promote mutual aid agreements.	Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress <input type="checkbox"/>
PREPARENESS: TRAINING	9. Key school district/school personnel complete National Incident Management System training.	Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress <input type="checkbox"/>

PREPAREDNESS: EXERCISES	10. Incorporate the National Incident Management System and Incident Command System into all emergency management training and exercises.	Complete <input type="checkbox"/>
		Not Complete <input type="checkbox"/>
		In Progress <input type="checkbox"/>
	11. Participate in all-hazard exercise program based on the National Incident Management System that involves emergency management and first responders from multiple disciplines and jurisdictions.	Complete <input type="checkbox"/>
		Not Complete <input type="checkbox"/>
		In Progress <input type="checkbox"/>
	12. Incorporate corrective actions into preparedness and response plans and procedures.	Complete <input type="checkbox"/>
		Not Complete <input type="checkbox"/>
		In Progress <input type="checkbox"/>
RESOURCE MANAGEMENT	13. Maintain an inventory of organizational response assets – equipment, resources, and supplies.	Complete <input type="checkbox"/>
		Not Complete <input type="checkbox"/>
		In Progress <input type="checkbox"/>
	14. To the extent permissible by law, ensure that relevant national standards and guidance to achieve equipment, communication, and data interoperability are incorporated into acquisition programs.	Complete <input type="checkbox"/>
		Not Complete <input type="checkbox"/>
		In Progress <input type="checkbox"/>
COMMUNICATION & INFORMATION MANAGEMENT	15. Apply standardized and consistent terminology for school and campus incidents, including the establishment of plain English communication standards across the public safety sector.	Complete <input type="checkbox"/>
		Not Complete <input type="checkbox"/>
		In Progress <input type="checkbox"/>

Sample School District/School Staff Skills Survey

NAME:	ROOM:
Emergency Response:	
Please check any of the following areas in which you have training or expertise.	
<input type="checkbox"/> First Aid	<input type="checkbox"/> Search & Rescue
<input type="checkbox"/> Mental Health	<input type="checkbox"/> Firefighting
<input type="checkbox"/> Hazardous Materials	<input type="checkbox"/> CPR
<input type="checkbox"/> Emergency Medical	<input type="checkbox"/> Media Relations
<input type="checkbox"/> Incident debriefing	<input type="checkbox"/> Other _____
Explain or clarify items checked, if necessary:	
Special Considerations:	
Please check and list special skills or resources you feel would be an asset in an emergency situation. Explain items checked:	
Multilingual, list languages (s):	Experience with disabilities:
Ham radio or CB radio experience:	Knowledge of community resources:
Other knowledge or skills:	Other knowledge or skills:
Check if you have a cell phone that could be used in an incident: <input type="checkbox"/>	
Check if you have a two-way radio that could be used in an incident. <input type="checkbox"/>	
School District/School Safety Committee Membership Each School District/School is to form a Safety Team to provide leadership and direction in the development of the School District/School All Hazards Plan. Please check here if you are interested in becoming a member of the School District's/School's Safety Committee: <input type="checkbox"/>	

Sample School District/School Incident Command Team Assignment List

INCIDENT COMMAND TEAM ASSIGNMENT LIST			
Title	Name Location & Contact Number	Alternate Name Location & Contact Numbers	Contingency Name Location & Contact Numbers
Incident Commander:			
Safety Officer:			
Public Information Officer:			
Liaison Officer:			
Planning Section Chief:			
Operations Section Chief:			
Logistics Section Chief:			
Administrative/Finance Section Chief:			

Sample List of Visitors' Policy Considerations

Items to consider in writing your visitors' policy:

- ◆ All doors should all have signs directing all visitors to the entrance they are supposed to enter.
- ◆ It is preferred to have all visitors pass through an office area that offers verbal and visual contact with staff.
- ◆ Staff should inquire about the visitor's name, person, area or room to be visited, and nature of the visit.
- ◆ All visitors need to sign-in and receive a sticker or other type of identification.
- ◆ If the visitor is meeting a staff member for a meeting, the staff member should meet and escort the visitor.
- ◆ Visitors need to be escorted back to sign out on completion of their visit.
- ◆ There should be no exceptions to the policy.
- ◆ Inform staff, parents/guardians, students, and school organizations about the policy and impress upon the need and reasoning for knowing who is in the building.
- ◆ Conduct a briefing with all staff and inform them they are expected to question visitors without a badge and escort them to the office to sign in.
- ◆ Teachers should educate their students on the importance of reporting visitors without visible identification to them. They should also impress upon them that they do not approach the visitors themselves.

Sample Emergency “Toolbox” Inventory Sheet

EMERGENCY “TOOLBOX” INVENTORY SHEET		
SCHOOL:		LOCATION:
YES	NO	ITEM
<input type="checkbox"/>	<input type="checkbox"/>	Copies of all the forms and lists completed in the development of the School District/School All Hazards Plan
<input type="checkbox"/>	<input type="checkbox"/>	Aerial photos of the campus and surrounding area
<input type="checkbox"/>	<input type="checkbox"/>	Map of streets/intersections/vacant lots and major utilities surrounding the school
<input type="checkbox"/>	<input type="checkbox"/>	Blueprints of building (s), including utilities, alarm and fire sprinkler systems, location of exits, phones/cable, first aid kits, assembly areas, hazardous materials location, and elevators.
<input type="checkbox"/>	<input type="checkbox"/>	Maps of Staging Areas and Command Post
<input type="checkbox"/>	<input type="checkbox"/>	Videotape/DVD of inside and outside of all buildings and grounds, if available
<input type="checkbox"/>	<input type="checkbox"/>	Map of local streets with evacuation routes to Alternate Assembly Areas
<input type="checkbox"/>	<input type="checkbox"/>	Flashlights and spare batteries
<input type="checkbox"/>	<input type="checkbox"/>	First Aid Kit and latex-free gloves
<input type="checkbox"/>	<input type="checkbox"/>	Staff Roster (including emergency contact, classroom location, special medical needs)
<input type="checkbox"/>	<input type="checkbox"/>	Student Roster (including copy of emergency cards for contact information of parents/guardians)
<input type="checkbox"/>	<input type="checkbox"/>	Visitor/Volunteer/Substitute Teacher List
<input type="checkbox"/>	<input type="checkbox"/>	Students and Staff Needing Special Assistance
<input type="checkbox"/>	<input type="checkbox"/>	Inventory of Staff Resources or Skills
<input type="checkbox"/>	<input type="checkbox"/>	Master Key and an extra set for those rooms where a master does not work (keys should be clearly tagged and put in a locked container within the Tool Box for added security).
<input type="checkbox"/>	<input type="checkbox"/>	Fire Alarm Reset Procedures
<input type="checkbox"/>	<input type="checkbox"/>	Fire Sprinkler System Reset Procedures
<input type="checkbox"/>	<input type="checkbox"/>	Master Schedule
<input type="checkbox"/>	<input type="checkbox"/>	Two-way radios and/or cellular phones
<input type="checkbox"/>	<input type="checkbox"/>	Battery powered radio and spare batteries
<input type="checkbox"/>	<input type="checkbox"/>	Several legal pads and ball point pens
<input type="checkbox"/>	<input type="checkbox"/>	White peel-off stickers and markers (for name tags)
<input type="checkbox"/>	<input type="checkbox"/>	Local telephone directory

<input type="checkbox"/>	<input type="checkbox"/>	Other: _____
<input type="checkbox"/>	<input type="checkbox"/>	Other: _____
<input type="checkbox"/>	<input type="checkbox"/>	Other: _____
INSPECTED BY:		DATE:

Sample “Go Kit” List

Bright-colored bucket with lid. The bucket should be stenciled with the classroom number for visual identification. Another suggestion is using a backpack to allow the teacher to have his/her hands free during the evacuation. It can hang on a hook just inside the classroom door for easy access.
First Aid kit.
Hat, vest, or other unique identifier for the teacher and aide. Make them uniform and plain.
Whistle.
Student Accounting paperwork.
Tarp or ground cover.
Age-appropriate time-passers like cards, crayons, coloring books, story books, etc.
Latex-free gloves.
Sunscreen.
Small flashlight and batteries with extra batteries.
Pad of paper and pen.

Sample Assembly Areas Worksheet

An Assembly Area should minimize exposure staff and students to dangers or hazards in and around the campus. The school district/school needs to take into consideration the following criteria when selecting Assembly Areas:

1. For incidents like tornadoes, designate an inside Assembly Area for students and staff for Sheltering in Place.
2. Examine floor plans and maps for your school district/school grounds and surrounding neighborhood.
3. Determine primary and secondary exits for each room in the building.
4. Consider factors such as: gas, sewer, 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.
5. Designate Assembly Areas for the following:
 - a. Command Post
 - b. Staging for emergency vehicles
 - c. Primary Students and Staff Assembly Area
 - d. Triage and Treatment
 - e. Heli-spot Landing Area for Air Medical
 - f. Psychological First Aid Area
 - g. Parent/Guardian and Student Reunification
 - h. Media Area
 - i. Potential Morgue
 - j. Mental Health Respite Area/Psychological First Aid
6. Designate Alternate Students and Staff Assembly Area within Walking Distance – In inclement weather, or for security reasons, rather than using the Primary Assembly Area.
 - a. Examine maps and site plans for possible Alternate Assembly Area in the immediate vicinity of the school district/school property.
 - b. Consider factors such as highly traveled roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
 - c. Coordinate planning with nearby schools, community centers, businesses, churches, etc. to explore their facilities for a possible site. Establish Memorandum of Understandings with the facilities chosen. The Memorandum of Understandings, locations, point of contact, and 24 hour numbers should be kept with the Primary Assembly Area information.
7. Designate Alternate Students and Staff Assembly Area requiring Transportation – There may be certain instances where it is safer to evacuate staff and students to an off-site location requiring transportation.
 - a. Contact Director of Transportation to coordinate and plan for transporting students and staff to the off-site Assembly Area.
 - b. Examine local area maps for primary and secondary evacuation routes.

- c. Consider factors, such as highly traveled roadways for potential traffic gridlock and other potential hazards.
 - d. Coordinate planning with other schools, community centers, businesses, churches, etc. to establish Memorandum of Understandings for a possible site. The Memorandum of Understandings, locations, point of contact, and 24 hour numbers should be kept with the Primary Assembly Area information.
- 8. Place copies of floor plans and evacuation routes, highlighted as appropriate, in the Response Section of the School District/School “All Hazards” Safety Plan. They should also be posted throughout the building. In addition, this information should be given to municipal emergency management and first responder organizations to expedite response efforts.
- 9. Communicate Parent/Guardian Reunification procedures to students’ families.

**Sample All Hazards Planning for Students/Staff
with Special Needs Questions**

YES	NO	
		Do you have a current list of the student's/staff's medications?
		Do you have a CURRENT emergency information card filled out for each child/staff?
		Do you have supplies necessary to accommodate the student's/staff's disability? Example: batteries, emergency/medical supplies, etc.
		Have you identified a back up system for equipment that requires electricity? (Electric Wheel Chairs)
		Are municipal emergency management and first responders aware that you have students/staff with special needs that will require extra care during an incident?
		Have municipal emergency management and first responders visited your school and made notes where students/staff with special needs are located in the school?
		Do you have a plan for evacuation of students/staff?
		Alternate routes may be needed to accommodate students/staff with special needs, and it is important to ensure that all students and staff are evacuated and none are left behind because they are stuck in the building alone. Have you checked your evacuation route? Does it lend itself well to the evacuation of your students and staff with special needs?
		Have you informed blind students and staff about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas in an incident?
		Have you drilled your All Hazards Plan and practiced it for evacuation? Remember, during an incident people react exactly as they have been trained and are more comfortable in doing so the more they have practiced it. This is especially true for evacuations, lock-downs, and shelter-in-place situations.
		Have you identified students and staff in adjacent rooms that may be able to assist during evacuation? Have pre-signed agreements with parents of students you will ask to assist in the evacuation of students with special needs.
		Have you discussed alert mechanisms that will be used for deaf students or blind students in an incident?
		Have you discussed disasters and preparedness with the students, explaining what will be done to make them safe if an incident occurs?

Sample School District/School Action Steps for Special Needs Planning

Mobility Impaired	
Action Completed	ACTION:
	Store emergency supplies in a pack or backpack attached to the student's wheelchair, walker, or scooter.
	Store needed mobility aids such as canes, crutches, walkers, etc. close to the student in a consistent, convenient, and secured location. If possible, store extra aids in several other locations in the classroom in case of damage.
	Keep a pair of heavy gloves in the teacher's "Go Kit" and a pair in the student's pack to use while wheeling or making your way over glass or other debris.
	If the student has a motorized wheelchair or scooter, consider having an extra battery available, if possible. Power may be out and an alternative method of charging the wheelchair should be explored.
	A car battery can be substituted for a wheelchair battery, but this type of battery will not last as long as a wheelchair's deep-cycle battery. Check with a vendor to see if you will be able to charge batteries by either connecting jumper cables to a vehicle battery or by connecting batteries to a specific type of convertor that plugs into a vehicle's power plug in the event of loss of electricity.
	If the wheelchair does not have puncture-proof tires, keep a patch kit or can of "seal-in-air" product to repair flat tires. You might also consider keeping an extra inner tube for the wheelchair's tires.
	Store at least one extra MANUAL wheelchair in the classroom.
	Arrange furniture to allow for easy egress from the classroom.
	Make sure paths of travel out of the building are unobstructed for easy movement.
	If the student or staff member spends time above the first floor of a building with an elevator, plan and practice using alternative methods of evacuation. Portable wheelchairs stored at the top of the stairs are an option.
	If the student or staff member cannot use stairs, discuss lifting and carrying techniques that will work for them. There will be instances where wheelchair users will have to leave their chairs behind in order to safely evacuate a structure. Discuss these issues with your municipal fire department. Fire fighters can come to your School and give you needed assistance and instruction before an incident occurs.
	All students and staff should know the location of fire extinguishers.

	If it is necessary to install extended handles on fire extinguishers to make them accessible for students and staff with mobility impairments, do so before the incident occurs.
	Students and staff should practice walking down the stairs with assistance if this is an option. Students or staff who will assist students and staff with mobility impairments should be identified before the incident and parental consent forms should be signed prior to an incident.
	If absolutely necessary, the student or staff member might be able to bump down the stairs on their hind quarters, crawl, etc. Would they need something to strap on their hind quarters if this becomes an option? Gloves to protect their hands might also be needed.
	If necessary to transfer in and out of a wheelchair, practice this before an incident occurs.
	It is important for the student or staff member to be able to give brief instructions regarding how they can be moved in the event of an incident.
Visually Impaired	
Action Completed	ACTION
	Can the student read the emergency signage? If not, you might consider developing signage with larger print or possibly even Braille.
	Are there raised and Braille characters on signs that designate exits, directions to exits, information on exit routes, and floors designated by numbers or letters, including floor level designations provided in stairwells.
	Will the student or staff member be able to evacuate independently without relying on the usual auditory clues found in their environment, such as the hum of a copy machine or something else of that sort? If there is a power outage, these everyday relied upon clues may be absent.
	Schools should consider having emergency lighting along the escape routes that will be used during an incident. If the power is out, students and staff with visual impairments might rely on emergency lighting for a safe egress from the building.
	If the student requires glasses an extra pair should be stored in their pack.
	If contact lenses are worn by the student or staff member, consider what to do if and when smoke, dust, or fumes become painful or even dangerous. Discuss this ahead of time with the student's parents/guardians and the staff member.
	Before the disaster, staff should be instructed and trained in how to be a "sighted guide". This information is available from community service agencies.

	If the student uses a cane to move about, you should store extra canes in the classroom. Consider storing an extra cane with the School first aid emergency supplies.
	Store high-powered flashlights with wide beams and extra batteries in the classroom.
	If the student or staff member has a service animal, it may become confused, panicked, frightened, or disoriented during and after an incident. Keep them confined or securely leashed or harnessed.
	Mark emergency supplies with large print, fluorescent tape, or identify in Braille.
	Make every effort to give directions calmly and clearly recognizing the student or staff member may not be able to read signage or visually observe the damage that may have taken place.
Hearing Impaired and/or Deaf	
Action Completed	ACTION
	Does the School district/School have an emergency alert mechanism for hearing impaired or deaf students and staff? These students and staff may not be able to hear the audible alert.
	Consider flashing lights, strobes, flashing blue lights, etc. to alert hearing impaired or deaf students and staff.
	The alert mechanism you select should be placed strategically throughout the building. Don't forget the cafeteria, restrooms, gymnasium, halls, etc. Ask yourself where your hearing impaired students and staff may be and insure an alert mechanism is available.
	Students and staff should be instructed in the alert mechanism and trained to watch for it to trigger.
	Hearing impaired students and staff will have a hard time hearing over the sound of a very loud audible alarm. Consider how you will communicate emergency information to your students and staff. Remember, hearing aids will amplify background noise, so the sound of the audible alarms may interfere or drown out voice announcements. Remember to speak directly to your students and staff and repeat critical announcements.
	If the student or staff member wears hearing aids, will they work if they get wet from the sprinklers being activated? Consider storing a spare pair, if available, in the classroom "Go Kit". It will be difficult to replace or fix hearing aids immediately after a major incident.
	Store extra batteries for hearing aids and implants in the classroom "Go Kit". Be careful to watch for upcoming expiration dates on the stored batteries.

	Students and staff should consider carrying a pre-printed copy of important messages with them. These messages might include “I speak American Sign Language and need an interpreter”, or “If you make announcements, I will need to have them written or signed”.
	Another consideration might be hearing impaired students and staff who have low literacy skills in written and oral English. These students and staff should carry a pre-printed message saying “I do not write or read English well”. Special accommodations must be made before the incident to communicate with these students and staff to ensure their safety.
	Have a battery operated lantern in the classroom “Go Kit” to assist the student’s and staff’s ability to read and write notes or read lips.

Sample List of Mandatory and Recommended Training
for
School District/School Personnel

Training	Provider/Type of Training	Mandatory/Recommended
IS-1 Emergency Manager: An Orientation to the Position	Emergency Management Institute/On-line	Recommended
IS-5.A An Introduction to Hazardous Materials	Emergency Management Institute/On-line	Recommended
IS-15.A Special Events Contingency Planning, Training for Public Safety Agencies	Emergency Management Institute/On-line	Recommended
IS-22 Are You Ready?	Emergency Management Institute/On-line	Recommended
IS-100.a Introduction to Incident Command System or IS-100.SCa Introduction to the Incident Command System, I-100 for Schools	Emergency Management Institute/On-line	Mandatory to be considered National Incident Management System compliant
IS-120.A An Introduction to Exercise	Emergency Management Institute/On-line	Recommended
IS-130 Exercise Evaluation and Improvement Planning	Emergency Management Institute/On-line	Recommended
IS-139 Exercise Design	Emergency Management Institute/On-line	Recommended
IS-200.a ICS for Single Resource and Initial Action Incidents	Emergency Management Institute/On-line	Mandatory to be considered National Incident Management System compliant
IS-362 Multi-Hazard Emergency Planning for Schools (This is not a substitute for PEMA's All Hazards Safe Schools Course.)	Emergency Management Institute/On-line	Recommended
IS-393.A Introduction to Hazard Mitigation	Emergency Management Institute/On-line	Recommended

IS-546 Continuity of Operations (COOP) Awareness Course	Emergency Management Institute/On-line	Recommended
IS-700.a National Incident Management System (NIMS)	Emergency Management Institute/On-line	Mandatory to be considered National Incident Management System compliant
IS-800.B National Response Framework, An Introduction	Emergency Management Institute/On-line	Mandatory to be considered National Incident Management System compliant
Homeland Security Exercise and Evaluation Program Training	Emergency Management Institute/Resident Course	Recommended
First Aid/CPR	American Red Cross/American Heart Association or equivalent	Recommended
Community Emergency Response Team Training	Pennsylvania Emergency Management Agency	Recommended
All Hazards Safe Schools Training (replaces the Multi-Hazard Safe Schools Training)	Pennsylvania Emergency Management Agency	Recommended
Other Training		

Sample Disaster Lesson Plans and Curriculum

A. Evacuation Drill Lesson

1. Objective:

- a. The student will demonstrate understanding of the reasons that school district/school may need to be evacuated by participating in a discussion.
- b. The student will understand the procedure for an evacuation drill through participation.

