

*THE NORTH FOREST I.S.D.*

*EMERGENCY RESPONSE PLAN*



**NORTH FOREST I.S.D. EMERGENCY MANAGEMENT PROTOCOLS**

**FOR**

**2010 - 2011**

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*NORTH FOREST I.S.D. EMERGENCY RESPONSE PLAN*

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**Each school using this plan must conduct a review with their safety committee and determine any adjustments that must be made to fit the needs of their school. This document is intended as a guide. Each site must ensure that all components of the plan conform to school district policies and local, state and federal law.**



## II. INTRODUCTION

### What is an Emergency?

- A. A duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder or other causes. This may be beyond the control of the services, personnel, equipment and facilities of the site and or district and require the combined efforts of the State or other political subdivisions. School district facilities must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.
- B. School district emergencies can be small and easily managed, or they can be large and difficult to manage. Every school district emergency must be managed in a way that ensures the safety of everyone involved. In order to provide a safe and secure teaching and learning environment, personnel must plan for the management of emergency events that cannot be predicted or prevented. This plan is designed to help you do that.

### Purpose:

- A. To effectively handle an emergency, a comprehensive Emergency Operations Site Plan must be developed and an Emergency Response Team must be organized before an emergency occurs. Our school's Emergency Operations Plan must be organized and all staff members trained in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.
- B. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel complete mandatory training.
- C. Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being. An overview of the plan will be explained and distributed to parents.
- D. Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This manual will provide step-by-step guidelines to help deal with emergencies that may occur. This manual cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. Staff will receive annual training in the emergency response plan.
- E. A committee will be established consisting of local law enforcement, fire/EMS, emergency management, county health department and site personnel to develop the Emergency Operations Plan. The committee should consist of site staff from the following disciplines at a minimum:

Administrator (Principal or Assistant)  
Office staff  
Maintenance

Food Service staff  
Monitor/Safety personnel  
Teacher

## NORTH FOREST I.S.D. EMERGENCY RESPONSE PLAN



- F. Procedures will be developed to provide for disabled and non-English speaking students and staff.
- G. This plan shall be reviewed annually by the above committee and updated to maintain current procedures.
- H. Drills will be conducted periodically to test the effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan.
- I. Each classroom will be supplied with a Classroom Emergency Response Guide that provides instructions on how to respond to specific events as determined by site emergency planning committee.
- J. An NOAA capable radio with battery power back-up will be placed in the office where it can be monitored for emergency messages during school hours.
- K. Provisions for off campus emergencies will be addresses in this plan (e.g. bus accidents, field trips, off campus school activities...).
- L. A copy of this plan will be filed with the school district office.

### **During a Disaster: Step by Step is Right Here**

The greatest mistake principals, teachers and staff make in crisis come from not knowing what steps to take and in what order in a given situation. Planning, training and drills will help prevent those mistakes. In a crisis it helps to know where to turn for help. This manual provides specific sequential steps to take. These steps are guidelines to inform you of the most likely steps to take. It is critical to evaluate the circumstances of the actual event and determine the most appropriate course of action. Some common incidents have been addressed to help you in an emergency. Each site must conduct a hazard assessment to identify all hazards that pose a risk to the school.



**Approval Statement**

The School Safety Plan for (**Replace with Name of School**) has been reviewed and found to comply with the North Forest I.S.D. Emergency Response Plan, minimum and/or recommended requirements.

\_\_\_\_\_  
Site Administrator (required)      Date

\_\_\_\_\_  
District Representative (required)      Date

\_\_\_\_\_  
Law Enforcement (recommended)      Date

\_\_\_\_\_  
Fire/EMS (recommended)      Date

\_\_\_\_\_  
Local Emergency Management (recommended)      Date

\_\_\_\_\_  
County Health Department (recommended)      Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### III. BASIC PLAN

#### A. SITUATION AND ASSUMPTIONS

##### 1. Situation

- a. The school sits on (*insert acreage*) at (*insert address*). The site consists of (*insert # of buildings*) buildings. There is an Average Daily Attendance of (*insert ADA*) and (*insert # of staff members*) staff members. (address scheduled daily differences in population)
- b. The principal has the primary responsibility for developing and implementing the site Emergency Operations Plan. The principal has the responsibility of executing the policies developed by the district.
- c. Site personnel and/or local fire and law enforcement agencies handle most emergencies on site.

##### 2. Assumptions

- a. During an emergency, centralized direction and control (i.e., activation of the Command Post) is the most effective approach to management of emergency operations.
- b. In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

#### B. COMMUNICATIONS

##### 1. Emergency Communications

When an emergency condition exists, the Incident Commander will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below in descending order will be used (a being the primary mode of communication followed by alternative modes). Notifications will be given in plain language. **Code words shall not be used.**

- a. Intercom
- b. Two-way radios
- c. Telephone
- d. Runners

##### 2. Media Relations

The site Information Officer will be prepared to deal with the media prior to the arrival of the district Information Officer. A separate staging location will be pre-identified for media briefings.



**3. Emergency Contact Numbers**

<b>Public Safety Agencies</b>	<b>Number</b>
NFISD Police Emergency Line	1-713-636-4319
Police Non-Emergency Line	1-713-633-2033
Poison Control	1-800-362-0101
Local Hospital	
<b>District Contacts</b>	<b>Number</b>
Superintendent	
Police	
Transportation	
Operations	
Food Services	
Health Services	

**\* Determine the appropriate sequence required to dial 636-4319 or 911 from your sites phone system.**



**C. SITE ASSIGNMENTS AND STAGING AREAS**

<b>On Site Locations and Staging Areas</b>			
	<b>Primary</b>	<b>Alternate</b>	<b>Alternate</b>
On Site Command Post			
Student Care			
First Aid			
Student Request			
Student Release			
Media Staging			
Law Enforcement Staging			
Fire Staging			
Public Works Staging			
Utilities Staging			
Student Relocation Center			
District Staging			

	<b>Primary</b>	<b>Alternate</b>	<b>Alternate</b>
Off Site Command Post			
Student Care			
First Aid			
Student Request			
Student Release			
Media Staging			
Law Enforcement Staging			
Fire Staging			
Public Works Staging			
Utilities Staging			
Student Relocation Center			
District Staging			



**D. ICS ASSIGNMENTS**

<b>POSITION</b>	<b>1<sup>ST</sup> (Primary)</b>	<b>2<sup>ND</sup> (Alt)</b>	<b>3<sup>rd</sup> (Alt)</b>
<b>Incident Commander</b>			
Safety			
Liaison			
Information Officer			
<b>Operations</b>			
Communications			
Recorder			
Security			
Search & Rescue			
Safety/Damage			
Medical/First Aid			
Student Supervision			
Student Request			
Student Release			
Runners			

**Notes:**



**E. EVACUATION CHECKLIST**

**1. Evacuation**

- Incident Commander (IC) initiates evacuation procedures.
- IC determines if students and staff should be evacuated outside of building or to \_\_\_\_\_ relocation center. (Insert IC's name here) contacts (Transportation Coordinator) and informs them that the evacuation is taking place.
- Incident Commander notifies relocation center.
- Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.
- Close all windows.
- Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Describe how disabled and non-English speaking students and staff will be provided for.
- Lock doors.

**2. Teachers:**

Direct students to follow normal evacuation drill procedures unless IC alters route.

- Take classroom roster and emergency kit.
- Close classroom doors and turn out lights.
- When outside building, account for all students. Inform principal or Incident Commander immediately of missing student(s).
- If students are evacuated, stay with class unless relieved by buddy teacher. Take roll again when you arrive at the relocation center.

**3. Relocation Centers**

List primary and secondary student relocation centers:

Primary Relocation Center

Secondary Relocation Center

\_\_\_\_\_

\_\_\_\_\_

Address/Phone No.:

Address/Phone No.:

\_\_\_\_\_

\_\_\_\_\_



## F. LOCKDOWN/SHELTER-IN-PLACE

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

- Incident Commander (IC) will issue lock-down order by announcing a warning over PA system, sending a messenger to each classroom or other alternate method.
- Direct all students, staff and visitors into classrooms or secure rooms.
- Lock classroom doors.
- Cover windows of classrooms.
- Move all persons away from windows and doors.
- Have all persons get down on the floor.
- Allow no one outside of classrooms until the Incident Commander gives the all-clear signal.

**\*Consider using a duress code to authenticate any all-clear signal\***

(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)



## **G. REVERSE EVACUATION**

Reverse Evacuation/Shelter-in-place provides refuge for students, staff and public within school buildings during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency. Be prepared to go into lockdown/shelter-in-place once inside.

- Identify safe areas in each school building.
- Incident Commander warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take class roster.
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in the safe area.
- Office personnel must contact each teacher/classroom for a headcount.
- All persons must remain in safe areas until notified by Incident Commander or emergency responders.