2. Discussion:

- a. Ask students what events might cause the school district/school to be evacuated.
 - 1) Fire.
 - 2) Bomb threat.
- b. Ask students how they might feel if one of those events were to happen.
- c. Ask students what is the objective of an evacuation drill.
 - 1) To practice getting everyone out of the building safely, quickly and efficiently.
 - 2) To be prepared in case of an emergency.
- d. Ask students to list the characteristics of an effective evacuation drill.
 - 1) Students line up quickly.
 - 2) Students stay calm and quiet so they can hear the teacher's instructions.
 - 3) Students pay attention and follow the instructions given.
 - 4) Students quickly evacuate the building.
- e. Ask students why these characteristic would be important.
- f. Ask students what could happen if they did not practice how to evacuate.
 - 1) People might panic.
 - 2) People might not know how to get out.
 - 3) Students could be lost and unaccounted for.
 - 4) People could get hurt.

3. Guided Practice:

At this time, give instructions on how your school district/school will be exercising the evacuation drill. After the students understand the procedure, practice the drill either as a class, or the superintendent/principal may have the entire school district/school practice the drill at this time.

4. Assessment and Feedback:

Let your students know how they did and give suggestions for improvement.

B. Lock Down Drill Lesson

1. Objective:

- a. The student will demonstrate understanding of the reasons that school district/school may need to be locked down by participating in a discussion.
- b. The student will understand the procedure for a lock down drill through participation.

2. Discussion:

- a. Ask students what events might cause the school district/school to be locked down.
 - 1) Intruder on campus.
 - 2) Unsafe activity on campus.
- b. Ask students how they might feel if one of those events were to happen.
- c. Ask students what is the objective of a lock down drill.
 - 1) To practice locking down the campus.
 - 2) To be prepared in case of an emergency.
- d. Ask students to list the characteristics of an effective lock down drill.
 - 1) Teacher locks the classroom door.
 - 2) Students stay calm and quiet so they can hear the teacher's instructions.
 - 3) Students pay attention and follow the instructions given.
 - 4) Students quickly move to an area where they will be safe.
 - 5) Students remain calm and quiet until the all clear is given.
- e. Ask students why these characteristics would be important.
- f. Ask students what could happen if they did not practice how to lock down.
 - 1) People might panic.
 - 2) People might not know what to do.
 - 3) People could get hurt.

3. Guided Practice:

At this time, give instructions on how your school district/school will be exercising the lock down drill. After the students understand the procedure, practice the drill either as a class, or the superintendent/principal may have the entire school district/school practice the drill at this time.

4. Assessment and Feedback:

Let your students know how they did and give suggestions for improvement.

C. Reverse Evacuation/Shelter-in-Place Drill Lesson

1. Objective:

- a. The student will demonstrate understanding of the reasons that school districts/schools may need to carry out a reverse evacuation or shelter-in-place by participating in a discussion.
- b. The student will understand the procedure for a reverse evacuation/shelter-in-place drill through participation.

2. Discussion:

- a. Ask students what events might cause the school to need to shelter in place.
 - 1) Chemical spill on or near campus.
 - 2) Hazardous material in the air.
- b. Ask students how they might feel if one of those events were to happen.
- c. Ask students what is the objective of a shelter-in-place drill.
 - 1) To practice sheltering in place on the campus.
 - 2) To be prepared in case of an emergency.
- d. Ask students to list the characteristics of an effective shelter-in-place drill.
 - 1) Students all get inside a classroom quickly.
 - 2) Students stay calm and quiet so they can hear the teacher's instructions.
 - 3) Students pay attention and follow the instructions given.
 - 4) Students quickly move to an area where they will be safe.
 - 5) Students remain calm and quiet until the all clear is given.
- e. Ask students why these characteristic would be important.
- f. Ask students what could happen if they did not practice how to shelter-in-place.
 - 1) People might panic.
 - 2) People might not know what to do.
 - 3) People could get hurt.

3. Guided Practice:

At this time, give instructions on how your school district/school will be exercising the reverse evacuation/shelter-in-place drill. After the students understand the procedure, practice the drill either as a class, or the superintendent/principal may have the entire school district/school practice the drill at this time.

4. Assessment and Feedback:

Let your students know how they did and give suggestions for improvement.

Sample Teen Community Emergency Response Team Training Agenda

<i>Unit</i>	Topics
1	<p>Disaster Preparedness</p> <ul style="list-style-type: none"> ▪ Introductions ▪ Recent Disasters and Emergencies ▪ Course Preview ▪ Disasters and Disaster Workers ▪ Impact on the Infrastructure ▪ Structural and Nonstructural Hazards ▪ Hazard Mitigation ▪ Home and Workplace Preparedness ▪ Community Preparedness ▪ Protection for Disaster Workers
2	<p>Fire Safety</p> <ul style="list-style-type: none"> ▪ Fire Chemistry ▪ Reducing Fire Hazards in the Home and Workplace ▪ Hazardous Materials ▪ CERT Size up ▪ Firefighting Resources ▪ Fire Suppression Safety
3	<p>Disaster Medical Operations—Part 1</p> <ul style="list-style-type: none"> ▪ Treating Life-Threatening Conditions ▪ Triage
4	<p>Disaster Medical Operations—Part 2</p> <ul style="list-style-type: none"> ▪ Public Health Considerations ▪ Functions of Disaster Medical Operations ▪ Establishing Treatment Areas ▪ Conducting Head-to-Toe Assessments ▪ Treating Burns ▪ Wound Care ▪ Treating Fractures, Dislocations, Sprains, and Strains ▪ Splinting ▪ Nasal Injuries ▪ Treating Hypothermia

5	<p>Light Search and Rescue Operations</p> <ul style="list-style-type: none"> ▪ Search and Rescue Size up ▪ Conducting Search Operations ▪ Conducting Rescue Operations
6	<p>CERT Organization</p> <ul style="list-style-type: none"> ▪ CERT Organization ▪ CERT Decision-making ▪ Documentation
7	<p>Disaster Psychology</p> <ul style="list-style-type: none"> ▪ Team Well-Being ▪ Working with Survivors' Trauma
8	<p>Terrorism and CERT</p> <ul style="list-style-type: none"> ▪ What is Terrorism? ▪ Terrorist Targets ▪ Terrorist Weapons ▪ B-NICE Indicators ▪ Preparing at Home and Work ▪ CERT and Terrorist Incidents
9	<p>Course Review and Disaster Simulation</p> <ul style="list-style-type: none"> ▪ Course Review ▪ Disaster Simulation

Chapter VI – Response

A. Introduction

Response to a disaster includes emergency assistance to individuals affected by the disaster. Response activities also include reducing the probability of additional injuries or damage. Response actions should be performed in a way that speeds later recovery operations.

B. Emergency Protective Actions

There are basically a handful of emergency protective actions that a school district/school can take to protect life and property. Specifically, these include modifying school operating times, such as early dismissal, school closure and school opening delay. Other actions include facility lockdowns, shelter-in-place and evacuation.

The Resource Section at the end of this chapter provides a Sample Emergency Decision Making Flowchart to facilitate this process.

C. Activate School District's/School's Incident Command System

1. Every complex job needs to be organized, and emergency management in school district/schools is no exception. The Incident Command System is the nationwide standard for emergency management. The model is an expandable system of management which has proven to be workable for emergencies, from small emergencies to large disasters and is currently in use by many agencies across the country. Pennsylvania's governor has mandated its use for all incidents in the commonwealth.
2. The implementation of the Incident Command System helps to ensure life safety, property protection, and effective resource management. Adopting the Incident Command System will help school personnel work with emergency management and emergency responders to provide a coordinated response.

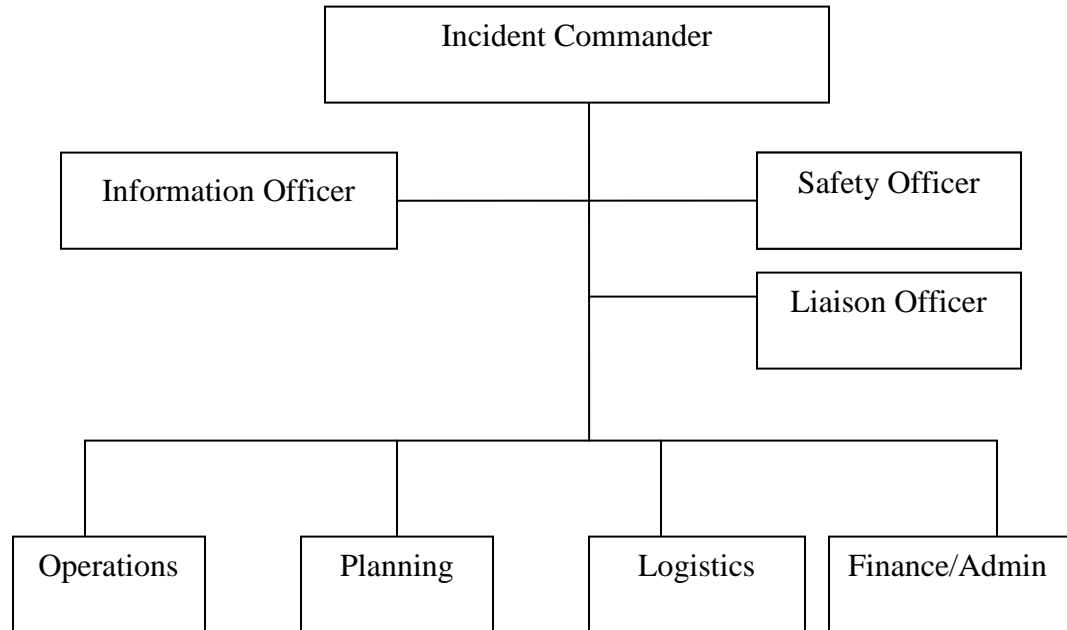
D. Incident Command System Principles

1. A fundamental principle behind the Incident Command System is that every emergency, no matter how large or small, requires that certain tasks, or functions, be performed. For example, every incident will require such functions as student care, site or facility security, and communications.

2. Every incident needs one person in charge. That person, called the Incident Commander, may be the superintendent or his/her designee. The person in charge must be identified before and during an emergency. When first responders arrive, the incident command may transition to a unified command. Unified command means that the designated individuals from response agencies work jointly with the school district/school commander to carry out the response effort. In a unified command, school district/school personnel retain responsibility for student, staff, and visitors' safety.
3. Another principle of the Incident Command System is to limit the Span of Control. The structure dictates a span of control of not less than three nor more than seven with an optimum of five subordinates.
4. Each individual participating in emergency operations reports to only one supervisor. This eliminates the potential for individuals to receive conflicting orders from a variety of supervisors, thus increasing accountability, preventing freelancing, improving the flow of information, helping with the coordination of operational efforts, and enhancing operational safety.
5. One of the most important principles for school districts/schools to use the Incident Command System is standardization of common terminology. Everyone should use the same words to refer to the same situation and these words should be communicated to school district/school personnel and responders in advance of an incident. Avoid using codes unless absolutely necessary or make sure they are communicated to emergency management and first responder organizations prior to an incident.

E. The Incident Command System Organization

The diagram below shows the structure of the Incident Command System organization.



F. Primary Incident Command System Functions

Position	Responsibilities
<u>Incident Commander:</u>	<ul style="list-style-type: none">◆ Assesses the situation.◆ Establishes objectives.◆ Tracks resource needs: what resources are available, have been assigned, and are needed.◆ Develops a strategy or plan for handling the emergency, monitors it in process, and adjusts the plan as needed.◆ Ensures proper documentation.◆ Appoints additional staff as necessary.
<u>Safety Officer:</u>	<ul style="list-style-type: none">◆ Ensures that the safety of the students, staff, visitors, and others on school district/school property is the highest priority.◆ Has the authority to halt any response activities that create an unsafe situation or put students, staff, visitors or others at risk.

<u>Public Information Officer:</u>	<ul style="list-style-type: none"> ◆ Acts as a liaison with the public, including the media. ◆ Must be well informed about the situation at all times. ◆ Should be the only one who talks with the media. All other staff members should refer media questions to the Public Information Officer.
<u>Liaison Officer:</u>	<ul style="list-style-type: none"> ◆ Develop working knowledge of municipal/regional agencies. ◆ Serve as the primary on-scene contact for outside agencies assigned to an incident. ◆ Assist in accessing services when the need arises. ◆ Document activities.
<u>Planning Section:</u>	<ul style="list-style-type: none"> ◆ Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events). ◆ Prepares Incident Action Plan. ◆ Tracks resources. ◆ Assist with ongoing planning efforts. ◆ Maintain incident time log. ◆ Document activities. ◆ Prepares Demobilization Plan.
<u>Operations Section:</u>	<ul style="list-style-type: none"> ◆ Directs and coordinates all incident-related operational activities. ◆ Will establish tactical objectives for each operational period. ◆ Handles all emergency response jobs, including development and implementation of a Student Accounting and Release Plan.
<u>Logistic Section:</u>	<ul style="list-style-type: none"> ◆ Responsible for Communications. ◆ Provides medical support and food to incident personnel. ◆ Procures facilities as needed. ◆ Manages and distributes supplies, personnel, and equipment. ◆ Deploys unassigned people.

<u>Finance/Administration Section:</u>	<ul style="list-style-type: none"> ◆ Administers any necessary procurement contracts. ◆ Keeps financial records of expenditures and employee hours. (Note: A School's All Hazards Plan Incident Command Structure may not include a Finance/Administration Section. This function may be performed at the school district level. In such circumstances, the Incident Commander must ensure that proper documentation is maintained.)
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G. How Incident Command System Functions in School Systems

1. The Incident Commander must be someone who is on the scene at the incident site. The Incident Commander operates from the Command Post, which is located on site, but away from the risk of damage from the incident.
2. The school superintendent or principal may be the Incident Commander, but not necessarily. Incident Command System positions should be assigned based on who is best qualified for each position, not according to seniority or positional authority in day-to-day work. During an incident, responsibilities and lines of authority will change from day-to-day authorities. This also means the normal Chain of Command may change for personnel. School personnel must be aware and accepting of these changes.

A Sample Diagram of a typical Incident Command System configuration at a school is included in the Resource Section at the end of this chapter.

3. Each key person shown should have an alternate assigned in case the primary person is unavailable or injured. If a school district/school has sufficient personnel, a contingency person should also be assigned. The primary, alternate, and contingency personnel should all be trained to perform the duties required of the position.

A School District's/School's "All Hazards" School Safety Plan should include procedures for each of the functional Incident Command System areas, as well as for others that may be pertinent to the school district/school. In most emergencies, many of the Incident Command System positions will not need to be filled. These procedures should be included in the Response Section of your School District/School "All Hazards" School Safety Plan.

H. Establish Incident Command Post

The location for the Incident Command Post should have already been identified in the Preparedness Section of the School District's/School's "All Hazards" School Safety Plan. If that location is not available, the alternate location should be utilized.

A Sample List of Incident Command Post Equipment and Structure Requirements is located in the Resource Section at the end of this chapter.

I. Response Steps

1. Determine Type of Emergency – The first step is to determine the type of emergency. Listed below are different types of emergencies that could affect Pennsylvania school districts/schools. This does not represent an all-inclusive list. The School District's/School's Hazard Risk and Vulnerability Assessment determines which hazards affect your school district/school and helps to establish priorities.
 - a. Bomb Threats.
 - b. Building Loss of Structure or Structural Failure.
 - c. Child Abduction/Lost Child.
 - d. Death of a Student/Staff Member.
 - e. Earthquakes.
 - f. Field Trip Emergencies.
 - g. Fighting.
 - h. Fire/Explosion.
 - i. Floods.
 - j. Gang-Related Activities.
 - k. Hazardous Materials/Chemical Spills.
 - l. Hostage Situations.
 - m. Intruder/Trespasser.
 - n. Life-Threatening Crisis.
 - o. Mass Contamination of Food/Beverages.
 - p. Nuclear Power Plant/Radiological Incident.
 - q. Pandemic Influenza.
 - r. Severe Weather.
 - s. Sexual Assault/Rape.
 - t. Shootings.
 - u. Student Unrest/Demonstration.
 - v. Suicide.
 - w. Terrorism.
 - x. Utility Failures.
 - y. Vehicle Accident.
 - z. Weapons Incident.

Sample Checklists for each type of hazard that may affect school districts/schools in the Commonwealth of Pennsylvania are included in the Resource Section at the end of this chapter. They can be tailored to fit your school district/school and included in the Response Section of your ‘All Hazards’ School Safety Plan.

2. Determine Degree of Emergency – School emergencies can be categorized in terms of magnitude. Identifying the magnitude of an emergency will determine the allocation of resources. Some emergencies can be handled by school personnel without assistance from outside agencies. Examples include temporary power outages or minor first aid cases. Other emergencies require assistance from outside agencies (i.e., fire department, police, emergency medical services, and emergency management). Examples include a fire, act of violence, or a severe weather event with injuries and/or structural damage. The degree of emergency can also be categorized in terms of a building emergency, campus emergency (incident affecting multiples buildings), or a community-wide emergency.

School Districts/Schools need to look at their hazard vulnerability assessment, determine the degree of each emergency, and the immediate response actions for each hazard affecting their school district and individual school buildings.

3. Determine Immediate Response Actions – Immediate Response Actions are a set of standard, clear directives that may be implemented across a variety of emergency situations. When an emergency begins, the Incident Commander will decide which Immediate Response Action to implement, based on the situation. Most emergencies will require one or more Immediate Response Actions, such as Evacuation, Reverse Evacuation, Shelter-in-Place, or Lock-Down.

A Sample Chart of Immediate Response Actions is available in the Resource Section at the end of this chapter. Edit the sample chart to match your own Immediate Response Actions, and insert into the Response Section of the School District/School ‘All Hazards’ School Safety Plan.

J. Parent/Guardian/Student Reunification

Student release is a crucial part of emergency planning. During an incident, the traditional student release procedure is often unsafe and therefore not implemented. Therefore, the School district/School ‘All Hazards’ School Safety Plan needs to incorporate certain procedures to insure the safety of the students, to every extent possible, back into the care of their parents/guardians.

A Sample Parent/Guardian/Student Reunification Procedures is included in the Resource Section at the end of this chapter.

A Sample Emergency Release Card is included in the Resource Section at the end of this chapter.

K. Communicating with the Media

In a crisis, calls from the media should be referred to the school district superintendent/school principal or his/her designee. The school district/school may have a designated Public Information Officer who will be responsible for the calls. This person will also be responsible for writing all news releases and updates as approved by the superintendent/principal to be read and/or distributed to the media.

A Sample Media Communications Checklist is included in the Resource Section at the end of this chapter.

A Sample Template for Initial Media Release is included in the Resource Section at the end of this chapter.

A Sample Tips for Speaking to the Media in an Incident is included in the Resource Section at the end of this chapter.

Response – Resource Section

1. Authorities and References:

a. Authorities

- 1) Emergency Management Services Code, 35 Pa. C.S. §§ 7101 *et seq.*, as amended.
- 2) Public School Code of 1949, 24 P.S. §§ 1-101, *et seq.*, as amended.
- 3) Homeland Security President Directive – 5: *Management of Domestic Incidents*, February 2003.

b. References

- 1) The Commonwealth of Pennsylvania’s Emergency Operations Plan, dated December 23, 2008
- 2) _(Insert name of School District’s County Name here)_ Emergency Operations Plan, dated _(Insert date of latest plan here)_
- 3) _(Insert Each School Building’s Municipality Name here)_ Emergency Operations Plan, dated _____
- 4) _(Insert School District’s County Name here)_ County’s Hazard Vulnerability Analysis
- 5) _(Insert Each School Building’s Municipality Name here)_ Municipality’s Hazard Vulnerability Analysis

2. Key Words:

- a. Command Post – The area from which the command function will operate during an emergency.
- b. Incident Command – The organizational structure that the school will use during an emergency.
- c. Unified Command – Designated individuals from response agencies work jointly with the school commander to carry out the response.

3. Websites:

- a. Emergency Management Institute: <http://training.fema.gov/IS/crslist.asp> and <http://training.fema.gov/EMICourses/>
- b. Pennsylvania Pandemic Planning Toolkit for Schools: www.pandemicflu.state.pa.us
- c. Readiness and Emergency Management for Schools Technical Assistance Center: <http://rems.ed.gov>
- d. U.S. Department of Homeland Security: www.dhs.gov

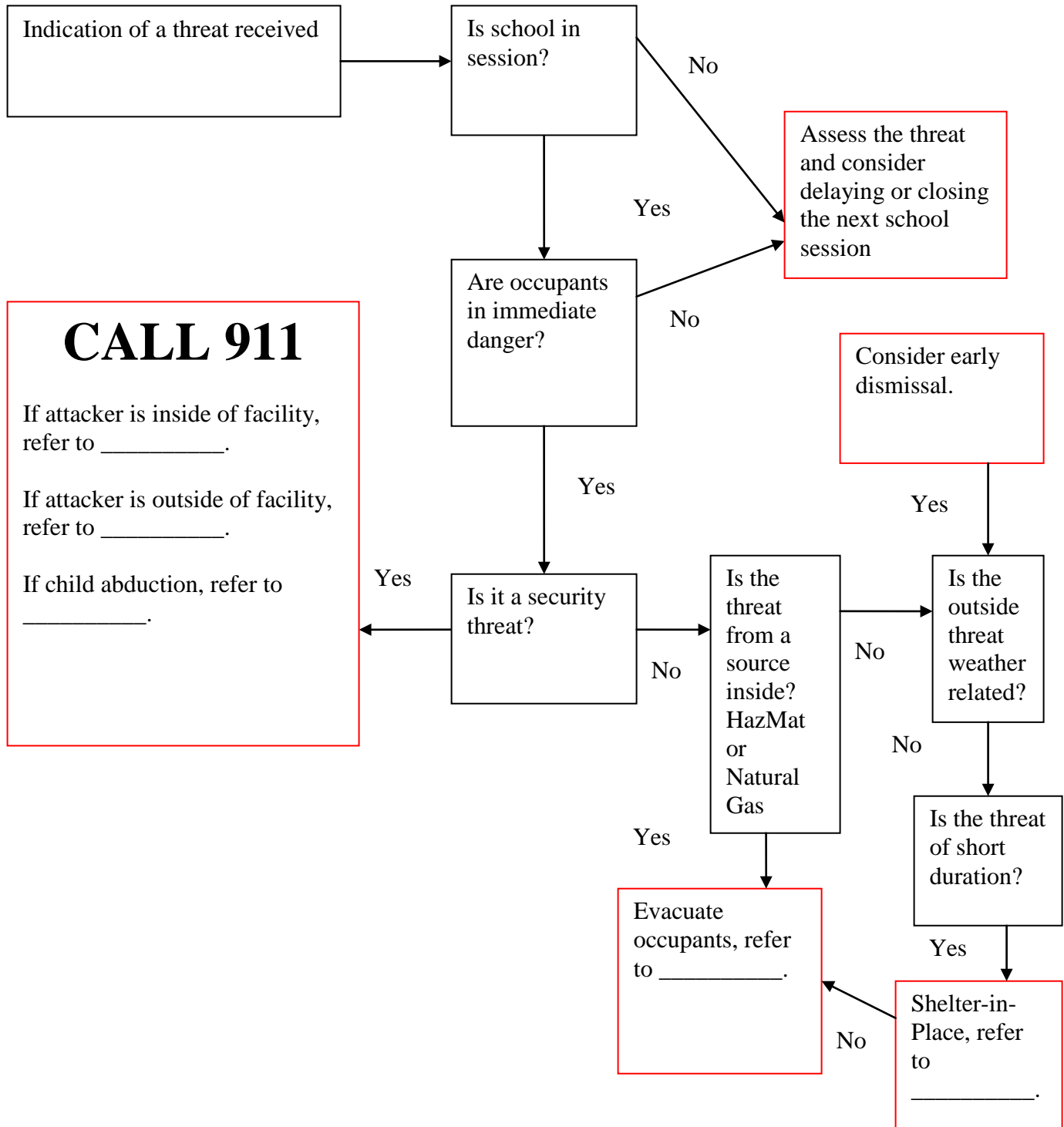
4. Sample Resources:

- | | | |
|----|--|----------|
| a. | Emergency Decision Making Flowchart | Page 183 |
| b. | School Incident Command System Structure | Page 184 |
| c. | List of Incident Command Post Equipment and Structure Requirements | Page 185 |

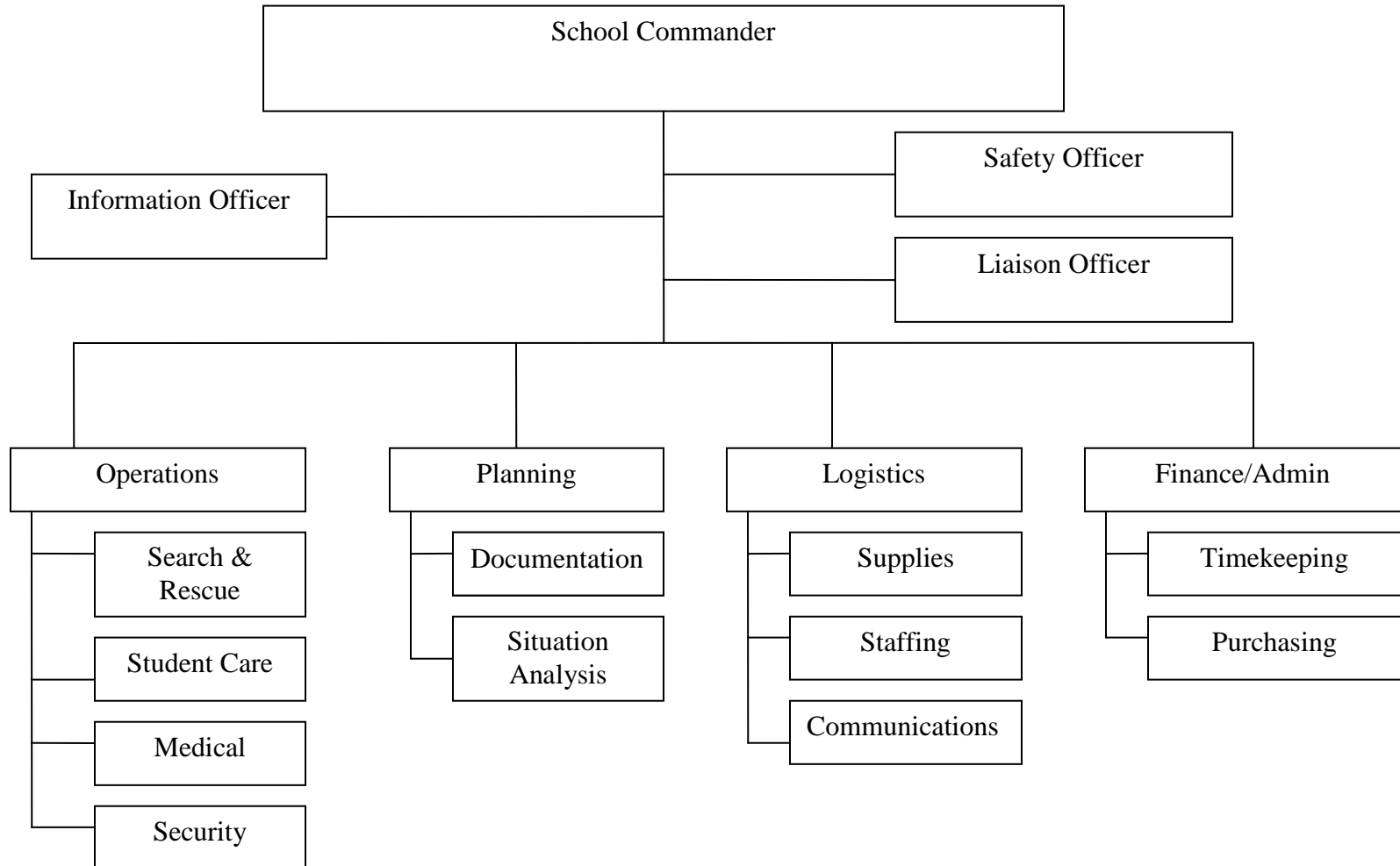
d.	Checklist for Bomb Threats	Page 186 - 188
e.	Checklist for Building Loss of Structure or Structural Failure	Page 189 – 190
f.	Checklist for Child Abduction/Lost Child	Page 191 - 192
g.	Checklist for Death of a Student/Staff Member	Page 193 - 194
h.	Checklist for Earthquakes	Page 195 - 196
i.	Checklist for Field Trip Emergencies	Page 197
j.	Checklist for Fighting	Page 198 - 199
k.	Checklist for Fire/Explosion	Page 200 - 201
l.	Checklist for Floods	Page 202
m.	Checklist for Gang-Related Activities	Page 203
n.	Checklist for Hazardous Materials/Chemical Spills	Page 204 - 205
o.	Checklist for Hostage Situations	Page 206 - 208
p.	Checklist for Intruder/Trespasser	Page 209
q.	Checklist for Life-Threatening Crisis	Page 210
r.	Checklist for Lockdown	Page 211 - 212
s.	Checklist for Mass Contamination of Food/Beverages	Page 213
t.	Checklist for Nuclear Power Plant/Radiological Incident	Page 214 - 215
u.	School Potassium Iodide (KI) Distribution Plan Information	Page 216
v.	School Potassium Iodide (KI) Distribution Plan FAQs	Page 217 - 219
w.	Potassium Iodide (KI) Participation Agreement for Schools	Page 220
x.	Sample Parental Consent Letter	Page 221 - 222
y.	Information for Physician Standing Order	Page 223 - 228
z.	Checklist for Pandemic Influenza	Page 229 - 230
aa.	Checklist for Severe Weather	Page 231
bb.	Checklist for Sexual Assault/Rape	Page 232
cc.	Checklist for Shootings	Page 233 - 234
dd.	Checklist for Student Unrest/Demonstration	Page 235
ee.	Checklist for Suicide	Page 236 - 237
ff.	Checklist for Terrorism	Page 238 - 239
gg.	Checklist for Utility Failures	Page 240 - 242
hh.	Checklist for Vehicle Accident	Page 243 - 244
ii.	Checklist for Weapons Situation	Page 245 - 246
jj.	Chart of Immediate Response Actions	Page 247 - 248
kk.	Parent/Guardian/Student Reunification Procedures	Page 249 - 250
ll.	Emergency Release Card	Page 251 – 252
mm.	Media Communications Checklist	Page 253

nn.	Template for Initial Media Release	Page 254
oo.	Tips for Speaking to the Media in an Incident	Page 255
pp.	Telephone Bomb Threat Card	Page 256

Sample School Emergency Decision Flow Chart



Sample School Incident Command System Structure



Sample List of Incident Command Post Equipment and Structure Requirements

Emergency Power
Communication Equipment: <ul style="list-style-type: none"> • Communication tie-in with the municipal or county emergency management operation center. • Direct line telephones. • Cellular phones. • Satellite phones. • Shortwave radio/800 MHZ radio. • Public address system.
Office/clerical space for a small core of personnel.
Large meeting room (s).
Adequate parking for staff and volunteers.
Furniture and equipment: <ul style="list-style-type: none"> • Tables. • Comfortable chairs. • Copier. • Computer/printer. • Facsimile machine. • Easel. • White board. • Paper and office supplies. • Large pads of paper (24X36). • A/V equipment. • Refrigerator.
Emergency Toolbox.
Food and drink.
Toilet facilities.
Other:

Sample Checklist for Bomb Threats

Bomb threats are a significant problem to school districts/schools throughout the United States. Although more than 90% of bomb threats turn out to be pranks designed to be disruptive and cause chaos, school districts/schools must take each threat seriously because of the real potential for death and serious injury.

School Districts/Schools should work with telephone companies to install technology that can facilitate attempts to trace threatening calls. In addition, since hoax calls are often perpetrated by students who are absent from school, that day's absentee list should be examined carefully for potential sources of such calls. In those cases where the threat is either a note or a message on the wall, school districts/schools should review security cameras tapes for possible information.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
If a call is received at the School District Office:	
The person receiving a call should attempt to obtain information from the caller using the bomb threat checklist. This list should be located at each telephone.	
Superintendent/Designee reviews information provided by individual who received the threat.	
The Superintendent/Designee calls 911 and informs police about the threat, as well as a brief report of the incident.	
Notify the Principal/Designee of the affected building (s).	
Notify Transportation Director.	
Relocate students onto buses or into other facilities while the search is conducted.	
After the incident is terminated, determine if this incident requires lost time to be made up on weekends or at the end of the school year.	
Upon receipt of a bomb threat report at a School Building (location of a possible bomb is known):	
Principal/Building Administrator/Designee determines the known facts. <ul style="list-style-type: none"> • How was the threat communicated? <ul style="list-style-type: none"> ○ Was the phone checklist/form used? ○ Was a note or printed message located? ○ Were the police notified? 	
Implement Incident Command System.	
Set up Incident Command Post.	
Law enforcement arrive on scene.	

The school Incident Commander turns over command to the ranking police officer as the overall Incident Commander.	
Brief Police Incident Commander of the situation facts upon arrival at the school including cause of incident, identity of the hostage (s) and hostage taker (s), and their location in the building, if known.	
The school Incident Commander should report to the Joint Incident Command Post.	
Make decision on whether or not to evacuate in consultation with the Superintendent/Designee, Principal/Designee, and law enforcement.	
Search Procedures:	
Conduct a quick visual search of the exterior grounds and public areas of the building.	
Search evacuation routes.	
Conduct a comprehensive search by having all staff search their work area, in addition to the grounds and public areas, such as restrooms, closets, etc. Teachers search their own areas.	
Evacuate after searching and clearing exit routes and assembly areas.	
Evacuation Procedures:	
Evacuation message is delivered by runners.	
Anyone not assigned a teaching duty will immediately report to the office.	
After evacuation routes have been searched, students and staff evacuate using the fire evacuation plan, if possible.	
Before leaving the room, teachers take a count of students, scan the room for anything out of the ordinary and, if possible, open the windows, but do NOT lock classrooms.	
Teachers bring class list/roll books and Go Kits.	
All personnel are removed to a minimum distance of 500 feet from the building. Personnel should not be staged around vehicles or trash containers.	
All staff and students are accounted for by attendance being taken again when everyone has reached the assembly area. Missing student (s), staff, and anything noted during the scan of the classroom, is reported to the principal/designee or the emergency personnel.	
Upon completion of the search, or removal of the device, the all clear is given and the school resumes normal activities.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Early dismissal during an evacuation or relocation to another site:	
Reunification Plan is activated.	
Emergency Transportation Plan is activated.	

Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	
<p>When conducting a search:</p> <ul style="list-style-type: none"> • No two-way radios or cell phones should be used. • Do not turn off lights or electrical equipment. • All search efforts should be conducted quietly and quickly without alarming or informing pupils. • Searches are systematic and conducted in levels: <ul style="list-style-type: none"> ○ Search the floor and area up to waist high. ○ Search waist high to chin high; and ○ Search chin high up to the ceiling. • Suspicious objects should not be touched or moved. 	
<p>Evacuation:</p> <ul style="list-style-type: none"> • Coded messages should not be used. • Students and staff will not return to the building until it has been declared safe by municipal law enforcement. • Evacuation will only occur during lunchtime or assemblies when circumstances are so extreme that a return to classes first is not possible. 	

Sample Checklist for Building Loss of Use or Structural Failure

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Building-Loss of Use Procedures:	
Notify Superintendent.	
Determine extent and duration of building loss.	
Implement school cancellation procedures.	
Inspect potential sites to hold classes and relocate school programs while building is out of use.	
Plan relocation of educational programs to alternate sites.	
Revise pupil transportation system.	
Notify staff, parents/guardians, and students of relocation measures.	
Conduct school at alternate sites.	
When school building is restored, return to normal operations.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Building-Structural Failure Procedures:	
Upon discovery or detection of an actual or potential structural failure, notify Building Principal/Designee and Facilities Manager.	
Evaluate situation.	
If hazard is imminent, implement Evacuation procedures.	
In the event of building collapse or injuries, contact 911 for assistance from Fire Department, Rescue/Ambulance and Emergency Management.	
Implement Incident Command System.	
Set up Incident Command Post safely away from building.	
Notify Superintendent.	
If hazard is not imminent, take appropriate remedial actions to mitigate the hazard or provide such barriers as may be required to prevent injury to building occupants.	
Notify Building Principal/Designee of mitigation actions taken.	
In consultation with municipal building official or a structural engineer and response personnel, determine if the building or portions of it are safe for occupancy.	
If not safe for occupancy, implement Evacuation and School Cancellation procedures.	

Contact insurance representative.	
Once cleared for occupancy by the municipal Building Official or a structural engineer, resume normal operations.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	
Incident Command will work closely with the first responders and emergency management once they arrive on the scene.	

Sample Checklist for Child Abduction/Lost Child

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Procedures in the event of a child abduction/lost child:	
Police have been contacted immediately after it has been determined that a child has been lost or taken.	
Conduct immediate search of the school building and grounds.	
Notify the Superintendent.	
Activate the school's Crisis Team to work on the incident.	
Contact the parents/guardian of the child involved.	
In the case of child abduction, obtain a description of the suspect (s) from witness (es).	
Supply law enforcement with a school picture and full description, including clothing worn, of the child, along with any description of the suspect (s).	
After child is found, notify Superintendent and staff.	
Fill out the Crisis Team report.	
If appropriate, arrange for counseling assistance for students, staff, and the child's siblings.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	

Cautions/Notes:	
<p>Personnel in the school office should:</p> <ul style="list-style-type: none"> • Have a list of students who are not to be released to anyone except a particular parent or guardian. • Make a notification on the emergency cards of such students of this request. • Not release a child to anyone except a parent or guardian on the list before checking with the custodial parent/guardian for approval. A record of the time and date of phone approval should be made and kept. • Confirm the identity of the caller if a parent telephones to request that a child be released from school before the child is released. This may require a separate phone call to the parent or guardian by cross-checking the phone number with those on file in the child's records. • Check and copy the person's driver's license or any other photo identification. 	
<p>If the incident occurs during the school day, classroom routine should be maintained.</p>	

Sample Checklist for Death of a Student/Staff Member

The death of a student or a staff member can have a major impact on the daily operations of a school. Comprehensive advance planning and staff training can significantly reduce the negative impact such tragedies can have on students and staff. Many students and staff will have an emotional reaction when they learn about the death of another student or staff member. Other students and staff will experience more severe emotional reactions to these deaths because they witnessed the death, such as could happen in a school bus crash, discovered the body, or were exposed to the death scene. While each death is different in nature and cause, there are some basic guidelines to follow as the school attempts to help students and staff cope with a tragic loss.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Death of a Student:	
Notify Superintendent.	
Contact the Crisis Response Team and have a meeting as soon as possible.	
Crisis Response Team should alert mental health services.	
Hold a staff meeting as soon as possible. Review the procedures for the day, the availability of support services, and referral procedures for at-risk students. Give teachers the statement prepared by the Public Information Officer to read to their students.	
Contact family of the deceased. An Administrator and Crisis Team member should visit the family at their home and offer assistance.	
Identify siblings in the district who will need support. Contact their schools.	
Identify students closely associated with the deceased (friends, classmates, teammates, club members, etc.) and offer them support.	
Offer support to the staff members close to the deceased.	
Notify Transportation Director to alert bus drivers.	
Bus Drivers are notified in writing to be alert for students who show signs of emotional distress. The drivers should be provided a telephone number of a guidance counselor to call.	
Personal contact is made with the driver of the deceased student's bus. Supply a school staff member to ride the bus if it seems necessary.	
Monitor students who experienced recent deaths in their family.	
Shadow the schedule of the deceased student for a day.	

Secure all of the deceased student's personal property and collect from teachers items such as book reports, art work, and tests.	
Arrange a time and place to give these items to the family.	
Remove the student's name from the school roles to ensure avoidance of accidental correspondence being sent to the family.	
Hold a staff meeting at the end of the day to review day's events.	
Adjust this response for multiple deaths, as necessary.	
Death of Staff:	
Send counselors to meet with each of the teacher's classes or extracurricular groups.	
Provide support for other school staff.	
Several substitute teachers are brought in to allow regular teachers to seek additional emotional support.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	
School staff should not issue statements to the Media. All media inquiries should be referred to the Public Information Officer.	
Do not use substitutes for classes of the deceased. Use an experienced teacher familiar to the students.	