## H. SCHOOL MAPS

**-INSERT MAPS OF SCHOOL AND SURROUNDING AREA-**

**AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:  
(Primary and Alternate evacuation route maps shall be placed in each room)**

- Primary evacuation routes
- Alternate evacuation routes
- Handicap evacuation areas
- Utility access/shut-off for
  - Gas
  - Water
  - Electricity
  - HVAC System
  - Telephone system
- Site assignments and Staging Areas identified on page 9
- Haz Mat storage areas
- Heat plants/boilers
- Room numbers
- Door/window locations
- Any other information deemed appropriate by your planning committee

### **NOTE:**

It is recommended that you develop a diagram of the entire school site and surrounding area and identify the locations and staging areas from page 9 on the diagram. In an emergency a diagram may be easier to read than blue prints. Consult with local first responder agencies on what type of maps or diagrams they prefer. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.



**I. RESOURCE INVENTORY**

**-INSERT RESOURCE  
INVENTORY OF EMERGENCY EQUIPMENT-**

**INCLUDE:**

- Communications equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

**IDENTIFY ANY AND ALL AVAILABLE RESOURCES THAT MAY BE USED OR MAY BE  
NEEDED IN THE EVENT OF AN EMERGENCY**



## ANIMALS

- Ensure the safety of students and staff first.
- Call 636-4319, if necessary. ***(Insert the actual sequence to dial 911 from your phone system)***
- Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Disaster Team Members section).
- Notify Incident Commander. Incident Commander assembles Disaster Team Members.
- Seal off area if animal(s) still present.
- Incident Commander notifies Superintendent and parents of students involved.
- Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures.



## ASSAULT/FIGHTS

- Ensure the safety of students and staff first.
- Call 636-4319, if necessary. ***(Insert the actual sequence to dial 911 from your phone system)***
- Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Crisis Team Members section).
- Notify Incident Commander. Incident Commander assembles Crisis Team Members.
- Seal off area where assault took place.
- Defuse situation, if possible.
- Incident Commander notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (intentional touching of anus, breast, buttocks or genitalia of another person in a sexual manner without consent. This includes touching of those areas covered by clothing).
- Incident Commander notifies Superintendent and parents of students involved in assault.
- Document all activities. Ask victim(s)/witness(es) for their account of incident.
- Assess counseling needs of victim(s) or witness(es). Implement post-crisis procedures.



## BOMB THREAT

### Upon receiving a message that a bomb has been planted in school:

- Use bomb threat checklist. (Page 35 of Emergency Response Plan)
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this.
- Listen closely to caller's voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial \*57 to trace call. **(May be different on your phone system)**
- Notify Incident Commander or designee.
- Incident Commander orders evacuation of all persons inside school building(s).
- Incident Commander notifies police call (636-4319) and Superintendent. Incident Commander or Superintendent must report incident to police. ***(Insert the actual sequence to dial 911 from your phone system)***

### Evacuation procedures:

- Incident Commander warns students and staff. Do not mention "Bomb Threat". Use standard fire drill procedures.
- Direct students to take their belongings.
- Students and staff must be evacuated to a safe distance outside of school building(s). After consulting with Superintendent, Incident Commander may move students to \_\_\_\_\_ if weather is inclement or building is damaged.  
Primary relocation center  
*(500 feet is general rule. Consult with local bomb disposal unit)*
- Teachers take roll after being evacuated.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- Incident Commander notifies students and staff of termination of emergency. Resume normal operations.



## BUS INCIDENT

### Bus Driver/Monitor

- Ensure the safety of students and staff first.
- Call 636-4319, if necessary. ***(Insert the actual sequence to dial 911 from your phone system)***
- Notify the district transportation office.
- Notify Incident Commander. Incident Commander assembles Crisis Team Members.

### Site Personnel

- Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Crisis Team Members section).
- Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures.
- Incident Commander notifies Superintendent and parents of students involved.
- Identify location(s) where injured are taken.



## FIRE

### In the event a fire or smoke from a fire has been detected:

- Activate fire alarm.
- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster.
- Incident Commander notifies police call (636-4319) and Superintendent. Incident Commander or Superintendent must report incident to Fire Marshal. ***(Insert the actual sequence to dial 911 from your phone system)***
- Teachers take roll after being evacuated.
- After consulting with Superintendent, Incident Commander may move students to \_\_\_\_\_ if weather is inclement or building is damaged.  
Primary relocation center
- No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
- Incident Commander notifies students and staff of termination of emergency. Resume normal operations.



## GAS LEAK

### If gas odor has been detected in the building:

- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster.
- Incident Commander notifies police and fire call (636-4319) and Superintendent. ***(Insert the actual sequence to dial 911 from your phone system)***
- Teachers take roll after being evacuated.
- After consulting with Superintendent, Incident Commander may move students to \_\_\_\_\_, if weather is inclement or building is damaged.  
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

### If gas odor has been detected outside the building:

- Incident Commander notifies police and fire department (636-4319) and Superintendent. Incident Commander or Superintendent must report incident to Fire Marshal.
- Incident Commander determines whether to shelter in place or evacuate. Fire personnel will assist with decision.
- After consulting with Superintendent, Incident Commander may move students to \_\_\_\_\_, if weather is inclement or building is damaged.  
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Incident Commander notifies students and staff of termination of emergency. Resume normal operations.



### GENERAL EMERGENCY

- Notify Police 636-4319 (if necessary) and the Incident Commander. Incident Commander notifies Superintendent. ***(Insert the actual sequence to dial 911 from your phone system)***
- Notify CPR/first aid certified persons in school building of medical emergencies, if necessary. Names of CPR/first aid certified persons are listed in Crisis Team Members section.
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved.
- Assemble Crisis Team.
- Preserve evidence. Keep detailed notes of incident.
- Refer media to \_\_\_\_\_  
District Spokesperson Telephone Numbers (home, work, mobile)



## **HAZARDOUS MATERIALS EVENT**

Incident occurred in school:

- Call Police 636-4319. (*Insert the actual sequence to dial 911 from your phone system*)
- Notify Incident Commander.
- Incident Commander notifies Superintendent.
- Seal off area of leak/spill.
- Take charge of area until fire personnel contain incident.
- Fire officer in charge will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

**Incident occurred near school property:**

- Fire or police will notify Superintendent.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.



## INTRUDER/HOSTAGE

### Intruder- An unauthorized person who enters school property:

- Notify Incident Commander.
- Ask another staff person to accompany you before approaching guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property.
- Notify security or police and Incident Commander if intruder still refuses to leave. Give police full description of intruder. **(Keep intruder unaware of call for help if possible)**
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- Incident Commander notifies Superintendent and may issue lock-down procedures (see Lock-Down Procedures section).

### Hostage:

- If hostage taker is unaware of your presence, do not intervene.
- Call Police 636-4319 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team. **(Insert the actual sequence to dial 911 from your phone system)**
- Seal off area near hostage scene.
- Notify Incident Commander.
- Incident Commander notifies Superintendent.
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

### If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.





## **RADIOLOGICAL EVENT**

**Schools within 10-mile radius Nuclear Station: Listen for 3 to 5 minute steady siren blast. This signals public to tune their radios to an Emergency Alert Station (EAS). Schools will be notified if radiological release requires protective actions. There are two basic protective actions: sheltering and evacuation.**

### **Sheltering Notification:**

- Bring all persons inside building(s).
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

### **Evacuation Notification:**

- Incident Commander contacts \_\_\_\_\_ and informs him/her that evacuation is taking place. \_\_\_\_\_ transportation coordinator
- Incident Commander notifies students, staff and relocation center.
- Close all windows.
- Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Place evacuation sign in window.
- Lock doors.

### **Teacher responsibilities during evacuation:**

- Return to homeroom or keep classes intact.
- Take roll.
- Explain procedures to students. Instruct students to take belongings.
- Wait in classroom until Incident Commander or designee informs teachers that buses have arrived.
- Take class roster.
- Take roll again after arriving at the relocation center.