Sample Checklist for Earthquakes

While earthquakes are rare in Pennsylvania, they do happen and our buildings do not have the benefits of retrofitting programs that states, with larger and more severe earthquakes, have implemented.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Earthquake Procedures:	
Principal/Designee should assess the situation inside and outside of their building.	
Call 911 for assistance, if necessary.	
Notify the Superintendent's Office.	
Implement the Incident Command System.	
Activate the Crisis Response Team.	
Decide whether to evacuate all or parts of buildings.	
Communicate decision to the staff.	
If classroom damage forces teachers to evacuate classrooms, roll should be taken of all students.	
If injured students are left behind, protect student from anything that might injure them further during aftershocks.	
Post a large, visible sign indicating the injured student is in the classroom.	
Once you get to a safe place, notify Administration of your whereabouts.	
Provide counseling for students and staff.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Evacuation Procedures:	
If evacuation is to an off-site location, notify Transportation Director.	
Evacuation message is delivered to staff and students.	
Teachers bring class list/roll books.	
All staff and students are accounted for by attendance being taken again when everyone has reached the assembly area. Missing student (s) and staff is reported to the principal/designee or the emergency personnel.	
Reunification:	
Reunification Plan is activated.	

Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	
Teachers should not automatically rush their classes into the corridor or outside the building.	
If you are in an unsafe classroom (i.e. the ceiling has collapsed, wires are crackling, broken glass or chemicals are all over the floor, smell of gas or smoke, etc.), you will want to leave, but inspect for damage before moving to safety.	
Have another teacher watch your classroom while you find the best way to evacuate and the safest place to go.	
Injured students are moved only if moving them will not cause further injury.	
Be alert as you lead students down stairwells or corridors to anything (dangling lights and ceiling struts, broken glass, slippery floors, etc.) that could hurt them or you.	
In the event of an aftershock, everyone should duck and cover until the shaking stops.	

Sample Checklist for Field Trip Emergency

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Field Trip Emergency Procedures:	
Determine the nature of the emergency and the number of staff, students, and others affected.	
Call 911 if any personal injury or damage to vehicles has occurred.	
Render first aid, if necessary.	
Advise the appropriate supervisor of the incident, i.e., Building Principal/Designee, Transportation Director, and Dispatch.	
Notify Superintendent.	
Document all events, noting time, date, severity of injuries, names of injured persons, witnesses, and emergency personnel, etc. Provide a complete written report to the School district as soon as possible.	
Contact parents/guardians of injured students.	
Provide counseling for students and staff involved in accident.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Reunification:	
Reunification Plan is activated, if necessary.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	

Sample Checklist for Fighting

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Procedures for Handling a Fight:	
Contact municipal law enforcement and superintendent, depending on severity of incident.	
Upon receipt of a report of a violent act, alert the nurse to report immediately to the location of the act.	
Staff responding to the incident should assess and evaluate: <ul style="list-style-type: none"> • The size and number of students involved. • Physical location of the disturbance. • Weapons that are involved. • Proximity of individuals who can help diffuse the situation. • Recognize there may be subtle things going on simultaneously that are being expressed in the conflict. • Alliances that might exist. 	
Dismiss the audience.	
Identify yourself to the fighters in a loud voice.	
Call the students by name, if known.	
Attempt to identify the weaker fighter (giving him/her a chance to flee).	
Separate the aggressor from the victim.	
If a weapon is identified, seek cover and attempt to move all bystanders to a safe location. Call 911 and the principal's office. At this point, follow checklist for an armed intruder.	
Move participants to neutral locations, and then move them to the school office.	
Obtain identification.	
All persons involved should be checked by the nurse as soon as possible for injuries.	
If injuries have occurred, report the incident to municipal law enforcement and/or other child serving agencies that may be providing services to the participants.	
If necessary, 911 should be called for additional medical support and transportation to local hospitals.	
Record where the injured parties have been transported.	
Call the parents/guardian or next of kin of those involved. Report the location of the hospital where transported to (if necessary), the details of the incident, and any consequences, if known.	

Staff responding to the incident should describe the incident in writing.	
Debrief relevant students and teachers.	
Participants will be scheduled for conflict resolution sessions.	
Discuss and identify protection and support for victim (s).	
Schedule counseling for victim (s) for as long as needed.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	
<p>When responding to a violent act:</p> <ul style="list-style-type: none"> • Walk briskly, don't run. • Use common sense and good judgment to try to protect students and diffuse the situation, but do not place yourself in a dangerous situation. • If blood is evident, care should be taken to avoid exposure of open skin lesions or mucous membranes to the blood. Whenever possible, latex-free gloves should be worn when dealing with injuries, following biohazards guidelines. • Stay away from the middle of the conflict. • Do not allow anyone to hit you. • Remove glasses. • Give specific commands in a firm, authoritative voice. • Defer to rules, not personal authority. • Avoid physical force, if possible, but use force in self-defense. 	

Sample Checklist for Fire/Explosion

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Fire Procedures:	
Upon detection of smoke or fire or a report of a fire, sound fire alarm immediately.	
Call 911 to request Fire Department and Rescue/Ambulance assistance.	
Evacuate building.	
Investigate source of fire or alarm activation.	
Extinguish or control fire with fire extinguishers only if it can be done without injury to staff or others.	
Assigned staff member (s) shall assist physically impaired occupants located on floors above or below ground level, and: <ul style="list-style-type: none"> • Move handicapped persons to a windowed room, • Close all doors in the area, and • Remain with the handicapped person (s) until help arrives. 	
Implement Incident Command System.	
Establish Incident Command Post at designated safe location.	
Notify Superintendent.	
Fire Department arrives on scene.	
The school Incident Commander turns over command to the ranking fire officer as the overall Incident Commander.	
Brief Fire Incident Commander of the situation facts upon arrival at the school including location of injured staff and students, building damage, and special sources of hazard (i.e., hazardous materials and power supply sources).	
The school Incident Commander should report to the Joint Incident Command Post.	
If injuries have occurred, School Nurse and staff, with appropriate training, provide first aid until help arrives.	
If damage to building occurs, Facilities Manager implements Building Loss Procedures.	
In coordination with Incident Commander, Administration makes decision on cancellation or resumption of routine school operations.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	

Evacuation Procedures:	
Determine evacuation procedure in conjunction with Incident Commander.	
If evacuation is to an off-site location, notify Transportation Director.	
Teachers bring class list/roll books.	
All staff and students are accounted for by attendance being taken again when everyone has reached the assembly area. Missing student (s) and staff is reported to the principal/designee or the emergency personnel.	
Reunification:	
Reunification Plan is activated.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	
Incident Command will work closely with the fire and medical personnel once they arrive on the scene.	

Sample Checklist for Floods

Flooding is the number one natural hazard in the Commonwealth of Pennsylvania. It has impacted every county in the state. Many of our school districts/schools have suffered damaged during previous flooding events.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Flood Procedures:	
During periods of Flood Watches or Warnings, listen to NOAA Weather Radio for Emergency Alert System (EAS) notifications of current conditions.	
Based on National Weather Service reports and Emergency Management Agency advice, discuss cancellation, early dismissal of school, or Shelter in Place procedures.	
Implement cancellation early dismissal of school procedures or Shelter in Place procedures.	
Notify Transportation Director of cancellation, early dismissal, or Shelter in Place decision.	
Refresh Bus Drivers on flood safety tips.	
Notify Facilities Manager of cancellation, early dismissal, or Shelter in Place decision.	
Notify staff of cancellation, early dismissal, or Shelter in Place decision.	
If cancellation or early dismissal, dismiss students.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Reunification:	
If Shelter in Place procedures are implemented, Reunification Plan is activated.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	
Ensure discussion includes dismissing students into flooded areas.	

Sample Checklist for Gang – Related Activities

Gang activity may generate from both local and nationally-affiliated groups.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Evidence of Gang-Related Activities:	
Investigate any rumors of student-related gang activity.	
Notify the Superintendent's Office.	
Try to identify any students involved in gang activity.	
Take disciplinary action, as appropriate.	
Notify appropriate law enforcement agencies.	
Photograph, analyze, and remove the graffiti.	
Record all signs and flashing of hand signs or signals.	
Develop and distribute a policy against gang-related colors or items of clothing.	
Conduct assemblies in reference to gang activities stressing that these activities will result in long-term suspensions and/or expulsion.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	

Sample Checklist for Hazardous Materials/Chemical Spills

Hazardous Materials/Chemical spills are the number one hazard in Pennsylvania. Today many of our school districts/schools are either located near a facility that uses or manufactures hazardous materials or is near a major roadway that hazardous materials is transported on.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Hazardous Materials/Chemical Spills Off-Site Procedures:	
If notified by municipal Fire Department or Emergency Management Agency, conduct a Hazard Assessment.	
Notify the Superintendent's Office.	
Implement the Incident Command System.	
In coordination with the Incident Commander, determine whether to implement Shelter in Place or Evacuation Procedures.	
If Shelter in Place Procedures are implemented, close off all outside air intakes and curtail all outdoor activities.	
If Evacuation Procedures are implemented, discuss cancellation of school depending on time of day.	
Notify the Transportation Director.	
Incident Commander gives the all clear and normal operations resume.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Hazardous Materials/Chemical Spill-On-Site Procedures:	
Upon detection or notification of a spill of any hazardous materials (including any petroleum product), notify Principal/Designee.	
Call 911 and request Fire Department assistance.	
Implement Incident Command System.	
Notify Transportation Director.	
Notify Superintendent.	
Evacuate building immediately if any danger sign is present such as: <ul style="list-style-type: none"> • Fumes • Vapors • Odors • Smoke • Physical Affections-Headache, Dizziness, Distress, Fainting, Skin Rash, Blurred Vision, Sweating, etc. 	

Based on advice from Fire Department, Incident Commander curtails or ceases building operations.	
If no danger signs are present, implement Shelter in Place Procedures.	
Obtain Material Safety Data Sheet (s) for spilled hazardous materials.	
With assistance of Fire Department, determine cause and extent of the incident.	
Notify Emergency Management Agency.	
If necessary for clean-up, notify appropriate Department of Environmental Protection Regional Office to assist with development of a clean-up plan and cleaning and decontamination of the area.	
Fire Department and Department of Environmental Protection Regional Office release the area back into school control.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Evacuation Procedures:	
Determine evacuation procedure in conjunction with Incident Commander.	
If evacuation is to an off-site location, notify Transportation Director.	
Teachers bring class list/roll books.	
All staff and students are accounted for by attendance being taken again when everyone has reached the assembly area. Missing student (s) and staff is reported to the principal/designee or the emergency personnel.	
Reunification:	
If students are evacuated to an off-site assembly area, Reunification Plan is activated.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	

Sample Checklist for Hostage Situations

A hostage situation is any situation in which a person or persons are forced to stay in one location against their will by one or more individuals. Weapons are usually in the possession of the hostage taker (s) and hostages are threatened with some degree of bodily harm. All hostage situations should be considered dangerous events. The dynamics of a hostage situation vary greatly and no two incidents will be the same.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Upon notification of a hostage situation within any activity, event, school, or building under the control of the school district, the following procedures should be implemented:	
The principal/designee will contact 911.	
Initiate lockdown procedures.	
Notify the Superintendent's Office.	
Establish an Incident Command Post.	
Try to establish if hostage taker is in possession of a school district radio.	
Keep the base radio station set to Channel 1 until otherwise directed by the police.	
Take appropriate actions to isolate the hostage taker (s) and the victim (s) under his/her control.	
Law enforcement arrive on the scene.	
The school Incident Commander turns over command to the ranking police officer as the overall Incident Commander.	
Brief Police Incident Commander of the situation facts upon arrival at the school including cause of incident, identity of the hostage (s) and hostage taker (s), and their location in the building, if known.	
The school Incident Commander should report to the Joint Incident Command Post.	
Building master keys and detailed building plans are made available to Incident Command Post.	
Details on camera and monitoring locations, hearing and broadcast devices, motion sensors, location of radios, and availability of telephones are made available to Incident Command Post.	
Persons who are knowledgeable of the building design are available to describe the premises using detailed building plans.	

Entrances to the school campus have been sealed by the police agency in charge of the incident.	
Police department negotiator contacts the hostage taker (s) to begin the process of negotiating an end to the situation.	
Upon arrest of the hostage taker (s) and the release of the hostage (s), the control of the school is returned to the Administration.	
Provide area for law enforcement to meet with hostage (s) and pertinent staff to document and record information.	
Provide released hostages with food and beverages and arrange access to restrooms.	
Provide counseling for hostages and their families.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Evacuation Procedures:	
Determine evacuation procedure in conjunction with law enforcement.	
If evacuation is to an off-site location, notify Transportation Director.	
Evacuation message is delivered by runners.	
Staff and students proceed to a prearranged location out of sight of the building so that any possibility of injury from gunfire is minimized.	
Teachers bring class list/roll books.	
All staff and students are accounted for by attendance being taken again when everyone has reached the assembly area. Missing student (s) and staff is reported to the principal/designee or the emergency personnel.	
School Bus Hostage Situation:	
Notify Transportation Director of hostage situation.	
The bus driver makes the students aware of the behavior that is required in order to keep them safe and not inflame the situation.	
<p>If the following tasks can be accomplished in a safe manner, the bus driver should:</p> <ul style="list-style-type: none"> • Disable the bus or throw the keys away from the bus. • Evacuate as many students as possible from the bus and direct them to move to a position out of sight of the bus. • Notify the Transportation Office by radio with as much information as possible regarding the situation and location. • If permitted by the hostage taker (s) to maintain radio communication, do so. 	
Reunification:	
Reunification Plan is activated.	

Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	
Incident Command will work closely with the police once they arrive on the scene.	
School district radios should be used for communication purposes unless it is established that the hostage taker has possession of one. Cellular phones can be used as an alternative.	
Keep telephone lines open for law enforcement use.	
It is imperative that no additional individuals be exposed to the hostage taker (s).	
Evacuation:	
<ul style="list-style-type: none"> • Every effort will be made to ensure that the egress of staff and students is handled in a manner that will have all students and staff moving away from the area controlled by the hostage taker (s). • No individuals for any reason should be permitted to enter or re-enter the building. • Students and staff will not return to the building until it has been declared safe by municipal law enforcement. 	
Negotiations:	
<ul style="list-style-type: none"> • It is important to remember that it is generally the philosophy of the police department to end a hostage situation through negotiating tactics. • Negotiations can be a lengthy process. • A rapid deployment assault is only used when all indications are that the hostage taker (s) will harm the hostage (s) or the lives of the hostage (s) will in fact be saved through such an intervention. 	
If the hostage situation occurs on a school bus, the bus driver must assume the responsibility for the safety and welfare of the students, as well as his/her own safety.	

Sample Checklist for Intruder or Trespasser

All visitors to a building are required to register at the office. Visitors should be issued an ID badge. Staff should approach any person without a badge and send them to the office. Notify the office immediately if the person refuses to go to the office.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Procedures for an intruder situation:	
Determine whereabouts of the intruder.	
Isolate intruder from rest of building and students.	
Attempt to determine the identity of the intruder and his/her purpose.	
Inform intruder of the offense being committed.	
If the intruder refuses to leave or return to the office, call 911.	
If the intruder has a weapon, initiate lockdown procedures and call 911 immediately.	
Provide law enforcement with situation information and an accurate description of the intruder.	
Notify Superintendent's Office.	
If needed, school mental health staff activated to provide counseling for students and staff.	
Complete and submit police information for charges.	
Document situation as fully as possible for future court case.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Review and update building security procedures.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	

Sample Checklist for Life-Threatening Crisis

When a major medical emergency or injury occurs that is life threatening to an individual, the building administrator or the office should immediately call 911. It is essential that staff on the scene of the incident provide as much information as possible regarding the patient's condition to the office. This patient information will be used by the 911 dispatcher to determine whether to send an ambulance only, ambulance and paramedic team or all of these units and a life-line helicopter.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Life-Threatening Procedures:	
Identify the affected individual (s).	
Call 911 for Fire Department and Rescue/Ambulance response.	
Notify the school nurse and Crisis Response Team.	
Other staff, with appropriate training, are notified to report to the scene.	
Notify the staff of the medical emergency.	
Institute temporary delay in change of classes.	
Have other students and staff report to classrooms.	
If contagion is suspected, notify the local Health Department and ask for follow-up instructions.	
Call parents/guardian immediately.	
Notify Superintendent's Office.	
If needed, mental health staff are activated to provide counseling.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	

Sample Checklist for Lockdown

Lockdowns are usually used after school shootings or potentially very dangerous situations such as armed intruder or danger outside.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Lockdown Procedures:	
Office personnel call 911 and request immediate police assistance. This person should stay on the line with 911 and not be assigned other duties until allowed to terminate the call by the call-taker.	
<p>Building Administrator announces over public address system, in plain language, that a lockdown is in effect.</p> <ul style="list-style-type: none"> • If classes are in session (no lunches in progress): <i>Attention teachers. It is necessary to immediately begin a school-wide lockdown. All students are to remain in class. Students in the hall report immediately back to your room. Teachers lock your classroom door. No one is to leave the classroom until each room is given an all clear. This will be done by known school personnel, accompanied by law enforcement personnel, coming to the classroom. Ignore a fire alarm and the bell system. If we need to evacuate the building, you will be notified.</i> • If a class change is in progress: <i>Attention students and staff. It is necessary at this time to begin a school-wide lockdown. All students and teachers report immediately to your next class. Teachers, be at your classroom door and lock it as soon as the students have arrived. No one is to leave the classroom until each room is given an all clear. This will be done by known school personnel, accompanied by law enforcement personnel, coming to the classroom. Ignore a fire alarm or the bell system. If we need to evacuate, you will be notified.</i> • <i>During lunch periods:</i> <i>Attention students and staff. It is necessary at this time to begin a school wide lockdown. Students in the cafeteria are to report immediately to the _____ (gym or auditorium, whichever is appropriate). Teachers lock your classroom doors as soon as the students have arrived. Students outside of your classrooms at this time are to report back to your classroom immediately. No one is to leave their classroom or designated area until an all clear announcement is made by an Administrator. Ignore a fire alarm or the bell system. If you need to evacuate the</i> 	

<i>building, you will be notified.</i>	
Repeat lockdown announcement several times because of noise in classrooms or generated by class change.	
Return all students back into closest classrooms or safe area.	
If the threat is outside, return students who are outside to the building.	
Students and staff in portable classrooms should be brought into the main building.	
Secure all outside exit doors.	
Teachers should do the following: <ul style="list-style-type: none"> • Secure and lock classroom doors, if possible. • Close blinds on all doors and windows. • Explain to the students that there is an emergency situation in the building. • Seat students on the floor at the inside corner of the room away from the door. 	
School nurse and building secretary report to the main announcement when lockdown announcement is made.	
Establish an Incident Command Post.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	
Do not use code words.	
Use alternative communications means if public address system is not available.	
No one is permitted to breach any locked door without explicit direction from the principal/designee.	
Under lockdown conditions, conditions in a specific classroom can be communicated by placing a card or note, either posted in the windows or slipped under the door, alerting emergency responders to the status of students in individual classrooms.	
Do not allow students to use phones or cell phones.	