**SERIOUS INJURY/DEATH**

If incident occurred in school:

- Call Police 636-4319. ***(Insert the actual sequence to dial 911 from your phone system)***
- Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Crisis Team Members section).
- If possible, isolate affected student/staff member.
- Notify Incident Commander.
- Incident Commander notifies Superintendent.
- Activate school crisis team. Designate staff person to accompany injured/ill person to hospital.
- Incident Commander notifies parent(s) or guardian(s) of affected student.
- Direct witness(es) to school psychologist/counselor. Contact parents if students are sent to psychologist/counselor.
- Determine method of notifying students, staff and parents.
- Refer media to \_\_\_\_\_  
 District Spokesperson  Telephone Numbers (home, work, mobile)

If incident occurred outside of school:

- Activate school crisis team.
- Notify staff before normal operating hours.
- Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to \_\_\_\_\_  
 District Spokesperson  Telephone Numbers (home, work, mobile)

**Post-crisis intervention:**

- Meet with school counseling staff and \_\_\_\_\_ to determine level of intervention for staff and students. Child Mental Health or other mental health workers
- Designate rooms as private counseling areas.
- Escort affected students, siblings, close friends, and other “highly stressed” students to counselors.
- Debrief all students and staff.
- Assess stress level of all students and staff.
- Recommend counseling to overly stressed students and staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.



## **SHELTERING PROCEDURES**

**Sheltering provides refuge for students, staff and public within school building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.**

- Identify safe areas in each school building.
- Incident Commander warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take class roster.
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Seal doors, windows, and vents with plastic sheets and duct tape.
- Cover up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in safe area.
- All persons must remain in safe areas until notified by Incident Commander or emergency responders.



## STAFF RESPONSIBILITIES

### Incident Commander or designee:

- Verify information.
- Identify Command Post.
- Call Police 636-4319 (if necessary). (***Insert the actual sequence to dial 911 from your phone system***)
- Seal off high-risk area.
- Convene crisis team and implement crisis response procedures.
- Notify Superintendent.
- Notify students and staff (depending on emergency; students may be notified by teachers).
- Evacuate students and staff if necessary.
- Refer media to district spokesperson (or designee).
- Notify community agencies (if necessary).
- Implement post-crisis procedures.
- Keep detailed notes of crisis event.

### Teachers:

- Verify information.
- Lock classroom doors, unless evacuation orders are issued.
- Warn students, if advised.
- Account for all students.
- Stay with students during an evacuation. Take class roster.
- Refer media to district spokesperson (or designee).
- Keep detailed notes of crisis event.



## STUDENT UNREST

- Notify police, if necessary. (*Insert the actual sequence to dial 911 from your phone system*)
- Ensure the safety of students and staff first.
- Contain unrest. Seal off area of disturbance.
- Notify Incident Commander.
- Incident Commander notifies Superintendent.
- Warn staff. Incident Commander may issue lock-down (see Lock-Down Procedures section).
- Shut off bells.
- Move students involved in disturbance to an isolated area.
- Meet with student representatives to address issues.
- Document incidents with cassette recorder or take detailed notes.

### ***Teachers:***

- Keep students calm.*
- Lock classroom doors.*
- Do not allow students to leave the classroom until you receive an all-clear signal from Incident Commander.*
- Make a list of students that are absent from classroom. Document all incidents.



## SUICIDE

### Suicide Attempt in School:

- Verify information.
- Call Police 636-4319. ***(Insert the actual sequence to dial 911 from your phone system)***
- Notify school psychologist/counselor, Incident Commander and \_\_\_\_\_  
Child Mental Health Services (students under 18)  
 or \_\_\_\_\_  
Other suicide intervention service
- Incident Commander notifies Superintendent and parent(s) or guardian(s) if suicidal person is student. Incident Commander may schedule meeting with parents and school psychologist/counselor to determine course of action.
- Calm suicidal person.
- Try to isolate suicidal person from other students.
- Ask suicidal person to sign a “no suicide contract”.
- Stay with person until counselor/suicide intervention arrives. **Do not leave suicidal person alone.**
- Determine method of notifying staff, students and parents. Hold daily staff debriefings before and after normal operating hours as needed.**
- Activate school crisis team to implement post-crisis intervention. Determine level of intervention.

### Suicidal Death/Serious Injury:

- Verify information.
- Activate school crisis team.
- Incident Commander notifies Superintendent.
- Notify staff in advance of next school day following suicide or attempted suicide.
- Determine method of notifying students and parents. Do not mention “suicide” or details about death in notification. Do not hold memorials or make death appear heroic. Protect privacy of family.
- Implement post-crisis intervention.

### Post-crisis Intervention:

- Meet with school counseling staff and \_\_\_\_\_  
Div. Child Mental Health or other mental health workers  
 to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort siblings, close friends, and other “highly stressed” students to counselors.
- Assess stress level of staff. Recommend counseling to overly stressed staff.
- Refer media to \_\_\_\_\_. **Do not let media question students or staff.**
- Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.



## TERRORIST EVENT

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The below outlined procedures will protect students and staff should such attacks occur.

### Nuclear:

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the **duck, cover and hold** position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities

### Biological:

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress the school should:

- Reverse-evacuate all people into school buildings.
- Shelter in place. **(Do not use basements or low lying areas)**
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

### Chemical:

- Reverse-evacuate all people into school buildings.
- Shelter in place. **(Do not use basements or low lying areas)**
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Be prepared to treat students and staff who experience a reaction to the chemical agent.
- The decision to evacuate should be made after consulting with public safety, emergency management, or military authorities.

### Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of a imminent blast nearby:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the *duck, cover, and hold* position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management or military authorities

### If the school is the target:

- Evacuate to pre designated off site location(s)



## WEAPONS

- Call police 636-4319 if a weapon is suspected to be in school. ***(Insert the actual sequence to dial 911 from your phone system)***
- Ask another administrator or SRO to join you in questioning suspected student or staff member.
- Accompany suspect to private office to wait for police.
- Conduct search with police or SRO.
- Inform suspect of his/her rights and why you are conducting search.
- Keep detailed notes of all events and why search was conducted.
- Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- If suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up. Remain calm.



## WEATHER

### **Severe Weather Watch has been issued in an area near school**

- Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside building(s).
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review “drop, cover and hold” procedures with students.

### **Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school**

- Shut off gas.
- Move students and staff to safe areas.
- Remind teachers to take class rosters.
- Ensure that students are in “drop, cover and hold” positions.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.



## BOMB THREAT CHECKLIST

### Description Detail Report

#### Questions to ask:

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Sex of Caller: \_\_\_\_\_ Race: \_\_\_\_\_

Length of call: \_\_\_\_\_ Age: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Number at which call was received: \_\_\_\_\_

#### Notes:

### Callers Voice - Circle as applicable:

- |            |                   |
|------------|-------------------|
| • Calm     | • Nasal           |
| • Angry    | • Stutter         |
| • Excited  | • Lisp            |
| • Slow     | • Raspy           |
| • Rapid    | • Deep            |
| • Soft     | • Ragged          |
| • Loud     | • Clearing Throat |
| • Laughter | • Deep Breathing  |
| • Crying   | • Cracked Voice   |
| • Normal   | • Disguised       |
| • Distinct | • Accent          |
| • Slurred  | • Familiar        |

If voice is familiar, whom did it sound like?

### Background Sounds:

- |                 |                     |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices            |
| • Clear         | • PA System         |
| • Static        | • Local Call        |
| • Music         | • Long Distance     |
| • House Noises  | • Phone Booth       |
| • Motor         | • Office Machinery  |
| • Other _____   |                     |

### Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*NORTH FOREST I.S.D. EMERGENCY RESPONSE PLAN*



Notice of First Aid Care

DATE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

Dear Parent:

\_\_\_\_\_ was injured at school and has been given first aid. If you feel further care is necessary, please consult your family physician.

Destination: (If not presently on site)

\_\_\_\_\_

Transporting Agency: (if not presently on site)

\_\_\_\_\_

Time: \_\_\_\_\_

Remarks:

Please sign and return one copy to school. Retain a copy for your records.