Sample Checklist for Mass Contamination of Food/Beverages

Due to the global economy, mass contamination incidents of food and beverages are rising. There are also incidents of a person or persons incorporating poisonous substances into the food supply.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Mass Contamination of Food/Beverages Procedures:	
Upon report of possible contamination incident, attempt to determine how isolated or widespread the incident is or may become.	
If medical assistance is necessary, call 911.	
Notify School Nurse.	
Notify Cafeteria Staff.	
Call local Health Department and Emergency Management to report the contamination and for ongoing assistance with the incident.	
Notify Superintendent.	
Determine the route of contamination creating the incident-i.e., ingestion, inhalation, absorption, dermal contact.	
Determine the source of the contamination creating the incident-i.e., contaminated food or drink (hepatitis – A, salmonella, E-Coli, etc.), prescription or over-the-counter medicines, alcohol, illegal drugs, pesticides, hazardous materials, etc.	
Obtain Material Safety Data Sheet, if necessary.	
Attempt to determine the exact contaminant.	
If necessary, determine if an antidote is readily available.	
Initiate monitoring of other potential victims.	
Notify parents/guardian of students affected by the contamination.	
Activate the school's Mental Health staff to provide counseling for staff and students.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	

Sample Checklist for Nuclear Power Plant/Radiological Incident

Pennsylvania is home to five nuclear power plants. School Districts/Schools in their Emergency Planning Zones should follow the plans developed in coordination with the plants.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Radiological Incident:	
If contacted by Fire Department or municipal Emergency Management Agency, conduct a Hazard Assessment.	
Notify the Superintendent's Office.	
Implement the Incident Command System.	
In coordination with the Incident Commander, determine whether to implement Shelter in Place or Evacuation Procedures.	
Schools who are a part of the commonwealth's KI program should follow established procedures for distribution of tablets to students.	
Notify staff and students of decision.	
If Shelter in Place procedures are implemented, notify Facilities Manager to close air intakes.	
Cancel all outdoor activities.	
If Evacuation procedures are implemented, notify Transportation Director.	
When notified that the situation is safe, the Incident Commander declares the all clear and normal operations resume.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Evacuation Procedures:	
Determine evacuation procedure in conjunction with Emergency Management and Fire Department.	
If evacuation is to an off-site location, notify Transportation Director.	
Teachers bring class list/roll books.	
All staff and students are accounted for by attendance being taken again when everyone has reached the assembly area. Missing student (s) and staff is reported to the principal/designee or the emergency personnel.	
Reunification:	
Reunification Plan is activated.	

Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	

School Potassium Iodide (KI) Distribution Plan Information

As part of its overall Public Health Preparedness and Response for Bioterrorism plan, the Pennsylvania Department of Health has implemented a Potassium Iodide (KI) distribution program for its citizenry.

The Food and Drug Administration of the United States along with the Nuclear Regulatory Commission has recommended that individuals, who are at risk of exposure to radioactive iodine that may be released from a nuclear power plant in the event of an accident or act of terrorism, ingest a tablet of KI either before or within several hours after exposure as a prophylaxis against thyroid disease, including cancer of the thyroid. Although evacuation is the best protective action in a radiation emergency, ingestion of KI is an additional measure that can be taken.

Distribution of KI tablets through schools and school systems is given high priority for the reason that children are much more sensitive to the ill effects of radioactive iodine than are adults. In accordance with the Governor's acceptance of potassium iodide from the Nuclear Regulatory Commission, distribution will involve the schools (public, charter, vocational-technical, intermediate units, private and parochial) that are located within the ten (10) mile Emergency Planning Zone (EPZ) of the commonwealth's five (5) nuclear power plants: Beaver Valley Power Station, Limerick Generating Station, Susquehanna Steam Electric Station, Three Mile Island Nuclear Station, and Peach Bottom Atomic Power Station.

Acceptance of KI by a school/school district will be voluntary and will require school board approval. The Department has developed a KI distribution plan that includes protocols for schools/school districts to participate in the program and guidance for implementation. See below for details of the School KI Distribution Plan.

School Potassium Iodide (KI) Distribution Plan FAQs



Potassium Iodide

Pennsylvania's five nuclear facility sites are closely regulated, secure and well maintained. In the unlikely event of a radiological release, the Commonwealth is prepared to respond, quickly and decisively. Gov. Mark Schweiker accepted the U.S. Nuclear Regulatory Commission's offer of potassium iodide pills to further Pennsylvania's mission to ensure the safety and security of its citizens in a post-Sept. 11 world.

Evacuation always will be the best way to protect our families and us during a large-scale radiological release. When accepting the KI pills, Gov. Schweiker stressed that **"this is only another layer of protection and not a substitute for evacuation."** And in Pennsylvania, the decision to evacuate is based on what is most protective for our most sensitive residents – our children. The pills will be distributed to people living and working in the 10-mile radius around the five nuclear facility sites from Aug. 15-21, 2002. If you miss this distribution period, you can get your pills during normal business hours at state district offices and county health offices. To find the office in your area, visit www.health.state.pa.us or call 1-877-PA-HEALTH.

What is Potassium Iodide?

Potassium iodide (**KI**) is a salt compound. The element iodine is routinely added to table salt to make it "iodized." KI is available in tablet form, over-the-counter, without a prescription.

What will KI do?

Taking a tablet of **KI** will help to protect your thyroid gland, located in the front of your neck, against the harmful effects of radioactive iodine that may be released in a radiological emergency. The thyroid gland is the only part of the body that is protected by KI.

However, KI is not a magic anti-radiation pill and will only protect the thyroid

gland. The thyroid is the part of the body that quickly absorbs potentially harmful radioactive iodine. **KI will not** protect against all radioactive materials. It is only effective against radioactive iodine when taken at the time of or immediately following a radiological release. Evacuation is the best way to protect yourself and your family if there is a release of radioactive iodine in your area.

How will I know when to take KI?

State health officials and the governor will make an announcement telling citizens when to take KI. When there is an ongoing accident at a nuclear facility, the warning sirens will be sounded for approximately three to five minutes followed by an Emergency Alert System message on your TV or radio. Listening to these messages is critical because they will tell you what is going on at the plant, what you need to do and if you should take KI.

Again, do not take KI unless Pennsylvania State Health Officials and the Governor instruct you to do so. Not all radiological releases involve radioactive iodine. When Pennsylvania State Health Officials and the Governor tell you to take KI, take only one 130 mg dose (1 pill) per 24 hours. Children should take half a pill. The pills are scored (a line down the middle) and can be broken in half.

Taking two pills at once will not help increase KI's effectiveness, and may in fact increase the risk of side effects.

You should not take KI during a test of the Emergency Alert System or a test of the plant's sirens.

Who can take KI?

Anyone who is not allergic to iodide can take KI. It is safe for pregnant women, women who are breastfeeding, people on thyroid medicine, and children and infants, unless they are allergic. If you are unsure if you should take KI, consult your family physician.

What are the side effects of KI?

Side effects are unlikely because of the low dose and the short time you will be taking the drug. Possible side effects include: skin rashes; metallic taste in mouth; sore teeth or gums; upset stomach; swelling of the salivary glands; burning feeling in mouth or throat; symptoms of a head cold; and diarrhea.

What should I do if I experience side effects?

Even though side effects are unlikely, if you have them and they are severe or if you have an allergic reaction, stop taking potassium iodide and call your doctor or 1-877-PA-HEALTH for instructions.

Is KI safe?

KI is safe. However, adverse reactions are possible in persons with existing thyroid conditions or those with an allergy to iodine. Anyone considering the use of KI for themselves or their family should follow the directions for storage and use included with the product. If you have more questions about KI, call your doctor or your local health department at **1-877-PA-HEALTH**.

How do I give KI to my infant?

The half KI tablet should be crushed and then mixed with a food or drink so infants and small children will take the medicine in an emergency.

Will my children be able to get KI if they are at school?

The Department of Health has developed a distribution plan for schools that want the pills. This plan includes information on how schools may incorporate the administration of KI into existing evacuation plans. It is up to each school district to decide if they want the pills. However, pills may not be administered without parental consent.

Can I get KI if I do not live, but work in the 10-mile radius?

Yes. Workplaces or businesses within the 10-mile radius will be able to obtain at least one tablet for each employee. Interested businesses should contact the Department of Health to arrange pick up.

How do I store the pills?

The pills may be stored in a dry place with a controlled room temperature between 59° and 86° F. Make sure the storage place is easily accessible and memorable.

What happens if I can't find my KI?

KI will be available to residents on an ongoing basis through your local Health or State Health Center. Call 1-877-PA-HEALTH or look on the Department's Website to find the one nearest you.

If I can't evacuate because of a preexisting condition, how will responders find me?

The County Emergency Management Agency maintains a registry of people who for medical reasons would not be able to evacuate. If you have a family member that you are concerned about, contact the County Office to make sure they have their address information.

Where can I find my evacuation plan?

An evacuation plan for the residents living in a 10-mile radius of Pennsylvania nuclear power plants is listed in your phone book, either in the front or in the blue pages, or mailed to you by your power plant. Make sure you read these pages carefully so that you know where to go in case of an emergency. If you have questions about your evacuation plan, please contact your county emergency management agency, whose phone number also is listed in the blue pages.

Are Pennsylvania's nuclear facilities safe?

Yes, Pennsylvania's five nuclear facility sites are safe. The federal government and Pennsylvania state and local officials perform regular oversight of the plants. In addition, officials continually train with the plants on how to respond in case of an emergency to protect public health and safety.

Where can I find more information?

For more information about KI, visit the Department of Health's website at **www.health.state.pa.us**, or call **1-877-PA-HEALTH**.

Potassium Iodide (KI) Participation Agreement for Schools



INSTRUCTIONS: Please provide the following information regarding school district/school:

School/School District: _____

Address: _____

County: _____

Contact Person, Title: _____

Phone No. _____ Email address: _____ Fax: _____

Located near nuclear facility (check one):

Beaver Valley Power Station _____

Limerick Generating Station _____

Susquehanna Steam Electric Station _____

Three Mile Island Nuclear Station _____

Peach Bottom Atomic Power Station _____

REQUEST FOR TABLETS - one tablet for student/staff:

Number of students _____ Shipping address: _____

Number of staff _____

Total _____

Attn to: _____

In the event of a radioactive iodine release from a nearby nuclear facility and upon notification by public health officials, _____ School/School District agrees to distribute KI tablets to students and staff.

Superintendent/Chief Administrative Officer

Date

Return completed form to:

Sample Parental Consent Letter



Pennsylvania Department of Health
Division of School Health
625 Forster St.
Harrisburg PA 17108

Dear Parents/Guardians:

As you may have learned from media reports, the Commonwealth of Pennsylvania is making potassium iodide (KI) pills available free of charge to people who live, work or attend school within a ten-mile radius of a nuclear facility. KI (“kay-eye”) is approved by the U.S. Food and Drug Administration for use in providing an extra layer of protection against thyroid disease, including thyroid cancer, in the event of radioactive iodine exposure due to an accident or terrorist incident. Taken prior to or within the first few hours after exposure, KI will protect the thyroid gland, which is located in the front of the neck.

PLEASE NOTE: The best protective action in a radiation emergency is evacuation.

Should such an emergency occur, the media would broadcast official recommendations to the public for protective actions including the possible use of KI. Most importantly, KI tablets will be available at school should a recommendation to take KI occur while school is in session. Distribution through the school system is being given high priority for the reason that children are much more sensitive to the ill effects of radioactive iodide than are adults.

KI should NOT be taken by anyone who is allergic to iodide.

A KI fact sheet is enclosed for your review.

If you have any questions or need more information regarding the school’s participation in the program or the consent form, please call _____ at _____.

Please circle and sign below:

YES I **DO** want my child to be given potassium iodide, when instructed by public health officials, in the event of a radioactive emergency during school hours.

NO I **DO NOT** want my child to be given potassium iodide, when instructed by public health officials, in the event of a radioactive emergency during school hours.

NAME of STUDENT: _____ GRADE: _____

SIGNATURE of Parent/Guardian: _____ DATE: _____

Return to the School Nurse

Information for Physician Standing Order



A standing order is a physician's order for a medication that is written by the school physician for the whole population of students. Standing orders should be regularly reviewed and updated annually. Each School Health Office should have a copy of the original order as it was executed for the district's central office (Schwab, 2001).

Obtain a standing order from the school physician for distribution of potassium iodide to the school population (students and staff) in the event of a nuclear emergency and upon advisement by public health officials. Standing orders should include:

- Order for potassium iodide shall be written in indelible ink, indelible pencil or typewriter.
- The order for potassium iodide will be from a licensed medical practitioner in the Commonwealth.
- Date of issue
- Dosage of potassium iodide

TO BE TAKEN BY MOUTH WHEN INSTRUCTED BY PUBLIC HEALTH OFFICIALS

IN THE EVENT OF A RADIATION EXPOSURE.

**TAKE ONE DOSE EVERY 24 HOURS.
DO NOT TAKE IT MORE OFTEN.
MORE WILL NOT HELP YOU AND MAY INCREASE THE RISK OF SIDE
EFFECTS.**

DO NOT TAKE THIS DRUG IF YOU KNOW YOU ARE ALLERGIC TO IODIDE.

- The signature of the ordering practitioner.
- Review of the parental consent form prior to administering KI

For additional details, contact the Pennsylvania Department of Health, Bureau of Community Health Systems at (717)787-4366.

KI ADMINISTRATION OPTION 1: HOMEROOM

- Administrator(s)

PREPARATION	IMPLEMENTATION
1. Identifies a protocol such that all students return to their assigned homeroom when an emergency occurs. *	1. Upon notification by public health officials, advise homeroom teachers to commence KI administration.
2. Provides homeroom census data to the Supply Officer.	2. Facilitates a timely evacuation process.

* May need to adapt for students who opt for alternative evacuation plans (i.e. parent pick-up).

- Staff member's (Supply Officer)

PREPARATION	IMPLEMENTATION
1. Facilitates receipt of KI and coordinates distribution to homerooms.	1. Facilitates a timely evacuation process.
2. Places X number of individually foil wrapped tablets (based on the number of students per homeroom) into an envelope or other container (labeled by the school nurse) at the beginning of school.	
3. Disperses the envelopes/containers to all homerooms in the school, either at the beginning of a school year or at the time of an event, according to the school's implementation plan.	

- School nurse(s)

PREPARATION	IMPLEMENTATION
1. Collects, receives and maintains a centralized list of those students who are/are not to receive KI in accordance with parent/guardian permission. Review and revise periodically as needed.	1. Be available to assess for illness and/or adverse reactions.
2. Provides each homeroom teacher with a list of students who are/are not to receive KI annually.	2. Facilitates a timely evacuation process
3. Ensures the instructions provided by DOH are placed inside each envelope/container.	
4. Acts as a resource for staff and parents/guardians regarding KI.	

- Homeroom teacher(s)

PREPARATION	IMPLEMENTATION
1. Familiarizes oneself with the school's implementation plan.	1. Upon notification from school administrator, places the envelope/container of KI tablets on the desk and opens it to reveal the appropriate instructions (provided by DOH).
1. Identifies a secure storage site: a) in a central location and distributed to each homeroom when needed; b) within the homeroom or c) an alternative secure site (ex: a locker or closet in close proximity to the homeroom).	2. Ensures that the students whose parents did not give consent do not receive KI and provide reassurance.
	3. Arranges for students to approach the desk in an orderly fashion and voluntarily take one individually foil wrapped KI tablet out of the envelope/container, following the dosage instructions.
	4. Facilitates the availability of additional supplies as needed.
	5. Facilitates a timely evacuation process.

KI ADMINISTRATION OPTION 2: CENTRAL SITE

- Administrator(s)

PREPARATION	IMPLEMENTATION
1. Identifies a protocol such that all students proceed to a centralized location (i.e. gym, cafeteria, auditorium) when an emergency occurs.	1. Upon notification by public health officials, instruct assigned staff members to proceed to the centralized location to assist with KI distribution.
2. Assigns staff members, as needed, to centralized location to perform identified roles (i.e. traffic control, KI distribution, maintain order, etc.).*	2. Facilitates a timely evacuation process.

*** May need to adapt for students who opt for alternative evacuation plans (i.e. parent pick-up).**

- Staff member(s) (Supply Officer)

PREPARATION	IMPLEMENTATION
1. Facilitates receipt of KI and maintains the centralized location and storage of the school's KI.	1. Ensures school supply of KI is delivered to centralized location.
2. Depending on school plan, may divide the total quantity of pills into smaller amounts (i.e. grades) to facilitate quicker distribution. Each of these smaller amounts will need appropriate instructions and/or labels provided by the school nurse.	2. Replenishes supplies as needed. 3. Facilitates a timely evacuation process.

- School nurse(s)

PREPARATION	IMPLEMENTATION
1. Collects, receives and maintains a centralized list of those students who are/are not to receive KI in accordance with parent/guardian permission. Review and revise periodically as needed.	1. Be available to assess for illness and/or adverse reactions.
2. Provides each distribution point within the central site with an appropriate list of students who are/are not to receive KI.	2. Facilitates a timely evacuation process.
3. Ensures the instructions provided by DOH are placed on the inside cover of each envelope/container and are easily accessible.	
4. Acts as a resource for staff and parent/guardians regarding KI.	

- Assigned staff members for the centralized location

PREPARATION	IMPLEMENTATION
1. Familiarizes oneself with the KI distribution process.	1. Upon notification from school administrator, proceeds to the centralized location and assumes role as assigned.
	2. Arranges for students, in an orderly fashion, to voluntarily take one individually foil wrapped KI tablet, following dosage instructions.
	3. Facilitates a timely evacuation process.

KI STORAGE AND HANDLING

- Count tablets to confirm quantity received from the Department of Health
- Provide a secure location but one that can be quickly accessed in an emergency. Supply may be separated into smaller, appropriately labeled containers for each classroom, homeroom, etc. depending on the school district's plan.
- Identify staff who will have access to KI tablets
- KI must be stored in original packaging
- Store between a temperature of 15 to 30 degrees C (59 to 86 degrees F)
- Store with the tablets:
 - Instruction sheet, provided by the Department of Health
 - List of students with/without parent/guardian permission.
UPDATE ANNUALLY OR AS NEEDED.
 - Other supplies as may be necessary
- Review KI distribution plans annually with staff

Sample Checklist for Pandemic Influenza

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Pandemic Influenza Procedures:	
Identify or create district committee to provide guidance to school sites regarding pandemic flu preparations.	
Review district emergency response and communicable disease policies and procedures.	
Determine if any additional policies and procedures need to be implemented.	
Work with Human Resources regarding School districts/schools functioning with 30% of work force absent. Look at alternatives such as staggered school times, changes in bussing, and telecommunications.	
Assess financial impact of alternate scheduling or school closures.	
Identify school-based individuals to educate staff about pandemic influenza.	
Identify school-based individuals to educate students about hand washing, covering cough, and staying home when sick.	
Identify individuals or organizations to educate families about pandemic influenza and school plan.	
Ensure each room has soap/water for hand washing or alcohol-based hand washing product.	
Distribute and post in each classroom Pandemic Influenza posters.	
Establish chain of command in case of illness. Establish a back-up chain of command, if necessary.	
Review procedures for sending ill students and staff home and make adjustments, as necessary.	
Track the number of staff and students absent daily.	
Report numbers absent to District Office and local Health Department if over 10% or requested.	
Hold staff meeting to provide information on the extent of infection at school site and potential changes that may take place.	
Identify and pre-screen health and grief service providers.	
Provide training to staff on grief and possible health problems associated with pandemic influenza.	
Mobilize the Mental Health Team to provide emotional-psychological support.	

If there is loss of life in the school district, establish location site for counseling services to be provided.	
Hold staff meeting and provide information on extent of pandemic influenza in the community and activities that may assist students, signs and symptoms to look out for, and safe room function and location.	
Announce counseling support services available to staff and students.	
Provide rest places for those that tire easily.	
Provide physical assessments, if needed, or make appropriate community health referrals.	
Recommend Employee Assistance Programs to deal with loss and grief.	
Identify students, families, and staff who may need long-term physical and mental health support or intervention and develop school and community resources to support these needs.	
Monitor the effects of cumulative stress on caregivers, such as office staff, school nurses, teachers, aides, school counselors, and other crisis team members.	
Modify work roles and responsibilities or add volunteer or support staff, as needed.	
Follow up with student referrals made to community agencies.	
Conduct debriefings with Mental Health Team.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	

Sample Checklist for Severe Weather

Pennsylvania is exposed to severe weather in the form of tornadoes, lightning, ice, and heavy snow storms.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Severe Weather Procedures:	
During periods of severe weather watches or warnings, list to NOAA or Emergency Alert System broadcasts.	
Implement Incident Command System.	
Based on National Weather Service's forecasts and Emergency Management Agency advice, implement Shelter in Place or Evacuation Procedures.	
If Shelter in Place Procedure is implemented, notify Facilities Manager and Transportation Director.	
If hazard is lightning storms, summon all staff and students into the building.	
Warn staff and students to stay away from glass doors and windows, telephones, and all electrical appliances, including computers.	
If a Tornado Warning is issued, move staff and students to interior rooms with no windows.	
When weather clears, Incident Commander issues the all clear and staff and students are dismissed after rooms are checked for damages.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Evacuation Procedures:	
If Evacuation procedure is implemented, notify Transportation Director and Facilities Manager.	
Reunification:	
If Shelter in Place procedure is implemented, Reunification Plan is activated.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	

Sample Checklist for Sexual Assault/Rape

When a rape is reported, it is important to protect the identity and privacy of the victim. All staff that are aware of the report must be reminded not to discuss it with anyone.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
If the rape occurred on campus, take the following actions:	
Notify the police immediately.	
Notify the nurse and if needed, Emergency Medical Services.	
Remove the victim from view and have a same sex adult stay with the victim.	
Prevent the victim from washing up or using the bathroom to protect evidence.	
Notify the victim's parents/guardian.	
Protect the crime scene for police investigation.	
Notify the Superintendent.	
Activate the school's Mental Health personnel to provide support for others impacted.	
Identify possible witnesses.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	
Do not violate the rights of the accused.	

Sample Checklist for Shootings

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Responses in the event of a school shooting include:	
Contact 911 for police response and emergency medical personnel.	
Notify security or school resource officer, if one is assigned to the school.	
Stay on phone with 911 and relay additional information on the location of the perpetrators (s) and number of victims as it becomes available.	
Institute a lockdown.	
Determine if the perpetrator is still on the premises.	
Establish Incident Command Post.	
Keep the base radio station set to Channel 1 until otherwise directed by the police.	
Law enforcement arrive on the scene.	
The school Incident Commander turns over command to the ranking police officer as the overall Incident Commander.	
Brief Police Incident Commander of the situation facts upon arrival at the school including available descriptions and/or types of weapons involved.	
Make decision on whether to maintain lockdown or consider evacuation procedures in consultation with law enforcement. <ul style="list-style-type: none"> • If shooter is outside, maintain lockdown, stay away from windows and await instructions. • If shooter is inside, police will employ a technique called Rapid Deployment. 	
The school Incident Commander should report to the Joint Incident Command Post.	
Building master keys and detailed building plans are made available to Incident Command Post.	
Details on camera and monitoring locations, hearing and broadcast devices, motion sensors, location of radios, and availability of telephones are made available to Incident Command Post.	
Persons who are knowledgeable of the building design are available to describe the premises using detailed building plans.	
If conditions are safe, implement necessary first aid procedures through trained staff.	

Direct emergency medical services personnel to injured and give any required assistance.	
Designate staff member to accompany victim (s) in ambulance.	
Entrances to the school campus have been sealed by the police agency in charge of the incident.	
Upon arrest of the shooter (s) and the removal of the victim (s), the control of the school is returned to the Administration.	
Provide area for law enforcement to meet with victim (s) and pertinent staff to document and record information.	
Provide counseling for staff, students, victims, and their families.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Reopen school as soon as possible.	
Call periodic staff meetings to continue evaluating the aftermath of the incident.	
Evacuation Procedures:	
Determine evacuation procedure in conjunction with law enforcement.	
If evacuation is to an off-site facility, notify Transportation Director.	
Reunification:	
Reunification Plan is activated.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	
Once police arrive, they are in control of the entire incident until it is resolved.	
Incident Command will work closely with the police once they arrive on the scene.	
Law Enforcement Response Team: <ul style="list-style-type: none"> • They will immediately form an armed contact team and enter the building in search of the shooter (s). • Their sole duty is to find and stop the shooter (s). They will not stop to treat victims. • If you encounter their team, they will shout “get on the floor” or “get down”. • Do not argue or attempt to talk with the police team as you could be forced to the floor and restrained. Remember they do not know who you are and to them you are a potential shooter. 	

Sample Checklist for Student Unrest and/or Demonstration

Notify municipal law enforcement early in the incident of student unrest and/or demonstration. Remember that in many cases, municipal police departments may need time to assemble adequate police officers from surrounding agencies.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Procedures for Student Unrest and/or Demonstration:	
The principal/designee will contact 911.	
The principal/designee should assess the situation as follows: <ul style="list-style-type: none"> • Where is the disturbance occurring? • When did it begin? • How many people are actually involved? • What is taking place? • Has any actual violence occurred at this time? • What is the purpose or intentions of the group? • Are the identities of participants known? 	
Attempt to isolate and contain the area of the disturbance.	
Prepare for a possible lockdown.	
Shut off bells.	
Identify and meet with student representative to address their issues.	
Teachers should make a list of students absent from their class.	
Document the issues identified.	
Develop a plan to address identified problems.	
Notify the Superintendent's Office.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	

Sample Checklist for Suicide

School Districts/Schools should take all talk or threat of suicide very seriously.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Procedures for Ideation or Attempted Suicide:	
If the threat is reported by another person, immediately locate the student expressing suicidal ideation and take them to a quiet, comfortable room. DO NOT LEAVE THE SUICIDAL STUDENT ALONE.	
Notify the parents/guardian of the student immediately.	
Principal should alert the Crisis Response Team.	
Notify the Superintendent.	
Team member trained in suicide assessment should interview the student and make a determination: <ul style="list-style-type: none"> • If a "no suicide contract" is appropriate; or • If the suicide potential is high. No one at school should be making this determination. All students expressing suicidal tendencies should be sent to Crisis.	
If the determination for suicide potential is high and the parents/guardian cannot be located, the student should be sent to an area hospital or county mental health crisis unit.	
If the student has attempted suicide, notify the nurse and call 911.	
Inform the student's family that the student may not return to school without a professional mental health assessment being conducted and the results sent to the school.	
If the student/family refuses a mental health assessment, refer the case to the School Board for a hearing.	
Document the incident and actions taken.	
Update student's teachers and other staff (only if educational right to know).	
Monitor other students who may be at risk.	
Monitor the student as needed and maintain contact with the family.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Completed Suicide Procedures:	
If student or staff member commits suicide on campus, call 911 immediately and request police assistance.	

Institute lockdown procedures and turn off the bell system.	
Nurse or other trained staff member checks to see if the student or staff member is deceased.	
Block area off, treat like a crime scene, and do not allow anyone to touch any weapon or note at the scene.	
If body is outside the building, shift students and staff exposed to the scene to another area of the building.	
Activate Crisis Response Team and a mental health response.	
Once the police and coroner have released the scene, keep it isolated until it can be cleaned.	
Contact outside vendor to complete the cleaning task.	
Make decision about returning to the daily schedule.	
Have Crisis Response Team members and other school staff identify other at risk students for additional support.	
If the person who committed suicide was a staff member, bring in substitutes to allow distressed staff to seek support.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	
Information about suicidal ideation or attempts will be kept confidential unless rumors get out of control or students and staff saw the student being removed from the building.	
If a suicide happens on campus, it is extremely important that the number of students and staff exposed to the body and surrounding area is kept to a minimum.	
All staff, including the nurse, that were exposed to the body will need additional support.	
Do not have custodian staff clean the scene as it can be a very traumatic experience.	
School district should establish policies in advance about actions not permitted following a suicide.	
School administration must allow students to grieve the loss, but must be careful not to allow them to glorify the person or their method of death.	
Do not cancel classes for the funeral.	
Do not organize memorial services for the deceased.	
Do not lower the school flags.	
Do not allow memorial trees, plaques, statues, etc.	
Do not permit any dedication of yearbook, yearbook pages, or school newspapers to the deceased individual.	
Discourage and remove any spontaneous memorials at the death scene.	
Do not allow the establishment of a scholarship by either students or grieving parents. Instead, encourage contributions to a suicide prevention organization.	

Sample Checklist for Terrorism

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Bio-Terrorism Threat Procedures:	
Upon receipt of a bio-terrorism threat by telephone, write down information from the caller. Make every effort to: <ul style="list-style-type: none"> • Prolong the conversation as much as possible. • Identify background noises. • Note distinguishing voice characteristics. • Question caller as to nature of bomb, placement of bomb, and when it is to explode. • Try to determine caller's knowledge of facility. • Note time of call. 	
Inform Principal/Designee of the threat.	
If caller's threat implies an immediate threat, call 911.	
Follow Bomb Threat Procedures.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Suspicious Substance/Mail Procedures:	
If suspicious substance is not associated with mail: <ul style="list-style-type: none"> • Attempt to identify the substance and its origin (it may be a spill). • Isolate the area so exposure to other people is limited. • Shut down HVAC systems. 	
If suspicious substance is a spill, staff should clean up the spill.	
If substance and its origin are unknown, call 911 to request Law Enforcement, Fire Department, and Rescue/Ambulance Assistance.	
If injuries have resulted from the suspicious substance, notify the School Nurse and other trained staff to administer First Aid.	
Implement Hazardous Materials Procedures.	

Identify unusual mail and label it as suspicious if: <ul style="list-style-type: none"> • It's unexpected or from someone unknown. • It's addressed to someone no longer at the address. • The address is handwritten and there is no return address or bears one that you can't confirm as legitimate. • The package is lumpy or lopsided. • The wrapping is stained. • It's sealed with an excessive amount of tape. • Package is marked with excessive restrictions such as "personal" or "confidential". • Package is marked with excessive postage. 	
Handling of suspicious mail is as follows: <ul style="list-style-type: none"> • Handled as little as possible. • Wear protective gloves. • Do not shake, bump, or sniff it. • Place item in plastic bag. • Wash hands thoroughly with soap and water. 	
If mail meets above criteria, call 911 to summon law enforcement.	
Law enforcement takes control of suspicious mail.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	
Incident Command will work closely with the police and fire personnel once they arrive on the scene.	

Sample Checklist for Utility Failures

Many times when disasters hit in Pennsylvania, homes and other facilities suffer loss of their utilities for a short or extended period of time.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Gas Leak Procedures:	
Upon suspicion of gas leak, notify Principal/Designee and Facilities Manager.	
Upon confirmation of gas leak, evacuate building.	
Call 911 to request Fire Department assistance.	
Call gas company to report leak.	
Implement Incident Command System.	
Set up Incident Command Post at a safe distance from the school.	
Evaluate problem to see if Facilities staff can control the leak.	
Notify Transportation Department.	
Notify Superintendent.	
Fire Department arrive on scene.	
School Incident Commander turns over control of incident to ranking fire officer.	
Description of incident description and location is briefed to fire personnel.	
The school Incident Commander should report to the Joint Incident Command Post.	
In consultation with fire department and gas company personnel, decision is made to implement cancellation of school or resumption of normal school activities.	
If damage has occurred to the building because of the leak, refer to Building-Structural Failure procedures.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Heating System Failure Procedures:	
Upon discovery of a failure of the heating system, notify the Principal/Designee and Facilities Manager.	
Evaluate the problem and weather conditions.	

If cold weather conditions prevail, notify building Principal/Designee to curtail building activities that may accelerate heat loss (i.e., close all windows and doors and delay class change activity).	
Evaluate problem and attempt to correct.	
If unable to correct problem, notify the Facilities Manager and Principal/Designee of time required to restore heat.	
Notify Superintendent.	
Determine whether school cancellation procedures should be implemented.	
Notify staff and students of decision.	
Implement school cancellation procedures.	
Implement actions to prevent building and contents damage if prolonged freezing will occur.	
Power Outage Procedures:	
Upon electrical system failure, report it to Principal/Designee and Facilities Manager.	
Evaluate problem to determine if cause is on-site or off-site.	
<p>If problem is on-site:</p> <ul style="list-style-type: none"> • Determine if problem can be corrected by staff and if there are safety hazards that will affect building occupants. • Determine if life-safety systems have been affected. • Make decision to isolate the hazardous areas or evacuate the building. 	
<p>If problem is off-site:</p> <ul style="list-style-type: none"> • Ask utility supplier to determine probable duration of outage. • Determine if life-safety systems have been affected. • Make decision to isolate the hazardous areas or evacuate the building. 	
Determine if critical operating systems, such as HVAC, computers, communication, and signaling, have been affected.	
Determine if building operations should be curtailed or cancelled.	
Notify Superintendent.	
Determine whether to activate school cancellation procedures.	
Resume normal activities upon restoration of power.	
Water Supply Disruption Procedures:	
Upon detection of drinking water contamination or supply system interruption, notify Principal/Designee.	
Notify Facilities Manager.	
Evaluate problem and commence with remedial response.	
If the problem is due to contamination, contact the local Health Department to determine extent of problem.	
Notify water supplier of contamination or interruption problem.	

In consultation with local Health Department, determine whether or not school can remain in session.	
If school can remain open, secure all contaminated water sources.	
Arrange for bottled water to be delivered.	
If school must be closed, implement school cancellation procedures.	
At conclusion of the disruption, notify staff, parents/guardians, and students of resumption of normal operations.	
Evacuation Procedures:	
If Evacuation procedure is implemented, notify the Transportation Director.	
Pass evacuation order with runners.	
Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	
If gas leak is the problem, do not pull the fire alarm as it may cause sparks.	

Sample Checklist for Vehicle Accident

School bus accidents are reported almost daily throughout the Commonwealth of Pennsylvania. In addition, there are occasions where staff drive their own vehicles and are transporting students.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
School Bus Accident Procedures:	
Bus Driver contacts dispatch and Principal to notify of accident.	
Off-load students to a safe holding area if unsafe to stay on bus.	
If there are injuries, call 911 to request fire, law enforcement and rescue/ambulance assistance.	
Render first aid to injured persons.	
Notify Transportation Director.	
Notify Superintendent.	
Notify all parents/guardians of students on the bus.	
If there are injuries, arrange for post-accident drug and alcohol testing for bus driver.	
Provide counseling for bus driver and students on the bus, if necessary.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	
Vehicle Accident other than a School Bus Procedures:	
Upon report of a vehicle accident, determine the following: <ul style="list-style-type: none"> • Did any deaths or injuries occur? • Were students involved? • Were other non-employees involved (i.e. parent volunteers)? • Does the school own or lease the vehicle? 	
Notify appropriate Principal.	
Notify Superintendent.	
Notify Transportation Director.	
If a school employee was driving and injuries occurred and the vehicle/driver is covered by school insurance, arrange for post-accident drug and alcohol testing.	
Notify parents/guardians of all students involved in the accident.	

Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	

Sample Checklist for Weapons Situation

Administrators and all staff should be trained in recognition signs of possible hidden weapons on students or intruders. All students should be encouraged to report any information about weapon possession or rumors that someone has a weapon.

DIRECTIONS: Use the following checklist to assess the school building's/school district's response. Place the date below and mark the individual's name, in the completed block, who is confirming that the action item has been completed.

DATE: _____

Action Item	Completed
Weapons Situation Procedures:	
Anyone with information about a weapon on campus should report it immediately to the principal.	
Principal notifies Threat Assessment Team members to evaluate threat.	
Threat Assessment Team members assess the situation and gather as much information about the person, weapon, and the intent of the person in bringing it to the school.	
Call 911 and request police response immediately.	
Institute lockdown procedures.	
Notify Superintendent.	
A team of staff members should locate and isolate the individual.	
Ask the individual to put the weapon down. If they refuse, do not argue.	
If individual hands over the weapon, put it in sealed bag with a signature, date, and time.	
Record the name of any other person who handled the weapon.	
Law enforcement arrive on the scene.	
The school Incident Commander turns over command to the ranking police officer as the overall Incident Commander.	
Brief Police Incident Commander of the situation facts upon arrival at the school including identity of the individual, type of weapon, and his/her location in the building.	
The school Incident Commander should report to the Joint Incident Command Post.	
Upon arrest of the individual holding the weapon, the control of the school is returned to the Administration.	
Call staff meeting to hold a review of the incident and discuss changes to procedures.	
Update checklist, if necessary.	

Communications:	
Notify the Public Information Officer to activate the Communications Plan.	
Communication Plan is activated.	
Cautions/Notes:	
Do not allow the individual to go to a locker or the restroom.	
Be calm and move slowly when confronting the individual.	
Be aware of your voice tempo, tone, and volume.	
Do not attempt to grab the weapon or touch the person.	
Respect their personal space.	

Sample Chart of Incident Response Actions

<p>A. Evacuation (For use when conditions outside are safer than inside)</p> <p>When announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> • All unassigned personnel should report to pre-determined location for further instructions and duty assignments. • Grab the “Go Kit” on the way out of the room. • Take roll book for student accounting. • Office staff are responsible for taking visitor log. • Do not stop for student/staff/visitor belongings. • Take the closest and safest way out as posted (use secondary route if primary route is blocked or dangerous). • Assist those needing special assistance. • Report to designated Assembly Area and wait for instructions. • Check for injuries. • Take attendance report according to Student Accounting and Release Procedures. • Account for visitors to your area. • Report missing staff, students, and visitors to Incident Command Post in accordance with school district/school procedures. • Remain in Assembly Area until the official “all clear” 	<p>B. Shelter in Place (For use in external gas or chemical release or severe weather incidents)</p> <p>When announcement is made:</p> <ul style="list-style-type: none"> • All unassigned personnel should report to pre-determined location for further instructions and duty assignments. • Students are to be cleared from the halls immediately and report to assigned classroom or other designated location. • Assist those needing special assistance. • Occupants of non-attached portable structures shall move to the main building to designated safe area. • Close, but do not lock all exterior classroom and hallway doors and tape all windows and seal the gap between bottom of the door and the floor (external gas/chemical release). • Take attendance and report missing students to the Incident Command Post. • Account for visitors to your classroom to the Incident Command Post. • Do not allow anyone to leave classrooms or designated safe areas. • Stay away from all doors and windows. • Permit classroom use of telephones in emergencies only. • Remain in safe area until the official “all clear” is given or further instructions are
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is given or further instructions are provided.	provided.
<p>C. Lockdown – (For use to protect building occupants from potential security incidents or dangers inside or outside of the building)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> • All unassigned personnel should report to pre-determined location for further instructions and duty assignment. • Students are to be cleared from the halls immediately and to report to nearest available classroom. • Assist those needing special assistance. • Close and lock all windows and doors and do not leave for any reason. • Cover all room and door windows (exterior threat only). • Stay away from all doors and windows and move students to interior walls and stay low to the floor. • During the process, keep students as calm and quiet as possible. • Shut off lights. • Remain in safe area until the official “all clear” is given or further instructions are provided. Your room door will be opened by an administrator with the key in the presence of a uniformed officer. 	<p>D. Reverse Evacuation – (For use when school district/school personnel, students, and visitors are outside when an incident occurs)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> • All unassigned personnel should report to pre-determined location for further instructions and duty assignment. • Move School district/school personnel, students, and visitors inside as quickly as possible. • Report to assigned classroom. • Take student attendance. • Account for visitors to your classroom. • Report missing school district/school personnel, students, and visitors to the school district/school office. • Wait for “all clear” or further instructions.

Sample Parent/Guardian/Student Reunification Procedures

In the event of an incident, school districts/schools must establish a Reunification Area that is safe and secure for parents and/or guardians to go to pick up their children. This area must be away from the incident, the Media Staging Area, and the Students and Staff Assembly Area. In a typical release, the following steps will be followed:

1. Parents/Guardians will report to the assigned area and give the name of their child/children.
2. Picture identification will be required by the person in charge of the Reunification Area to insure the person requesting the child/children is a match to the name on the Incident Release Card.
3. A runner will go to the Students and Staff Assembly Area and get the child/children requested by the parent or guardian. The runner will escort the student (s) back to the Reunification Area.
4. Parents/Guardians will be asked to sign a form indicating they picked up the child/children. The date and time will also be indicated on the pick-up form.
5. If the child/children is/are in the First Aid Area, the parent/guardian will be escorted to that area for reunification with their child/children.
6. If the child/children is/are missing, the parent/guardian will be escorted to the area where the Mental Health Team members or Crisis Counselors are located.
7. Mental Health Team members or Crisis Counselors should be located close to the First Aid Area in the event they are needed.
8. Student rosters should be updated at least twice a year. If your enrollment dictates you might want to update them more often.
9. Updated rosters should be stored in every classroom in an area easily identified by both teachers and substitutes. Additional copies of the rosters should be distributed to the principal and placed in the back of the All Hazards Plan binder.
10. Incident Release Cards should be filled out at the beginning of each school year. This card should include contact information on parents/guardians, as well as other adults who can be contacted if the parent/guardian is not available. The card should also indicate who the child/children is/are permitted to leave campus with if necessary. The card should also include all pertinent medical information such as chronic medical conditions, allergies, medications, and doctor contact information. These cards should be stored in the front office in both hard copy and electronically, if possible.