\_\_\_\_\_  
PARENT'S SIGNATURE

\_\_\_\_\_  
SCHOOL REPRESENTATIVE'S SIGNATURE

Note: 1 copy goes home with student  
1 copy stays with teacher or medical treatment team records



## NORTH FOREST I.S.D. EMERGENCY RESPONSE PLAN

**Use this checklist to determine if your emergency response plan complies with NFISD ERP requirements. The elements of the minimum requirements are listed below. Your plan must contain each listed element to be in compliance. This checklist can assist you in conducting your annual review. The page numbers in parenthesis indicate the page of the NFISD Emergency Response Plan Template where the particular requirement can be found. Compliance with the National Incident Management System (NIMS) has been added to the requirements.**

Y	N	UNK	<b>NIMS COMPLIANCE</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school site and district have adopted the Incident Command System (ICS) as the management system to be used to manage emergencies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All personnel assigned responsibilities within the ICS structure have completed the FEMA Independent study courses, IS 100, IS 200 and IS 700
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The site emergency response plan conforms to the formatting of the NFISD Emergency Response Plan Template that can be downloaded at: <a href="http://Police.Nfisd.Org">http://Police.Nfisd.Org</a> .
Y	N	UNK	<b>INTRODUCTION:</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Table of contents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approval statement and dated signatures of principal, appropriate district official and emergency response organizations
Y	N	UNK	<b>PURPOSE:</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	State the purpose of the emergency response plan
Y	N	UNK	<b>SITUATION:</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	State the size and location of your facility in acres and the number, general size, and use of each of the buildings
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	State the number of students and employees normally on hand, and any scheduled daily differences in population
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complete a hazard analysis of the school grounds, buildings and surrounding community to identify any natural or human related hazards
Y	N	UNK	<b>DIRECTION AND CONTROL:</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Create an Incident Command System (ICS) for your site which will include a chain of command and alternates to implement and carry out the plan. At a minimum include the following: 1. Incident Commander, 2. Public Information Officer, 3. Safety Officer, 4. Liaison Officer and 5. Operations Section
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Designate primary and alternate on-site and off-site Command Post locations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify persons, by title and agency, who will be notified during an emergency



## NORTH FOREST I.S.D. EMERGENCY RESPONSE PLAN

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p style="text-align: center;">Describe the warning signals or commands that alert staff and students to emergency responses;</p> <p>1. Evacuation 2. Reverse evacuation 3. Lockdown/Shelter in place</p> <p style="text-align: right;"><b>No Code Words</b></p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Designate primary and alternate evacuation routes and assembly areas
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Designate primary and alternate on and off-site relocation sites and other necessary sites (and how students/staff would be moved or transported)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describe how disabled and/or non-English-speaking children will be provided for
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide a resource inventory of emergency items available - communication equipment, first aid, medical, fire fighting equipment, lighting, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Post a Classroom Emergency Response Guide in each room or assembly area for student and staff
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each school should have a battery powered radio in case of power failure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop procedures for off campus emergencies (field trip, bus, etc...)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop student/parent reunification procedures
<b>Y</b>	<b>N</b>	<b>UNK</b>	<b>PLAN DEVELOPMENT AND MAINTENANCE:</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide an annual review of plan, attachments, responses, and needs. Update whenever necessary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Invite community, outside agencies ( <i>fire, law enforcement, emergency management and county health department are required</i> ) to assist in plan development, training, exercises, and revision
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conduct annual training of all staff regarding warning/response signals, evacuation routes, assembly areas, emergency procedures, and chain of command (ICS)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Annually review your Incident Command System with staff and train those who have assigned responsibilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Twice annually practice each of the listed emergency response drills with students and staff <ul style="list-style-type: none"> <li>1. Reverse evacuation</li> <li>2. Lockdown or Shelter in place</li> <li>3. Evacuation (one fire drill per year can count towards this requirement)</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	One school district employee will participate in multi-hazard crisis training annually ( <b>Chief of Police</b> ).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overview of plan explained and distributed to parents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Schools will send a copy of their plan to be on file in the district office

## NORTH FOREST I.S.D. EMERGENCY RESPONSE PLAN



Y	N	UNK	APPENDICES AND ATTACHMENTS:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>ICS</b> structure and responsibilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student roster with parent phone numbers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Master schedule
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Faculty/staff roster with emergency phone numbers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Community emergency numbers, e.g. 1. General emergency number – 1-713-636-4319 or 911. 2. Ambulance 3. Poison Control Center 4. Local hospital 5. Police Dept/Sheriff/State Police 6. Fire Dept
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Map of evacuation route(s) and assembly areas, student release gate, command post(s)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Site plan or blueprint of the facility and floor plan(s) of the building(s) showing location of water and gas shut off points, heat plants, boilers, generators, flammable liquid storage, other hazard materials storage, fire fighting equipment placement, first aid facilities, exits, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lists with the name, title, address, telephone number, and organizational responsibilities for emergency operations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sample statements/letters for use in notifying faculty, students, parents, and media about emergency
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student accountability/release forms

Area	Comments

Site name/District/County:

<b>Site Review</b>		<b>County Public Health Review</b>	
Date:	Name/Title/Signature:	Date:	Name/Title/Signature:
<b>District Review</b>		<b>Law Enforcement Review</b>	
Date:	Name/Title/Signature:	Date:	Name/Title/Signature:
<b>County Emergency Management Review</b>		<b>District Governing Board</b>	
Date:	Name/Title/Signature:	Date:	Name/Title/Signature:
<b>State Review</b>			
Date:	Name/Title/Signature:	Date:	Name/Title/Signature:



**Annex D – Pandemics**

**I. SITUATION**

- A. A pandemic is a global disease outbreak that occurs when a new virus emerges for which there is little or no immunity in the human population. During the 20<sup>th</sup> century, there were three influenza pandemics:
  - 1. The 1918 pandemic caused at least 500,000 deaths in the U.S. and up to 40 million deaths worldwide.
  - 2. The 1957 pandemic caused at least 70,000 deaths in the U.S. and 1 to 2 million deaths worldwide.
  - 3. The 1968 pandemic caused about 34,000 deaths in the U.S. and 700,000 deaths worldwide.
  
- B. When a pandemic influenza virus emerges, its global spread is considered inevitable. Its spread can be delayed through measures such as border closures and travel restrictions, but it cannot be stopped. Because the strain of the virus emerges so rapidly, it is highly unlikely that a vaccine will be available for a pandemic flu outbreak.
  
- C. Any Town School District will be severely affected by a pandemic. It is estimated that 20% to 30% of the staff and students is likely to be directly affected by the disease, and additional staff are likely to need to stay home to care for sick family members. At the height of the pandemic, up to 40% of the workforce may be unavailable. In addition, the delivery of such basic commodities as fuel, groceries, etc. is likely to be severely disrupted.
  
- D. The World Health Organization has developed a Global Influenza Preparedness Plan that breaks the pandemic threat down into several phases:
  - 1. Inter-pandemic period (phases 1 and 2). No new influenza strains have been detected in humans, but virus strains in animals pose a risk to humans that may be low (phase 1) or substantial (phase 2).
  - 2. Pandemic alert period (phases 3, 4, and 5). New influenza strains have caused humans infections. Human-to-human spread is non-existent or limited to rare instances of close contact (phase 3), highly localized in small clusters (phase 4), or localized in larger clusters (phase 5). At phase 5, the virus is becoming increasingly adapted to humans, and there is a substantial pandemic risk.
  - 3. Pandemic period (phase 6). Increased and sustained human-to-human transmission in the general population.
  - 4. Post-pandemic period. Return to the inter-pandemic period (phase 1).
  
- E. Several governmental organizations conduct pandemic surveillance on a routine basis and provide information about how to recognize, prepare for, and deal with a pandemic.

Federal level - Centers for Disease Control and Prevention (CDC) and its parent



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organization, the Department of Health and Human Services (DHHS).

State level – Texas Department of Health Services (ADHS).

County level – Local County Public Health Department.

- F. In the United States, the pandemic phases are based on the global phases. The Secretary of the U.S. Department of Health and Human Services will determine that the nation is in the pandemic period (phase 6) when sustained human-to-human transmission is observed anywhere in the world.

### **II. MISSION**

To establish a program that will educate the district workforce and the student population and their families about how to cope with a pandemic and enable district operations to continue to provide essential services to our students, staff and community.

### **III. EXECUTION**

#### A. Concept of Operations

1. When a phase 3 pandemic alert has been declared by the World Health Organization, the Public Information Office will issue news releases to inform both the district work force students and their families about how to deal with its effects. These efforts will be intensified and more specifically targeted when a pandemic appears likely to develop (phase 5 or 6 as defined above). These news releases will be coordinated with local emergency management and the public health department releases.
2. All district departments will implement actions to deal with the pandemic and its effects. These actions will focus on two primary areas:
  - a. Protecting the health of employees, students and their families.
  - b. Ensuring their ability to provide essential services when faced with a severely reduced workforce and the disruption of services and supplies essential to their operations.
3. There are four essential steps that employees, students and their families can take to reduce the spread of the disease:
  - a. Cover your mouth and nose with a tissue or handkerchief when coughing or sneezing.
  - b. Wash your hands frequently with warm water. Use alcohol-based hand sanitizers when soap and warm water are unavailable
  - c. Stay home when you are sick.
  - d. Increase your social distance (avoid crowds and mass gatherings).



B. Tasks.

1. Governing Board – At phase 5 of the pandemic alert period, make policy decisions regarding the following areas:
  - a. Increased used of telecommuting and/or paid administrative leave by district departments.
  - b. Liberalized use of Family and Medical Leave Act (FMLA) time by district employees to encourage them to stay away from the workplace when feeling sick.
2. All district departments
  - a. Determine which functions of the department are critical, and conduct adequate cross-training of employees in these functions to ensure that critical tasks can be accomplished when a large percentage of the workforce is unavailable.
  - b. Identify supplies and services essential to continued operations and, when necessary, identify backup means of ensuring them.
  - c. Encourage district employees and their families to develop a family emergency plan and emergency kit capable of sustaining them for a minimum of 72 hours without outside assistance. [www.ready.gov](http://www.ready.gov) is a good source of information for the plan and kit.
  - d. Consider the procurement of supplies to prevent the spread of disease in the workplace – surgical masks, hand sanitizer bottles, etc.
  - e. At phase 5 of the pandemic alert period:
    1. Mandate or encourage increased use of telecommuting (pending district governing board direction).
    2. Encourage employees to stay home when they feel sick. Send employees home if they appear to be sick.
    3. Consider implementing policies that limit face-to-face contact among students and staff as well as between staff and the public.
  - f. During the pandemic period (phase 6):
    1. Curtail less essential services as required when the district workforce and students are reduced by the effects of the pandemic.
    2. Implement backup means of maintaining the educational process and ensuring essential supplies and services.
    3. In coordination with the county health department, determine if schools should be closed.

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### 3. Public Information Office

- a. At phase 3 of the pandemic alert period, Initiate an education campaign for the districts staff, students and families, emphasizing (1) steps they can take to prevent the spread of disease, and (2) the need to develop family disaster plans and kits that will enable them to sustain themselves if essential public services (food, water, sanitation, etc.) are lost for several days at a time. The education campaign will be coordinated with the education campaigns of cities and towns within the district boundaries and will emphasize reaching out to the Spanish-speaking component of the community.
- b. At phase 5 of the pandemic alert period and during the pandemic period (phase 6):
  1. Intensify the education campaign for the public, emphasizing the same items as during phase 3. In addition, alert the public to potential changes in services provided by the district as a result of personnel shortages caused by the pandemic.
  2. Assist the governing board and superintendents' office in the dissemination of policy guidance regarding special steps to be taken by district personnel in response to the pandemic.

### C. Support.

1. The U.S. Department of Health and Human Services has a pandemic influenza plan and planning guidelines for state and local governments, individuals, businesses, and schools. This information can be accessed at [www.PandemicFlu.gov](http://www.PandemicFlu.gov).
2. The Texas Department of Health Services has a pandemic plan and additional guidance on pandemic planning available at their web site.



# NORTH FOREST I.S.D. EMERGENCY RESPONSE PLAN

## Public Information Release

Check ( ) as appropriate: District/District-wide \_\_\_\_\_ School \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate.)

\_\_\_\_\_ has just experienced a(n) \_\_\_\_\_

- The (students/employees) [(are being) or (have been)] accounted for.
- No further information is available at this time.
- Emergency medical services [(are here) or (are on the way) or (are not available to us)].
- Police [(are here) or (are on the way) or (are not available to us)].
- Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].
- \_\_\_\_\_ [(are here) or (are on the way) or (are not available to us)].
- Communication center(s) for parents (is/are) being set up at \_\_\_\_\_ to answer questions about individual students.
- Communication center(s) for families (is/are) being set up at \_\_\_\_\_ to answer questions about individual employees.
- Injuries have been reported at \_\_\_\_\_ and are being treated at the site by (staff/professional medical responders). (#) \_\_\_\_\_ reported injured.
- Students have been taken to a safe area, \_\_\_\_\_, and are with [(classroom teachers/staff) or ( \_\_\_\_\_ )].
- (#) Students have been taken to the local emergency room for treatment of serious injury. Parents of injured students should go to the emergency room at \_\_\_\_\_
- (#) Confirmed deaths have been reported at \_\_\_\_\_ Names cannot be released until families have been notified.
- Structural damage has been reported at the following sites: \_\_\_\_\_ .

Release restrictions  No  Yes  
If yes, what?

Released to the public as Public Information Release # \_\_\_\_\_  
Date/Time: \_\_\_\_\_



## Sample School-Parent Letter

[Date]

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations. In fact, public schools in [State] are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed disaster plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on a School District green emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
  - He/she is 18 years of age or older.
  - He/she is usually home during the day.
  - He/she could walk to school, if necessary.
  - He/she is known to your child.
  - He/she is both aware and able to assume this responsibility.
3. Turn your radio to [radio stations] for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via the School District cable on Channel \_\_\_\_\_. In addition, information regarding day-to-day school operations will be available by calling the District Office.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the School District Emergency Card. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.



**Sample School-Parent Letter (Continued)**

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian. In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Principal  
School



### Search and Rescue Teams

SEARCH AND RESCUE (S & R) TEAM LEADER \_\_\_\_\_

**Note:** Number of teams will vary depending on size of campus.

NAMES		Radio	Keys	Hard Hat	Goggles	Bucket	Vest	Clipboard	Backpack
S & R TEAM #1 NOTES:	1								
	2								
S & R TEAM #2 NOTES:	1								
	2								
S & R TEAM #3 NOTES:	1								
	2								
S & R TEAM #4 NOTES:	1								
	2								
S & R TEAM #5 NOTES:	1								
	2								

- Assign teams based on available manpower; minimum 2 persons. Attempt to place one experienced person on each team.
- Perform visual check of outfitted team leaving Command Post (CP); include radio check. Advise teams of known injuries.
- Remain at Command Post table.
- Be attentive to all S&R related communications.
- Utilize boxes above to record location of injured students. Example: report of 2 injured students in Room 20 would be recorded as "S/2 = RM 20" in box under team #3.
- Utilize manpower pool to aid S&R (i.e., request for backboard and carryout or request for rescue equipment).

# NORTH FOREST I.S.D. EMERGENCY RESPONSE PLAN



## Site Status Report

TO: \_\_\_\_\_ FROM: (name) \_\_\_\_\_ LOCATION: \_\_\_\_\_

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_ PERSON IN CHARGE AT SITE: \_\_\_\_\_

Message via: 2-way Radio \_\_\_\_\_ Telephone \_\_\_\_\_ Messenger \_\_\_\_\_

### **EMPLOYEE/STUDENT STATUS**

	Absent	Injured	# Sent to Hosp./med	Dead	Missing	Unaccounted for (Away from site)	# Released To parents	# Being supervised
Students								
Site Staff								
Others								

### **STRUCTURAL DAMAGE** Check damage/problem and indicate location(s).

Check ✓	Damage/Problem	Location(s)
	Gas leak	
	Water leak	
	Fire	
	Electrical	
	Communications	
	Heating/cooling	
	Other (list):	

**MESSAGE:** (include kind of immediate assistance required; can you hold out without assistance/how long? overall condition of campus, neighborhood & street conditions; outside agencies on campus & actions; names of injured, dead, missing and accounted for ASAP)



# NORTH FOREST I.S.D. EMERGENCY RESPONSE PLAN

## Staff Skills Survey & Inventory

Name & School \_\_\_\_\_ / \_\_\_\_\_ Room \_\_\_\_\_  
Name School

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident. These will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

**PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING. CIRCLE YES OR NO, WHERE APPROPRIATE.**

- \_\_\_\_\_ First Aid (current card yes/no)    \_\_\_\_\_ CPR (current yes/no)    \_\_\_\_\_ Triage    \_\_\_\_\_ Firefighting
- \_\_\_\_\_ Construction (electrical, plumbing, carpentry, etc.)    \_\_\_\_\_ Running/Jogging
- \_\_\_\_\_ Emergency Planning    \_\_\_\_\_ Emergency Management    \_\_\_\_\_ Search & Rescue
- \_\_\_\_\_ Law Enforcement    Bi/Multi-lingual (what language (s)) \_\_\_\_\_
- \_\_\_\_\_ Mechanical Ability    \_\_\_\_\_ Structural Engineering    \_\_\_\_\_ Bus/Truck Driver  
(Class 1 or 2 license yes/no)
- \_\_\_\_\_ Shelter Management    \_\_\_\_\_ Survival Training & Techniques    \_\_\_\_\_ Food Preparation
- \_\_\_\_\_ Ham Radio Operator    \_\_\_\_\_ CB Radio    \_\_\_\_\_ Journalism
- \_\_\_\_\_ Camping    \_\_\_\_\_ Waste Disposal    \_\_\_\_\_ Recreational Leader

DO YOU KEEP A PERSONAL EMERGENCY KIT? \_\_\_\_\_ in your car? \_\_\_\_\_ in your room? \_\_\_\_\_

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY?  
(i.e., athletic bibs, traffic cones, carpet squares) \_\_\_\_\_ Yes \_\_\_\_\_ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT COULD BE USED AN IN EMERGENCY? \_\_\_\_\_ YES \_\_\_\_\_ NO  
PLEASE LIST EQUIPMENT AND MATERIALS.