11. DO NOT release students to people not listed on the Emergency Release Card. A well-intentioned friend may offer to take a child/children home; however school staff must be certain that students are only released to the appropriate people so students' families will know where they are to be found.
12. Some parents/guardians will refuse to cooperate with the Reunification Procedures process. This situation can be diminished, to some degree, if parents/guardians are informed about the School District/School Reunification Procedures before the incident occurs. They should be reminded that the safety of their child/children is your utmost priority. It is a good idea to include this material in your student handbook distributed at the beginning of the school year.
13. For the above reason, as well as the safety and security of the parents/guardians and students, it is a good idea to have security at the Parents/Guardians/Students Reunification Area.

Sample Emergency Release Card

Incident Release Form Completed By: _____

Relationship to Student: _____ Date: _____

Emergency Release Card

Student's Last Name _____ **First Name** _____

Address _____

Mother's Name	Home Phone	Work Phone	Pager/Cell Phone
Father's Name	Home Phone	Work Phone	Pager/Cell Phone
Guardian's Name (if different than above)	Home Phone	Work Phone	Pager/Cell Phone

If I/we are unable to pick up our child, I/we designate the following three people to whom my child may be released in case of emergency:

Name	Home Phone	Pager/Cell Phone
Name	Home Phone	Pager/Cell Phone
Name	Home Phone	Pager/Cell Phone

Release Statement: I authorize release of my son/daughter to any adult with whom he/she feels comfortable. **Circle One: Yes No**

Medical Alert:

Condition: _____ Medication: _____

Condition: _____ Medication: _____

Please send to school at least three full days' dosage of each medicine and include a letter from a licensed prescriber giving the School Nurse permission to administer this medicine in case of an emergency.

Please list a friend or family member, who lives out-of-state, that we can call with information in case local telephone service is interrupted.

Name _____ Phone () _____

For School Use Only

The Student was released to _____ By _____

Date: _____ Time: _____ (AM) (PM) Destination: _____

Student Request Form
(To be taken by Runner)

Please print
Student's Name _____

Teacher _____ Grade _____

To be completed by Reunification Request Area Staff

Requested By: _____

Proof of I.D.: _____ Name on Emergency Release Card (Yes) (No)
(circle one)

To be completed by Student and Staff Assembly Area Staff

Student's Status

Sent with Runner _____ Absent _____ First Aid _____ Missing _____
(If student is absent, in first aid or missing – deliver this form to the Command Post.)

To be completed by Reunification Release Area Staff

Proof of I.D. _____ Name on Emergency Release Card (Yes) (No)
(circle one)

To be filled in by Requester at Reunification Release Area

Requester Signature: _____

Destination: _____

Date : _____ Time: _____

Sample Media Communications Checklist

DURING THE INCIDENT	
<input type="checkbox"/>	The Principal, in concert with the School's Safety/Security Director, School District Superintendent, and Public Information Officer decides where the communications center will be if necessary to take it off-site. If possible, it should have telephones, copier, and fax machine.
<input type="checkbox"/>	The Public Information Officer gathers facts and writes a news release to include facts about the incident actions to protect students and staff, other positive actions taken by the school such as what is being done to help students and staff cope, and any restrictions such as where the communications center will be, who the spokesperson will be, that parent/guardian release must be obtained before speaking to students, etc.
<input type="checkbox"/>	School District Superintendent/School Principal will decide who will actually speak to the media.
<input type="checkbox"/>	Depending upon the situation, the Public Information Officer or Administrator will contact the news media if they are not aware of the situation.
<input type="checkbox"/>	The Public Information Officer makes copies of the news release to distribute or have available to the media.
<input type="checkbox"/>	The Public Information Officer ensures that updates are made at set times throughout the day, even if nothing new has happened, and that the time of the release is at the top of the page.
<input type="checkbox"/>	The Public Information Officer will remain accessible to the media.
<input type="checkbox"/>	After the incident, the school district/school announces any changes in practice or policy made as a result of the incident.
AFTER THE INCIDENT	
	Continue to provide regular communications and realize that the need for updated information continues in the aftermath of an incident.
	Maintain a master list of frequently asked questions and answers.
	Meet as needed with key stakeholders to identify questions, quell rumors and provide accurate and timely information.
	Convey a message of resilience, continued healing, and a return to normalcy when working with the media.
	Issue media advisories about memorial events open to the public, anniversary dates, fundraising or donations, etc.
	For the first anniversary, establish a Media Staging Area where the media can set up cameras so as to not intrude on the ceremony. Set guidelines on still and video cameras in the building. Consider a no-fly zone.
	Ask the media to refrain from replaying or reprinting images of the incident so as to not re-traumatize the victims.
	Ask the media to respect the privacy of those who do not want to be interviewed.

Sample Template for Initial Media Release

For immediate release

Contact: NAME

PHONE NUMBER

DATE OF RELEASE:

Headline: NAME OF SCHOOL, INCIDENT

Describe situation:

At approximately TIME, DATE, TYPE OF INCIDENT occurred at SCHOOL NAME, LOCATION.

Describe action being taken:

Our school and district incident response teams as well as emergency responders (LIST AGENCY NAMES) are on scene.

Our major concern is for the safety of our students and staff.

List information for parents/staff:

Parents can meet their students at LOCATION ADDRESS.

Insert quote from principal/superintendent:

For more information:

Hotline number

District voice mail number

District Web site address

Sample Tips for Speaking to the Media in an Incident

1. Be prepared. Understand all the facts, especially technical ones.
2. Be honest. Be brief. **Stick to the facts.**
3. Don't become defensive. Don't lose your temper or argue. Remain calm.
4. Do not make statements about responsibility until all the facts are known.
5. Pause and collect your thoughts before you respond to reporters' questions.
6. The interview is not over until the reporter leaves. Always be careful about what you say in the presence of a reporter before or after an interview--the microphone may still be on.
7. Don't respond to negative questions by repeating words that inflame the situation.
-*"Yes, it is a real tragedy...."*
8. Be alert to statements that begin:
-*"Isn't it true that ...?"*
-*"Aren't you really saying...?"*
-*"How do you respond to...?"*
-*"Are you aware that...?"*
9. Avoid "what-if" questions. You can't predict the future.
10. Do not say "No comment". Instead, try "I will have to check into the matter. What is your deadline and I will get back to you".
11. **There is no such thing as "off the record"**. While many reporters will honor this, you cannot assume that all reporters will.
12. If more than one spokesperson addresses the media, make sure that all are using the most current facts.

Sample Telephone Bomb Threat Card

_____ SCHOOL/DISTRICT BOMB THREAT DATA	
PLACE THIS CARD UNDER YOUR TELEPHONE	
QUESTIONS TO ASK:	
<ol style="list-style-type: none">1. Where is the bomb right now?2. When is the bomb going to explode?3. What does it look like?4. What kind of bomb is it?5. Did you place the bomb?6. Why?7. What is your address?8. What is your name?9. Any names of persons, agencies or offices?	
-----DO NOT HANG UP THE PHONE-----	
EXACT WORDING OF THREAT:	
Sex of caller: _____	Race: _____
Age: _____	Length of Call: _____
Number at which call is received:	
Time: _____	Date: ____/____/____
BOMB THREAT	

Chapter VII – Recovery

A. Introduction

1. Decisions and actions taken after an incident with a view to restoring or improving the pre-incident conditions of the stricken school district/school and community, while encouraging and facilitating necessary adjustments to reduce risk in future incidents.
2. In the event of an incident, critical elements of recovery should be addressed. School District/School Mental Health Teams need to consider short term interventions and long term solutions. Teams also need to address communication, psychological first aid, community crisis counseling response teams, administrative, and environmental.

B. Goals of Recovery (How do we get back to the business of learning?)

1. Strive to restore learning environment as quickly as possible.
2. Provide for the emotional well-being of staff, students and school community.
3. Restore the physical plant for learning.
4. Assist in the restoration of the school community.
5. Restore business operations.
6. Capture “lessons learned” in order to incorporate them into revisions.

C. Administrative

There are a number of administrative details that must be put into place in order to ease the transition from response to recovery and restore daily operations that support the educational process.

1. Keep documentation of all actions, meetings and decisions.
2. Take photos of any damage for insurance purposes, as well as for the possibility of a Presidential Disaster Declaration. Look at immediate and possible long-term damage, such as air quality issues that need to be included in your estimates and reimbursement requests.

A Sample Damage Inspection Chart is included in the Resource Section at the end of this chapter.

3. Implement the School District/School Succession Plan in the event that top administrators and other staff are not able to return to work for an extended length of time.
4. Review Incident After Action Report and discuss possible changes to the School District/School 'All Hazards' School Safety Plan.
5. If records have been destroyed in the incident, contact off-site storage area to get back-up copies.

D. Psychological First Aid

1. Traumatic events can cause psychological and emotional turmoil, cognitive problems and behavioral changes. Psychological First Aid provides assessment and referral information in order to restore emotional stability and learning.
2. Whether an incident is an act of violence, a sudden death, or a large-scale natural incident, such as a tornado, those involved often experience:
 - a. Stages of Grieving
 - 1) Shock – usually the first reaction--often experienced as numbness or physical pain and associated with withdrawal.
 - 2) Denial – acting as if no loss has occurred.
 - 3) Depression – feeling pain, despair, emptiness--may not be accompanied by some emotional release such as crying (if the person can cry, it helps release stress).
 - 4) Guilt – self-blame for not having expressed more caring or belief the loss was his/her fault.
 - 5) Anxiety – panic reactions as reality sets in.
 - 6) Aggression/Anger – toward those who might have prevented the loss and sometimes toward the lost person (may have trouble acknowledging anger toward the person of loss, but if such anger can be expressed it can help with recovery).
 - 7) Reintegration – loss is accepted (although there may be periods of relapse).
 - 8) Post Traumatic Stress Disorder (PTSD)
3. These feelings can trigger stress reactions that can affect school district/school employees, students, parents/guardians, emergency responders, families of these individuals, and the larger community.

E. Children's Reactions

Children's emotional reactions are impacted by five factors:

1. Their perceptions of how the adults they depend upon are reacting. If they feel the adults are unprepared for an incident or out of control, their sense of fear increases as does their sense of not being safe.
2. The amount of direct exposure the child had to the event. They may have been injured or felt their life was threatened.
3. Child's developmental age – although they all have similar reactions, young children will react differently.
4. Children often have prior exposure to traumatic events. The current event may bring back fears and experience.
5. Family problems such as divorce, financial problems or serious health problems within the home can all make children more susceptible to reactions to traumatic events.

The Resource Section at the end of this chapter includes a Sample Chart of Signs and Symptoms of Stress Reactions to Traumatic Incidents - Children. It is recommended that the chart be laminated and given to each member of the school district/school staff, as well as sent home to parents/guardians of the students.

A Sample Flyer of Helpful Tips for School District/School Staff and Parents/Guardians is included in the Resource Section at the end of this chapter. This is information that should be shared with your staff and parents/guardians after an incident occurs.

F. Caring for the Caretakers

1. The demands of responding to a crisis are intense and place the caretakers under a great deal of stress. For example, crisis counselors can be exposed to secondary traumatization and compassion fatigue. They often have trouble admitting need because day-to-day, everyone views them as "in control" and always helping others.

2. It is strongly recommended that School District/School Team members who have been involved in an incident have the opportunity for a "debriefing" session. A trained crisis counseling response team should be used from another facility like a neighboring school or county. The debriefing is an opportunity to express feelings and receive emotional support. Superintendents/Principals will often avoid support by being too "busy" taking care of their staff first. Superintendents/Principals, as supervisors, should have a separate debriefing with an outside crisis counseling response team.

The Resource Section at the end of this chapter includes two Sample Charts of Signs and Symptoms of Stress Reactions to Traumatic Incidents. It is recommended that one or more of the charts be laminated and given to each member of the school district/school, as well as sent home to parents/guardians of the students.

A Sample Flyer of Helpful Tips for School District/School Incident Command Team Members and Other School Staff is included in the Resource Section at the end of this chapter. This is information that should be shared with your staff after an incident occurs.

G. Off Campus Mental Health Providers

Sometimes an incident will be large enough that school district/school mental health professionals are not able to handle the large numbers of people needing support. Therefore, school administrators should identify and approve qualified mental health professionals during the preparedness phase of planning. These people need to be ready to respond quickly if needed. Pre-screening is important because not all mental health providers are trained to handle emotionally traumatic events. Even if they have training, many have no experience responding to these incidents.

H. Student Assistance Program/Employee Assistance Program

The Commonwealth of Pennsylvania provides several programs that can provide additional assistance to students, parents/guardians, and staff in the aftermath of an incident. They are the Student Assistance Program and the State Employee Assistance Program.

Web addresses for both the Student Assistance Program and the State Employee Assistance Program can be found in the Resource Section at the end of this chapter.

I. Addressing Parent/Guardian Concerns

After an incident, parents/guardians are concerned about the emotional and physical well-being of their children, as well as the safety and security of the school district/school campus. Many of these concerns can be addressed through a letter home to the parents/guardians, face to face meetings, and updates on the website. It is extremely important that parents/guardians be kept apprised of the efforts being made to get the school district/school back to a “normal” status.

A Sample Letter to Parents/Guardians is included in the Resource Section at the end of this chapter.

J. Memorial Services

School memorials serve an important function in the grief process for students and staff. A memorial promotes the healing process by providing an opportunity for students and staff to join together and participate in a healing experience. Memorials should be planned carefully considering specific guidelines.

It is recommended that school districts/schools develop a policy on the conduct of Memorial Services, Permanent Memorials, and Anniversary Events. A copy of this policy should be included in the Recovery Section of the School District’s/School’s “All Hazards” School Safety Plan.

A Sample Guidelines for Memorial Services is included in the Resource Section at the end of this chapter.

K. Permanent Memorials

1. Establish guidelines and/or for permanent memorials.
 - a. Size.
 - b. Location – do not place at entrance to building.
 - c. Cost limits.
 - d. Respectful and tasteful to others deceased.

2. It is suggested that permanent memorials not be erected for suicide or deaths due to driving under the influence (DUI).
3. Involve students, parents/guardians and staff in the planning. Allow time to make good decisions.
4. Establish who will make the final decision.

L. Anniversaries

Anniversary dates are very important to students and staff and must be recognized by school administration. You should plan for these events. Do not allow them to catch you off guard. When making plans consider the following:

1. Establish a planning committee.
2. Allow students and staff to participate in the planning.
3. Involve some student leaders in the program.
4. Review plan with families.
5. Keep staff aware of the plans.
6. Permit students to select any music choices that are appropriate.
7. Establish clear rules for the media.
8. Do not permit pictures of grieving students, staff and parents/guardians.
9. Have a place where students and staff needing help can see a counselor.

Remember: These events should be part of the healing and should not be allowed to traumatize participants. Continue to monitor student needs and emotional health throughout the year.

M. Environmental

1. Structural Considerations
 - a. Be certain that the physical plant is safe for human habitation (Indoor Air Quality Tools for Schools).
 - b. A Walk-Through Physical Assessment to determine the physical safety of the building (i.e. locks work, windows close).

2. Sanitation/Hygiene
 - a. Use special team for clean-up, not internal staff (a team who is specialized in bio-hazard clean-up).
 - b. Contact Local or County Health for assistance with assessment of environment.

N. The First Day Back at School

1. The first day back at school following an incident is a very important benchmark in the healing process. Returning to the school building and daily routine is an important first step in accepting the “new normal” for the children. The School District/School Mental Health Team should be available to help with the reactions in children that are triggered by returning to the scene of the incident. If necessary, contact an outside crisis counseling team to be available to assist the School District/School Mental Health Team. The School District/School Incident Command Team and the administration need to be careful in the preparations for the first day.

A Sample List of How Schools Districts/Schools can Help Students Deal with Loss is included in the Resource Section at the end of this chapter.

2. Careful attention should be paid to the needs of all members of the school community. Immediate needs on the first day back often include:
 - a. Managing the media.
 - b. Providing meaningful expressions to mark the occasion.
 - c. Ensuring a good sense of safety and security.
 - d. Activating a responsive referral system for students and staff who need additional support and establishing “safe rooms” for those who may need to seek quiet and comfort.
 - e. Allowing the opportunity for classroom discussion of what has occurred before transitioning into the school routine and returning to established curriculum.
3. All school district/school staff should meet at the beginning of the first day back at school to review the day's schedule and procedures. At the end of the day, school district/school staff should make certain that no high risk students are released to empty homes. Students should be encouraged to be aware of one another and to report to a responsible adult anyone who they feel needs help.

A Sample Checklist for School District/School Staff Meeting for First Day Back at School is included in the Resource Section at the end of this chapter.

O. Following Resolution of the Incident

Convene Incident Command and Mental Health Teams for debriefing:

1. Review successes and challenges identified during the crisis.
2. Review actions taken during the recovery phase of the response.
3. Evaluate “lessons learned” and how they should be merged into the revised School District/School “All Hazards” School Safety Plan. Changes should be made to the “All Hazards” School Safety Plan immediately.
4. Allow Incident Command and Mental Health Team members an opportunity to discuss their feelings and reactions to the incident.
5. Provide any additional support needed by the Incident Command and Mental Health Teams.
6. Identify any new partners to add to the School District/School Incident Command Team.

Recovery – Resource Section

1. Authorities and References:

a. Authorities

- 1) Emergency Management Services Code, 35 Pa. C.S. §§ 7101 *et seq.*, as amended.
- 2) Public School Code of 1949, 24 P.S. §§ 1-101, *et seq.*, as amended.

b. References

- 1) The Commonwealth of Pennsylvania's Emergency Operations Plan, dated December 23, 2008
- 2) _(Insert name of School District's County Name here)_ Emergency Operations Plan, dated _(Insert date of latest plan here)_
- 3) _(Insert Each School Building's Municipality Name here)_ Emergency Operations Plan, dated _____
- 4) _(Insert School District's County Name here)_ County's Hazard Vulnerability Analysis
- 5) _(Insert Each School Building's Municipality Name here)_ Municipality's Hazard Vulnerability Analysis
- 6) International Critical Incident Stress Foundation, Inc. 2001.

2. Key Words:

- a. Aggression/Anger – toward those who might have prevented the loss and sometimes toward the lost person (may have trouble acknowledging anger toward the person of loss, but if such anger can be expressed it can help with recovery).
- b. Anxiety – panic reactions as reality sets in.
- c. Denial – acting as if no loss has occurred.
- d. Depression – feeling pain, despair, emptiness--may not be accompanied by some emotional release such as crying (if the person can cry, it helps release stress).
- e. Guilt – self-blame for not having expressed more caring or belief the loss was his/her fault.
- f. Psychological First Aid - provides assessment and referral information in order to restore emotional stability and learning.
- g. Reintegration – loss is accepted (although there may be periods of relapse).
- h. Resilience – individuals show positive adaptation in spite of significant life adversities. It is the process and outcome of successfully adapting to difficult or challenging life experiences, especially highly stressful or traumatic events.
- i. Shock – usually the first reaction--often experienced as numbness or physical pain and associated with withdrawal.