\_\_\_\_\_  
\_\_\_\_\_

COMMENTS \_\_\_\_\_

\_\_\_\_\_

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?

\_\_\_\_\_  
\_\_\_\_\_



Student Accounting Form

Room No: \_\_\_\_\_ Date: \_\_\_\_\_  
Enrolled per register: \_\_\_\_\_ Reported by: \_\_\_\_\_  
Not in school today: \_\_\_\_\_ Received by: \_\_\_\_\_  
Present now: \_\_\_\_\_

1. Students or classroom volunteers elsewhere (off campus, left in room, other location, etc.)

Name	Location	Problem

2. Students on playground needing more first aid than you can handle:

Name	Location	Problem

Additional comments: (report fire, gas/water leaks, blocked exits, structural damage, etc.)



**NORTH FOREST I.S.D. EMERGENCY RESPONSE PLAN**

**Student Release Form  
(To be taken by Runner)**

**Please Print**

Student's Name \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Requested By \_\_\_\_\_

\*\*\*\*\*

**To be filled in by Request Gate staff**

Proof of I.D. \_\_\_\_\_ Name on Emergency Card \_\_\_\_\_  
(yes) (no)

\*\*\*\*\*

**Student's Status  
To be filled in by teacher**

Sent with Runner \_\_\_\_\_ Absent \_\_\_\_\_ First Aid \_\_\_\_\_ Missing \_\_\_\_\_

\*\*\*\*\*

**To be filled in by Request Gate staff**

Proof of I.D. \_\_\_\_\_ Name on Emergency Card \_\_\_\_\_  
(yes) (no)

\*\*\*\*\*

**To be filled in by Requester  
At Release Gate**

Requester Signature \_\_\_\_\_

Destination: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

\*\*\*\*\*

**Notes:**



### Update Report

Name \_\_\_\_\_ Time \_\_\_\_\_  
\_\_\_\_\_ # children remaining at school  
\_\_\_\_\_ # staff members remaining to care for children  
\_\_\_\_\_ Assistance required: \_\_\_\_\_ water \_\_\_\_\_ food \_\_\_\_\_ blankets \_\_\_\_\_ # people to help

### Update Report

Name \_\_\_\_\_ Time \_\_\_\_\_  
\_\_\_\_\_ # children remaining at school  
\_\_\_\_\_ # staff members remaining to care for children  
\_\_\_\_\_ Assistance required: \_\_\_\_\_ water \_\_\_\_\_ food \_\_\_\_\_ blankets \_\_\_\_\_ # people to help

### Update Report

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\_\_\_\_\_ # children remaining at school  
\_\_\_\_\_ # staff members remaining to care for children  
\_\_\_\_\_ Assistance required: \_\_\_\_\_ water \_\_\_\_\_ food \_\_\_\_\_ blankets \_\_\_\_\_ # people to help



**Insert Student Roster with Parent Contact Information**



**Insert Master Schedule**



**Insert Faculty and Staff Roster with Contact Information**



**Incident Response Job Descriptions**

Incident Response Job Descriptions

The job aids in this appendix are listed below.

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## **Command Section: Incident Commander**

<b>Responsibilities:</b>	<p><b>The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations.</b></p>
<b>Start-up Actions</b>	<p>Ensure the safety of students, staff, and others on campus. Lead by example: your behavior sets tone for staff and students.</p> <ul style="list-style-type: none"> <li>▪ Obtain your personal safety equipment (i.e., hard hat, vest, clipboard with job description sheet).</li> <li>▪ Assess the type and scope of emergency.</li> <li>▪ Determine the threat to human life and structures.</li> <li>▪ Implement the emergency plan and hazard-specific procedures.</li> <li>▪ Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives.</li> <li>▪ Activate functions and assign positions as needed.</li> <li>▪ Fill in the Incident Assignments form.</li> <li>▪ Appoint a backup or alternate Incident Commander (as described in the emergency plan).</li> </ul>
<b>Ongoing Operational Duties</b>	<ul style="list-style-type: none"> <li>▪ Continue to monitor and assess the total school situation:             <ul style="list-style-type: none"> <li>▫ View the site map periodically for search and rescue progress and damage assessment information.</li> <li>▫ Check with chiefs for periodic updates.</li> <li>▫ Reassign personnel as needed.</li> </ul> </li> <li>▪ Report (through Communications) to the school district on the status of students, staff, and facility, as needed (Site Status Report).</li> <li>▪ Develop and communicate revised incident action plans as needed.</li> <li>▪ Begin student release when appropriate.</li> </ul> <p>+ NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the superintendent, except at the request of parent/guardian.</p> <ul style="list-style-type: none"> <li>▪ Authorize the release of information.</li> <li>▪ Utilize your backup; plan and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post.</li> <li>▪ Plan regular breaks for all staff and volunteers. Take care of your caregivers!</li> <li>▪ Release teachers as appropriate and per district guidelines. (By law, during a disaster, teachers become disaster workers.)</li> <li>▪ Remain on and in charge of your campus until redirected or released by the superintendent.</li> </ul>



## **Command Section: Incident Commander (Continued)**

**Closing Down:**

- Authorize deactivation of sections, branches, or units when they are no longer required.
- At the direction of the Superintendent, deactivate the entire emergency response. If the fire department or other outside agency calls an “all clear,” contact the district before taking any further action.
- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Announce the termination of the emergency and proceed with recovery operations if necessary.

**Command Post  
Equipment/  
Supplies**

- Campus map
- Master keys
- Staff and student rosters
- Disaster response forms
- Emergency plan
- Duplicate rosters (two sets)
- Tables and chairs (if Command Post is outdoors)
- Vests (if available)
- Job description clipboards
- Command Post tray (pens, etc.)
- School district radio
- Campus two-way radios
- AM/FM radio (battery)
- Bullhorn



## Command Section: Safety Officer

<b>Responsibilities:</b>	The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the existing circumstances.
<b>Start-Up Actions:</b>	<ul style="list-style-type: none"> <li>▪ Check in with the Incident Commander for a situation briefing.</li> <li>▪ Obtain necessary equipment and supplies from Logistics.</li> <li>▪ Put on a position identifier, such as a vest, if available.</li> <li>▪ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:             <ul style="list-style-type: none"> <li>▫ Messages received.</li> <li>▫ Action taken.</li> <li>▫ Decision justification and documentation.</li> <li>▫ Requests filled.</li> </ul> </li> </ul>
<b>Operational Duties:</b>	<ul style="list-style-type: none"> <li>▪ Monitor drills, exercises, and emergency response activities for safety.</li> <li>▪ Identify and mitigate safety hazards and situations.</li> <li>▪ Stop or modify all unsafe operations.</li> <li>▪ Ensure that responders use appropriate safety equipment.</li> <li>▪ Think ahead and anticipate situations and problems before they occur.</li> <li>▪ Anticipate situation changes, such as cascading events, in all planning.</li> <li>▪ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.</li> </ul>
<b>Closing Down:</b>	<ul style="list-style-type: none"> <li>▪ When authorized by the Incident Commander, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.</li> </ul>
<b>Equipment/ Supplies</b>	<p>Return equipment and reusable supplies to Logistics.</p> <ul style="list-style-type: none"> <li>▪ Vest or position identifier, if available</li> <li>▪ Hard hat, if available</li> <li>▪ Clipboard, paper, pens</li> <li>▪ Two-way radio, if available</li> </ul>



## Command Section: Public Information Officer (PIO)

<b>Personnel:</b>	Available staff with assistance from available volunteers
<b>Policy:</b>	<p>The public has the right and need to know important information related to an emergency/disaster at the school site <b>as soon as it is available</b>.</p> <p>The PIO acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should be used only if the media is on campus and the district PIO is not available.</p> <p>News media can play a key role in assisting the school in getting emergency/disaster-related information to the public (parents).</p>
<b>Start-Up Actions:</b>	<p>Information released must be consistent, accurate, and timely.</p> <ul style="list-style-type: none"> <li>▪ Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.</li> <li>▪ Identify yourself as the PIO (by vest, visor, sign, etc.)</li> <li>▪ Consult with the district PIO to coordinate information release.</li> <li>▪ Assess the situation and obtain a statement from the Incident Commander. Tape record it if possible.</li> <li>▪ Advise arriving media that the site is preparing a press release and the approximate time of its issue.</li> <li>▪ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.</li> </ul>
<b>Operational Duties:</b>	<ul style="list-style-type: none"> <li>▪ Keep up to date on the situation.</li> <li>▪ Statements must be approved by the Incident Commander and should reflect:             <ul style="list-style-type: none"> <li>▫ Reassurance (EGBOK— “Everything’s going to be OK.”)</li> <li>▫ Incident or disaster cause and time of origin.</li> <li>▫ Size and scope of the incident.</li> <li>▫ Current situation—condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.</li> <li>▫ Resources in use.</li> <li>▫ Best routes to the school, if known and if appropriate.</li> </ul> </li> </ul> <p>Any information the school wishes to be released to the public.</p>



**Section: Command Public Information Officer (PIO) (Continued)**

- **Read** statements if possible.
  - When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid using the phrase “no comment.”
  - Remind school staff and volunteers to refer *all* questions from the media or waiting parents to the PIO.
  - Update information periodically with the Incident Commander.
  - Ensure that announcements and other information are translated into other languages as needed.
  - Monitor news broadcasts about the incident. Correct any misinformation heard.
- Closing Down:**
- At the Incident Commander’s direction, release PIO staff when they are no longer needed. Direct staff members to sign out through Timekeeping.
  - Return equipment and reusable supplies to Logistics.
  - Close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- Equipment/Supplies**
- Public information kit consists of:
    - ID vest
    - Battery-operated AM/FM radio
    - Paper/pencils/marketing pens
    - Scotch tape/masking tape
    - Scissors
    - School site map(s) and area maps
      - 8-1/2 x 11 handouts
      - Laminated poster board size for display
  - Forms:
    - Disaster Public Information Release Work Sheet
    - Sample Public Information Release
    - School Profile or School Accountability Report Card (SARC)



## **Command Section: Liaison Officer**

<b>Responsibilities:</b>	<p>The Liaison Officer serves as the point of contact for agency representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.</p>
<b>Start-Up Actions:</b>	<ul style="list-style-type: none"><li>▪ Check in with the Incident Commander for a situation briefing.</li><li>▪ Determine your personal operating location and set it up as necessary.</li><li>▪ Obtain the necessary equipment and supplies from Logistics.</li><li>▪ Put on a position identifier, such as a vest, if available.</li><li>▪ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.</li></ul>
<b>Operational Duties:</b>	<ul style="list-style-type: none"><li>▪ Brief agency representatives on the current situation, priorities, and incident action plan.</li><li>▪ Ensure coordination of efforts by keeping the Incident Commander informed of agencies' action plans.</li></ul> <p>Provide periodic update briefings to agency representatives as necessary.</p>
<b>Closing Down:</b>	<ul style="list-style-type: none"><li>▪ At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.</li><li>▪ Return equipment and reusable supplies to Logistics.</li><li>▪ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.</li></ul>
<b>Equipment/Supplies</b>	<ul style="list-style-type: none"><li>▪ Vest or position identifier, if available</li><li>▪ Two-way radio, if available</li><li>▪ Clipboard, paper, pens</li></ul>



## **Operations Section: Operations Section Chief**

**Responsibilities:**

The Operations Chief manages the direct response to the disaster, which can include:

- Site Facility Check/Security
- Search and Rescue
- Medical
- Student Care
- Student Release

**Start-Up Actions:**

- Check in with the Incident Commander for a situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on a position identifier, such as a vest, if available.

**Operational Duties:**

- Assume the duties of all operations positions until staff are available and assigned.
- As staff members are assigned, brief them on the situation, and supervise their activities, using the position checklists.
- If additional supplies or staff are needed for the Operations Section, notify Logistics. When additional staff arrive, brief them on the situation, and assign them as needed.
- Coordinate search and rescue operations if it is safe to do so. Appoint an S&R Team Leader to direct operations, if necessary.
- As information is received from operations staff, pass it on to situation analysis and/or the Incident Commander.
- Inform the Planning Section Chief of operations tasks and priorities.
- Make sure that operations staff are following standard procedures, using appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign staff within the section as needed.



**Operations Section: Operations Section Chief (Continued)**

**Closing Down:**

- At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Equipment/  
Supplies**

- Vest or position identifier, if available
- S&R equipment
- Two-way radio
- Job description clipboard, paper, pens
- Maps:
  - Search and rescue maps
  - Large campus map



## Operations Section: Search and Rescue Team Leader

### Safety Rules:

**Use the buddy system: Assign a minimum of 2 persons to each team.**

Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. **Follow all operational and safety procedures.**

### Start-Up Actions:

- Obtain all necessary equipment from container. (See list below.)
- Obtain a briefing from Operations Chief, noting known fires, injuries, or other situations requiring response.

Assign teams based on available manpower, minimum 2 persons per team.

### Operational Duties:

- Perform a visual and radio check of the outfitted team leaving the Command Post. Teams must wear sturdy shoes and safety equipment.
  - Record names and assignments before deploying teams.
  - Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team.
  - Remain at the Command Post in radio contact with S&R Teams.
  - Record all teams' progress and reports on the site map, keeping others at the Command Post informed of problems. When a room is reported clear, mark a "C" on the map.
  - If injured students are located, consult the Operations Section Chief for response. Utilize Transport teams, or send a First Aid Team.
  - Record the exact location of damage and a triage tally (I=immediate, D=delayed, DEAD=dead) on the map.
  - Keep radio communication brief and simple. No codes.
- + **Remember:** if you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

### Closing Down:

- Record the return of each S&R team. Direct them to return equipment and report to Logistics for additional assignment.
- Provide maps and logs to the Documentation Unit.

### Equipment/Supplies

- Vest, hard hat, work and latex gloves, and whistle with master keys on lanyard. One team member should wear a first aid backpack.
- Campus two-way radio and clipboard with job description and map indicating the search plan.
- Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.



## Operations Section: Search and Rescue Teams

**Safety:**

**Use the buddy system: Ensure tat each team has been assigned a minimum of 2 persons.**

Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.

**Follow all operational and safety procedures.**

**Start-Up Actions:**

- Obtain all necessary equipment from the container. (See list below.) **You must wear sturdy shoes and long sleeves.** Put batteries in the flashlight.

Check in at the Command Post for assignment.

**Operational Duties:**

- Report gas leaks, fires, or structural damage to the Command Post immediately upon discovery. Shut off gas or extinguish fires if possible.
- Before entering a building, inspect the complete exterior of the building. Report structural damage to the team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. **If you are in doubt about your safety, DO NOT ENTER!**
- If the building is safe to enter, search the assigned area (following the map) using an orderly pattern. Check all rooms. Use chalk or grease pencil to mark a slash on the door when entering a room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, complete the slash to form an "X" on the door. Report by radio to the Command Post that room has been cleared (e.g. "Room A-123 is clear.").
- + **Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.
- When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use names of students or staff. Follow directions from the Command Post.
- Record the exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on the map and report the information to the Command Post.
- Keep radio communication brief and simple. Do not use codes.

**Closing Down:**

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

**Equipment/Supplies**

- Vest, hard hat, work and latex gloves, and whistle with master keys on a neck lanyard. One member of the team should wear a first aid backpack.
- Campus two-way radio and clipboard with job description and map indicating the search plan.
- Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.



## **Operations Section: Medical Team Leader**

### **Responsibilities:**

The Medical Team Leader is responsible for providing emergency medical response, first aid, and counseling. He or she informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide and ensures that appropriate actions are taken in the event of deaths.

### **Start-Up Actions:**

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- Make personnel assignments. If possible, assign a minimum of two people to triage, two to immediate treatment, two to delayed treatment, and two to psychological treatment.
- Set up a first aid area in a safe place (upwind from the emergency area if the emergency involves smoke or hazardous materials), away from students and parents, with access to emergency vehicles. Obtain equipment and supplies from the storage area.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.
- Establish a point of entry (“triage”) into the treatment area.
- Establish “immediate” and “delayed” treatment areas.
- Set up a separate psychological first aid area if staff levels are sufficient.

### **Operational Duties:**

- Oversee the assessment, care, and treatment of patients.
- Ensure caregiver and rescuer safety: Ensure that they use latex gloves for protection from body fluids and new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel to respond to injuries in remote locations or request a Transport Team from Logistics.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to the Operations Section Chief.
- Keep the Operations Section Chief informed of the overall status.
- Set up a morgue, if necessary, in a cool, isolated, secure area; follow the guidelines established in the plan.
- Stay alert for communicable diseases and isolate appropriately.

Consult with the Student Care Director regarding health care, medications, and meals for students with known medical conditions (e.g., diabetes, asthma, etc.).



**Operations Section: Medical Team Leader (Continued)**

**Closing Down:**

- At the Incident Commander's direction, release medical staff who are no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs. Provide the logs and other relevant documents to the Documentation Unit.