3. Websites:
 - a. American Academy of Child and Adolescent Psychiatry: www.aacap.org
 - b. American Academy of Pediatrics: www.aap.org/featured/resourcepage.htm
 - c. American Psychiatric Association: www.psych.org
 - d. American Psychological Association: www.apa.org
 - e. American Red Cross: www.redcross.org
 - f. Center for Mental Health in Schools: <http://smhp.psych.ucla.edu>
 - g. Center for Safe Schools: www.safeschools.info
 - h. Centers for Disease Control and Prevention: www.cdc.gov
 - i. Children's Grief Education Association: www.childgrief.org
 - j. Crisis Management Institute: www.cmionline.org
 - k. Federal Emergency Management Agency: www.fema.gov
 - l. Indoor Air Quality Tools for Schools: <http://www.epa.gov/iaq/schools/>
 - m. International Critical Incident Stress Foundation: www.icisf.org
 - n. National Association of School Nurses (NASN): www.nasn.org
 - o. National Association of School Psychologists: www.nasp.org
 - p. National Center for Trauma-Informed Care:
<http://mentalhealth.samhsa.gov/nctic/>
 - q. National Education Association: www.nea.org
 - r. National Institute of Mental Health: www.nimh.nih.gov
 - s. National Organization for Victim Assistance: www.try-nova.org/
 - t. Pennsylvania Department of Education: www.pde.state.pa.us
 - u. Pennsylvania Emergency Management Agency: www.pema.state.pa.us
 - v. Pennsylvania Pandemic Planning Toolkit for Schools:
www.pandemicflu.state.pa.us
 - w. Pennsylvania Suicide Plan: www.dpw.state.pa.us
 - x. State Employee Assistance Program - Access Code: Pennsylvania:
www.liveandworkwell.com
 - y. Student Assistance Program: www.sap.state.pa.us
 - z. Substance Abuse and Mental Health Services: www.samhsa.gov
 - aa. The National Child Traumatic Stress Network: www.nctsn.org
 - bb. U.S. Department of Education: www.ed.gov
 - cc. U.S. Department of Health and Human Services: www.hhs.gov/mentalhealth
4. Sample Resources:
 - a. Damage Inspection Chart Page 268 - 269
 - b. Chart of Signs and Systems of Stress Reactions to Traumatic Incidents – Children Page 270
 - c. Helpful Tips for School District/School Staff and Parents/Guardians Page 271
 - d. Chart of Signs and Symptoms of Stress Reactions to Traumatic Incidents - 1 Page 272
 - e. Chart of Signs and Symptoms of Stress Reactions to Traumatic Incidents – 2 Page 273

f.	Helpful Tips for School District/School Incident Command Team Members and Other School Staff	Page 274
g.	Letter to Parents/Guardians	Page 275
h.	Guidelines for Memorial Services	Page 276 - 277
i.	List of How School Districts/Schools can Help Students Deal with Loss	Page 278 - 279
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Sample Damage Inspection Chart

After the disaster, be sure to take pictures and document damage BEFORE recovery efforts begin. Both insurers and the Federal Emergency Management Agency will require well-documented evidence of damages claimed. Pictures should be labeled with the name of the person that took the photo, identification of the school, building or campus area, and the room, if applicable.

Areas that should be considered when taking photos include the following:

Interior Areas	
	Main Office, Lobby, Reception.
	Administrative Areas and Staff Offices.
	Mailboxes.
	Nurses' Offices.
	Guidance Office.
	Conference Rooms.
	Corridors, Air Circulation, Lockers.
	Stairs, Stairwells, Landings, Steps.
	Ramps.
	Restrooms.
	Classrooms.
	Art Rooms.
	Music Rooms.
	Labs, Shops, Computer Rooms.
	Dance Classrooms.
	Gymnasiums.
	Locker Rooms.
	Media Center.
	Auditorium and Theaters.
	Cafeterias and Student Commons.
	Coolers, Freezers.
	Vending Machines.
	Storage Rooms.
	Equipment Rooms.
	Elevators.
	Portable, Modular, or Temporary Classrooms.
	Non-Structural Building Damage.
	Entryways.
	Interior Walls.
	Interior Doors, Windows.
	Ceilings.
	General Fire Requirements for Existing Buildings.
	Utilities.
	Air Handling and Filtration.

	Fresh Air Intakes.
	Gas Tank/Piping.
	Interior Water Pipes.
	Interior Lighting.
	Lighting Fixtures/Poles.
	Building Access Control.
	Building Notification Systems.
	Closed Circuit Television Surveillance Systems.
	Telephone Systems.
	Public Telephones.
	Radio/Wireless Communication Systems.
Exterior Areas	
	Site Access.
	Fencing.
	Landscaping, Trees and Shrubs, Erosion, Sinkholes.
	School Sign.
	Flagpoles.
	Playground Equipment.
	Walkways.
	Canopies, Awnings, Breezeways, Covered Walkways.
	Courtyards.
	Building Access.
	Exterior Walls.
	Siding.
	Exterior Doors.
	Windows.
	Skylights.
	Roofs.
	Rooftop Vents.
	Gutters, Downspouts.
	Rooftop HVAC Units.
	Exterior Water Pipe.
	Water Fountains.
	Water Supply and Storage.
	Sewage, Backup, Sewage Plants.
	Exterior Wiring.

Sample Chart of Signs and Symptoms of Stress Reactions to Traumatic Incidents - Children

Depending on the age of the child, he/she may have some of the following emotional, physical, cognitive and behavioral reactions to a traumatic event:

- Affected by the loss of prized objects or pets
- Aggressive or delinquent behavior
- Anxiety about any separation from parents/guardians/family (more clingy)
- Complaints of non-specific aches and pains
- Denial of the event
- Expression of feelings of inadequacy or helplessness
- Hate or anger statements
- Headaches
- Hyper vigilance – an increase in sensitivity to sounds, loud noises and sudden movement
- Hyperactivity
- Inability to concentrate
- Increase or decrease in physical activity level
- Increased absenteeism
- Irritability
- Loss of appetite or overeating
- Loss of interest in hobbies or activities
- Mood swings
- No reaction at all
- Regressive behaviors
- Sadness or depression
- School phobia
- Shorter attention span
- Skin disorders
- Sleep disturbances and nightmares
- Speech difficulties
- Sudden outburst of tears
- Survivor's guilt
- Talking repeatedly about the event
- Withdrawal

Sample Helpful Tips for School District/School Staff and Parents/Guardians

Depending on the age of the child, the following steps may be used to alleviate some of the stress of a traumatic event:

- Allow for more physical activity.
- Allow students to express their feelings and retelling of the event.
- Consider not requiring any test completion for at least one week.
- Do not allow “hate feelings” to be generalized. If they are angry with someone for the event, staff should discuss their feelings toward specific people, but not generalize these feelings to a larger group.
- Encourage the students to help in the recovery efforts.
- Give physical comfort.
- If a child becomes angry, take them aside to help them calm down.
- Lessen the requirements in and out of the classroom.
- Reassure students that their responses are normal and it will get better with time.
- Re-establish comfortable routines.
- Rehearse safety plans for future traumatic events.
- Reinforce the idea that they are safe.
- Repetition – student may need to hear things multiple times before being able to understand it.
- Staff should monitor students’ reactions and communicate with each other about what they are witnessing.
- Stop rumors and give actual facts when asked and help them understand the event. Simple terms should be used when discussing the facts.

Sample Chart of Signs and Symptoms of Stress Reactions to Traumatic Incidents - 1

Physical*	Cognitive	Emotional	Behavioral
chills	confusion	fear	withdrawal
thirst	nightmares	guilt	antisocial acts
fatigue	uncertainty	grief	inability to rest
nausea	hypervigilance	panic	intensified pacing
fainting	suspiciousness	denial	erratic movements
twitches	intrusive images	anxiety	change in social activity
vomiting	blaming someone	agitation	change in speech patterns
dizziness	poor problem solving	irritability	loss or increase of appetite
weakness	poor abstract thinking	depression	hyperalert to environment
chest pain	poor attention/decisions	intense anger	increased alcohol consumption
headaches	poor concentration/memory	apprehension	change in usual communications
elevated BP	disorientation of time, place or person	emotional shock	etc.
rapid heart rate	difficulty identifying objects or people	emotional outbursts	
muscle tremors	heightened or lowered alertness	feeling overwhelmed	
shock symptoms	increased or decreased awareness of surroundings	loss of emotional control	
grinding of teeth	etc.	inappropriate emotional response	
visual difficulties		etc.	
profuse sweating			
difficulty breathing			
etc.			

** Any of these symptoms may indicate the need for medical evaluation. When in doubt, contact a physician.*

Sample Chart of Signs and Symptoms of Stress Reactions to Traumatic Incidents - 2

Initial Reactions
<p>These initial reactions will usually appear within the first three days after a traumatic incident:</p> <ul style="list-style-type: none"> ◆ Numbness, shock, difficulty believing what has occurred or is in the process of occurring. Physical and mental reactions may be very slow or confused. ◆ Difficulty in decision making. Uncertainty regarding decisions and judgments; it may be difficult to choose a course of action or to reach even small conclusions.
Ongoing Reactions
<ul style="list-style-type: none"> ◆ Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities. ◆ Desire to get away from everyone—even family and friends. ◆ Emotional liability; becoming irritable or upset more quickly than usual. ◆ Feelings of fatigue, hopelessness, helplessness. ◆ Digestive problems; headaches or backaches. ◆ Difficulty accepting that the crisis has had an impact or accepting support from friends and the community.

Sample Helpful Tips for School District/School Incident Command Team Members and Other School Staff

- Take time to relax and do things you enjoy. Getting away for a few hours with close friends may be helpful. If friends are not available, still get away. Go for a walk, see a movie, etc.
- Stick with your regular routine; avoid making changes for at least three weeks.
- Get regular exercise or participate in a regular sport; activity soothes anxiety and helps you relax by burning off excessive adrenaline.
- Keep your days as simple as possible; do not take on any extra responsibilities or new projects.
- Talk with friends or close family members about how you are feeling.
- Seek assistance with your workload. Have volunteers help with non-instructional tasks and other time-consuming responsibilities. Adjust your schedule.
- If symptoms of stress persist more than a few weeks or become severe, seek professional help.

Sample Letter or E-mail to Parents

DATE

Dear Parent:

As we remember the DATE tragedy at SCHOOL, the victims and their families, we thank you for your ongoing support.

We are deeply proud of the students and staff at our schools, who with the able assistance of MUNICIPAL EMERGENCY MANAGEMENT and FIRST RESPONDER ORGANIZATIONS, helped save lives during the tragedy.

We know that you have many questions about what happened and the steps we will take to make our school safe and heal as a school community. To answer these questions, we will have a parent meeting TIME, DATE, and LOCATION. We encourage you to attend. In the meantime, if you have any questions, do not hesitate to call us at PHONE NUMBER.

As always, student safety remains a top priority in our district. We will continue to update our safety plans and security measures to protect our students and staff.

Here are some steps we are taking immediately:
LIST SAFETY STEPS

We know that this is a difficult time for your family, and we encourage you to take advantage of the professional mental health services being offered by NAME OF AGENCY. For information or to set up an appointment, call PHONE NUMBER.

In addition to our meeting, we will provide regular updates on the district Web site, ADDRESS.

Thanks again for your involvement and commitment to our schools. Working together, we will heal as a strong, united community.

Sincerely,

Principal

Superintendent

Sample Guidelines for Memorial Services

1. Plan the memorial to occur within a week of the death, if possible.
2. Keep the memorial service short. Services that are too long can have a negative impact and cause discomfort to the attendees.
3. Involve students and staff in the planning of the memorial, especially those who were close to the deceased as friends, classmates, or students. Remind them that the administration must give final approval of their plans.
4. Services should be led by school personnel.
5. Provide boxes of tissues.
6. Include music, selected by the students and particularly include student performances. Also, play soothing music as people enter to set the mood and maintain calm.
7. Preview the service with students and staff beforehand. Make sure the service is culturally sensitive and does not offer religious beliefs.
8. Prepare students about what will happen and how they should behave. Remove anyone from the service who is acting inappropriately.
9. Have several brief speakers. If students and/or staff have written poems or other tributes, students themselves or staff can read them. Readings should be practiced several times.
10. Invite family members. Be careful in allowing grieving parents/guardians to speak. If parents/guardians break down in front of the students and staff, the event can be traumatic and cause more harm than healing.
11. Involve all students and staff as much as possible.
12. Use symbols of life and hope. Balloons can be used effectively to promote positive, uplifting messages that acknowledge the sadness yet hope for the future. Use songs that speak of hope and the future.
13. Give students and staff guidance on words and/or actions that provide comfort and how to approach a grieving friend or parent/guardian.
14. Provide a quiet activity for students who do not wish to attend the service or dismiss them.
15. Have students return to their classrooms for a short time after the service. This allows them the opportunity to talk with one another and/or talk with a counselor.
16. Remind students and staff that the service does not mean their grieving should stop.
17. Allow students to attend funerals with parental/guardian permission.
18. In the event of the death of a large number of students, provide a student/family liaison to support the students and the family members at the service as well as any following reception.
19. Little positive or educational learning will take place until students and staff has had an opportunity to process the grief and shock.
20. Memorial services coordinated by the school are not recommended.
21. Memorial services for students and staff killed involving substance or other negative behavior, such as suicide, are not recommended.
22. It is not recommended that school flags be lowered in cases of suicide.

23. Set time for removal of spontaneous memorials.
24. Set guidelines for media coverage. Prepare for media arrival at memorial and provide a separate staging area in order to keep media away from grieving students, staff and/or family.

Sample List of How School Districts/Schools Can Help Students Deal with Loss

A. Foster Resiliency

1. Identify supportive adults in children's lives – These often include family members and teachers, but may also be expanded to include scout leaders, coaches, religious leaders and first responders to whom children can turn in the event of an incident.
2. Create positive connections by developing classroom projects – These projects can increase the opportunities for teamwork and respect. They also can provide children with a sense of belonging and contributing to something beyond themselves. Ideas can include artwork for the school buildings around themes of helping, respect, and diversity.
3. Enhance positive attitudes by developing coping strategies – The idea of mastery and control over an event is another important ingredient for resilience. Positive thinking can be used before taking tests, giving presentations, etc. The skills need to be practiced during day-to-day activities, not only when a traumatic incident occurs.
4. Teach children to relax in the face of difficulties – Help them to master simple relaxation techniques such as deep breathing, muscle relaxation, or using imagery.
5. Help children set realistic goals – Have them think in baby steps. Children need to understand that problems do not need to be managed all at once, but can be solved by attacking them one piece at a time. Children can begin to think of problems as a pie and to develop solutions for each piece of the pie.
6. Help children identify positive coping strategies – These may take many forms and can be used at different times. In general, active coping strategies (i.e., doing something positive to help-such as writing cards or letters, collecting money or volunteering, making positive self-statements, exercising, eating well, keeping a journal, getting together with friends or families) are associated with better outcomes than avoidant or passive coping (i.e., withdrawal, self-blame, denial).
7. Increase children's sense of master and control over events.

B. What Works

1. Provide children and adolescents with opportunities to share and discuss their feelings and concerns – This enables parents/guardians and other caring adults to correct any misinformation or misperceptions and to provide reassurance about safety.
2. Encourage children and adolescents to resume normal roles and routines or develop new routines – Youngsters feel safe and secure when their activities are predictable and not always focused on the negative events.
3. Maintain social connections – Youngsters' friendships and social activities are important for normalizing children's and adolescents' lives and

promoting good adjustments.

4. Reduce or minimize children's and adolescents' exposure to upsetting images – After an incident, eliminate viewing of images without an adult present, restrict media viewing, discuss news shows and other programming with children, and actively encourage alternative activities (i.e., reading, athletic activities, games with friends).
5. Encourage children and teens to stay healthy and fit by eating well and getting regular exercise and proper sleep. Maintaining good health is important for coping with stress.
6. Encourage children and adolescents to use positive strategies for coping.

C. What Doesn't Work

14. Avoiding discussions of distressing incidents – Parents/guardians and other caring adults may think that children are not bothered by incidents or that discussion of incidents will be upsetting to them; however, this may lead to missed opportunities for sharing and support.
15. Pressuring children to talk – Create a positive, receptive atmosphere for discussions, and let children bring issues up as they choose. Occasional direct questions about how a child is doing will communicate to the child that the parent/guardian or adult is interested.

Sample Checklist for School District/School Staff Meeting for First Day Back at School

At the first staff meeting after a school incident:

- _____ The guiding principle is to return to the normal routine as soon as possible within each class and within the school district/school. The structure of routine of the school district/school provides a sense of safety, security and comfort to all members of the school district/school community.
- _____ Share a photograph of the deceased/injured student(s) to help school district/school staff recognize student(s).
- _____ Review all actions taken so far and discuss the facts of the incident to dispel rumors. If necessary, prepare a fact sheet for school district/school staff to read to students.
- _____ Help school district/school staff members process their responses to the situation.
- _____ Talk about the feelings that students may experience and suggest how teachers might handle specific situations.
- _____ Provide guidelines for helping students who are upset.
- _____ Encourage teachers to allow for expressions of grief, anger, etc.
- _____ Emphasize the acceptability/normalcy of a range of emotions.
- _____ Consider meeting thirty (30) minutes early the next morning to identify any additional problems or issues.

“All Hazards” School Safety Planning Toolkit Glossary

- A. After Action Review – This document captures observations of an exercise or event and makes recommendations for post-exercise/event improvements.
- B. Aggression/Anger – toward those who might have prevented the loss and sometimes toward the lost person (may have trouble acknowledging anger toward the person of loss, but if such anger can be expressed it can help with recovery).
- C. Anxiety – panic reactions as reality sets in.
- D. Assumptions – Outlines hazards that the All Hazards Plan is meant to address, characteristics about the community that could affect response activities, and information used in preparing the plan that is hypothesis rather than fact.
- E. Command Post – the area from which the command function will operate during an emergency.
- F. Concept of Operations – Overall approach to an emergency incident that explains what should happen, when, and at whose direction.
- G. Crisis - An incident, or series of incidents, expected or unexpected, that has a significant effect on one or more persons, but may not involve the entire school or community.
- H. Denial – acting as if no loss has occurred.
- I. Depression – feeling pain, despair, emptiness--may not be accompanied by some emotional release such as crying (if the person can cry, it helps release stress).
- J. Disaster - Any incident which results in multiple human casualties and/or disruption of essential public health services or any incident which requires an increased level of response beyond the routine operating procedures, including increased personnel, equipment, or supply requirements.
- K. Drills - Focuses on a single function of the School District/School “All Hazards” Safety Plan. It allows the responders to gain field experience and practice a single incident response.
- L. Emergency - A sudden, generally unanticipated event that has the potential to profoundly and negatively impact a significant segment of the school.
- M. Evacuation Procedures – All school district/school personnel, students, and visitors exit the building.
- N. Full-Scale Exercise - Tests the community’s total response capability. This exercise is as close to reality as possible with role players and field equipment being deployed. A full-scale exercise can be several hours to one or more days in length.
- O. Functional Exercise - Simulates a real emergency under high-stress conditions involving multiple responders. This type of exercise utilizes communications equipment and lasts between three and eight hours.
- P. Guilt – self-blame for not having expressed more caring or belief the loss was his/her fault.
- Q. Incident Command – The organizational structure that the school will use during an emergency.

- R. Lock-Down Procedures – All school district/school personnel, students, and visitors remain in locked classrooms.
- S. Nonstructural: all items that are not part of the structure of the building, including windows, heating, ventilation, air conditioning systems, emergency generators, storage racks, electrical components, and piping.
- T. Psychological First Aid - provides assessment and referral information in order to restore emotional stability and learning.
- U. Reintegration – loss is accepted (although there may be periods of relapse).
- V. Resilience – individuals show positive adaptation in spite of significant life adversities. It is the process and outcome of successfully adapting to difficult or challenging life experiences, especially highly stressful or traumatic events.
- W. Reverse Evacuation Procedures – All school district/school personnel, students, and visitors go to safe places in the building, from outdoor recess, events, or Physical Education classes.
- X. Safety Committee - Comprehensive school district/school level steering committee responsible for all aspects of school safety, emergency planning, and emergency management. It should not be considered a safety committee concerned only with workers' compensation and injury reduction. Other terms for this committee may be Crisis Management Team, Emergency Management Planning Committee, School Safety Coordinating Team, etc.
- Y. Shelter-In-Place Procedures – All school district/school personnel, students, and visitors remain in sealed classrooms.
- Z. Shock – usually the first reaction--often experienced as numbness or physical pain and associated with withdrawal.
- AA. Situation – Types of information that should be addressed in the plan including high risk hazards, probability of occurrence, areas of the facilities that would most likely be affected, and critical resources.
- BB. Structural: the components that keep the building standing: the roof, foundations, and load-bearing walls.
- CC. Tabletop Exercise - Simulation activity in which a certain scenario is presented and participants explain what they would do to respond. The scenario for a tabletop exercise can be presented orally, in written text, or by audio/video means by an exercise facilitator. Additional information, or injects, can be presented in its entirety at the start of the exercise or as the situation unfolds.
- DD. Unified Command – Designated individuals from response agencies work jointly with the school commander to carry out the response.