**Equipment/  
Supplies**

- First aid supplies. (See the list on the following page.)
- Job description clipboards
- Stretchers
- Vests, if available
- Tables and chairs
- Staff and student medication from the Health Office
- Forms:
  - Notice of First Aid Care
  - Medical Treatment Victim Log
- Masking tape
- Marking pens
- Blankets
- Quick reference medical guides
- Ground cover/tarps

**Recommended First Aid Supplies:**

- 4 x 4" compress: 1000 per 500 students
- 8 x 10" compress: 150 per 500 students
- Kerlix bandaging: 1 per student
- Ace wrap: 2-inch: 12 per campus  
4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each of sm, med, lg.
- Steri-strips or butterfly bandages: 50/campus
- Aqua-Blox (water) cases (for flushing wounds, etc.):  $0.016 \times \text{students} + \text{staff} = \# \text{ cases}$
- Neosporin: 144 squeeze packs/campus
- Hydrogen peroxide: 10 pints/campus
- Bleach: 1 small bottle



**Operations Section: Medical Team Leader (Continued)**

- Plastic basket or wire basket stretchers or backboards: 1.5 per 100 students
- Scissors, paramedic: 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls/campus  
2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid Books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pair



## Operations Section: Medical Team

<b>Personnel:</b>	First-aid trained staff and volunteers
<b>Responsibilities:</b>	Use approved safety equipment and techniques.
<b>Start-Up Actions:</b>	<ul style="list-style-type: none"><li>▪ Obtain and wear personal safety equipment including latex gloves.</li><li>▪ Check with the Medical Team Leader for assignment.</li></ul>
<b>Operational Duties:</b>	<ul style="list-style-type: none"><li>▪ Administer appropriate first aid.</li><li>▪ <b>Keep accurate records of care given.</b></li><li>▪ Continue to assess victims at regular intervals.</li><li>▪ Report deaths immediately to the Medical Team Leader.</li><li>▪ If and when transportation is available, do a final assessment and document on the triage tag. Keep and file records for reference—<b>do not send any records with the victim.</b></li><li>▪ A student’s emergency card must accompany each student removed from campus to receive advanced medical attention. Send an emergency out-of-area phone number, if available.</li></ul> <p><b>Triage Entry Area:</b> The triage area should be staffed with a minimum of two trained team members, if possible.</p> <ul style="list-style-type: none"><li>▪ One member confirms the triage tag category (red, yellow, green) and directs to the proper treatment area. Should take 30 seconds to assess—no treatment takes place here. Assess if not tagged.</li><li>▪ Second team member logs victims’ names on form and sends the forms to the Command Post as completed.</li></ul> <p><b>Treatment Areas (“Immediate and Delayed”)</b> Treatment areas should be staffed with a minimum of two team members per area, if possible.</p> <ul style="list-style-type: none"><li>▪ One member completes secondary head-to-toe assessment.</li><li>▪ Second member records information on the triage tag and on-site treatment records.</li><li>▪ Follow categories: Immediate, Delayed, Dead</li></ul> <p>When using the two-way radio, do not use the names of the injured or dead.</p>



## *NORTH FOREST I.S.D. EMERGENCY RESPONSE PLAN*

### **Operations Section: Medical Team (Continued)**

#### **Closing Down:**

- Return equipment and unused supplies to Logistics.
- Clean up first aid area. Dispose of hazardous waste safely.
- Complete all paperwork and turn it in to the Documentation Unit.

#### **Equipment/ Supplies**

- First-aid supplies (See the list on the following page.)
- Job description clipboards
- Stretchers
- Vests, if available
- Tables and chairs
- Staff and student medication from health office
- Forms:
  - Notice of First Aid Care
  - Medical Treatment Victim Log
- Marking pens
- Blankets
- Quick reference medical guides
- Ground cover/tarps



## Operations Section: Medical Branch Morgue

**Personnel:**

To be assigned by the Operations Section Chief if needed.

**Start-Up Actions:**

- Check with the Operations Section Chief for direction.
- If directed, set up a morgue area. Verify:
  - Tile, concrete, or other cool floor surface
  - Accessible to Coroner's vehicle
  - Remote from the assembly area
  - Security: Keep unauthorized persons out of the morgue.
  - Maintain a respectful attitude.

**Operational Duties:**

After pronouncement or determination of death:

- **Confirm that the person is actually dead.**
- **Do not** move the body until directed by the Command Post.
- **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times**.
- As soon as possible, **notify the Operations Section Chief**, who will notify the Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. Law enforcement personnel will notify the Coroner.
- Keep accurate records and make them available to law enforcement and/or the Coroner when requested.
- Write the following information on two tags:
  - Date and time found.
  - Exact location where found.
  - Name of decedent if known.
  - If identified—how, when, by whom.
  - Name of person filling out tag.
- Attach one tag to body.
- If the Coroner's Office will not be able to pick up the body soon, place the body in a plastic bag and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move the body to the morgue.
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.



**Operations Section: Medical Branch Morgue (Continued)**

**Closing Down:**

- After all bodies have been picked up, close down the Morgue.
- Return equipment and unused supplies to Logistics.
- Clean up the area. Dispose of hazardous waste safely.
- Complete all paperwork and turn in to the Documentation Unit.

**Equipment/  
Supplies**

- Tags
- Pens/pencils
- Plastic trash bags
- Duct tape
- Vicks Vapo-Rub
- Plastic tarps
- Stapler
- 2" cloth tape



## Operations Section: Student Care

<b>Personnel:</b>	Classroom teachers, substitute teachers, and staff as assigned.
<b>Responsibilities:</b>	Ensure the care and safety of all students on campus except those who are in the medical treatment area.
<b>Start-Up Actions:</b>	<ul style="list-style-type: none"><li>▪ Wear an identification vest, if available.</li><li>▪ Take a job description clipboard and radio.</li><li>▪ Check in with the Operations Section Chief for a situation briefing.</li><li>▪ Make personnel assignments as needed.</li><li>▪ If evacuating:<ul style="list-style-type: none"><li>▫ Verify that the assembly area and routes to it are safe.</li><li>▫ Count or observe the classrooms as they exit, to make sure that all classes evacuate.</li><li>▫ Initiate the set-up of portable toilet facilities and hand-washing stations.</li></ul></li></ul>
<b>Operational Duties:</b>	<ul style="list-style-type: none"><li>▪ Monitor the safety and well-being of the students and staff in the assembly area.</li><li>▪ Administer minor first aid as needed.</li><li>▪ Support the Student Release process by releasing students with the appropriate paperwork.</li><li>▪ When necessary, provide water and food to students and staff.</li><li>▪ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.</li><li>▪ Make arrangements to provide shelter for students and staff.</li><li>▪ Arrange activities and keep students reassured.</li><li>▪ Update records of the number of students and staff in the assembly area (or in the buildings).</li><li>▪ Direct all requests for information to the PIO.</li></ul>



**Operations Section: Student Care (Continued)**

**Closing Down:**

- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Equipment/  
Supplies**

- Vest
- Clipboard with job description
- Ground cover, tarps
- First aid kit
- Student activities: books, games, coloring books, etc.
- Forms:
  - Student Accounting
  - Notice of First Aid Care
- Campus two-way radio
- Water, food, sanitation supplies



## Operations Section: Student Release

<b>Personnel:</b>	School secretary, available staff and disaster volunteers. Use a buddy system. The Student Release process is supported by student runners.
<b>Responsibilities:</b>	Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates.
<b>Start-Up Actions:</b>	<ul style="list-style-type: none"><li>▪ Obtain and wear a vest or position identifier, if available.</li><li>▪ Check with the Operations Section Chief for assignment to the Request Gate or Release Gate.</li><li>▪ Obtain necessary equipment and forms from Logistics.</li><li>▪ Secure the area against unauthorized access. Mark the gates with signs.</li><li>▪ Set up the Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.</li><li>▪ Have Student Release Forms available for parents outside of the fence at the Request Gate. Assign volunteers to assist.</li><li>▪ Set up the Release Gate some distance from the Request Gate.</li></ul>
<b>Operational Duties:</b>	Follow the procedures outlined below to ensure the safe reunification of students with their parents or guardians: <ul style="list-style-type: none"><li>▪ <b>Refer all requests for information to the POI. Do not spread rumors!</b></li><li>▪ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to Logistics. If they are not registered (i.e., do not have badges), direct them to a branch library to register.</li></ul>
<b>Procedures:</b>	<ul style="list-style-type: none"><li>▪ The requesting adult fills out a Student Release Form, gives it to a staff member, and shows identification.</li><li>▪ The staff member verifies the identification, pulls the Emergency Card from the file, and verifies that the requester is listed on the card.</li><li>▪ The staff member instructs the requester to proceed to the Release Gate.</li><li>▪ If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, a runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.</li><li>▪ The runner takes the form(s) to the designated classroom.</li></ul> <p>+ <b>Note:</b> If a parent refuses to wait in line, don't argue. Note the time with appropriate comments on the Emergency Card and place it in the out box.</p>



**Operations Section: Student Release (Continued)**

**If the student is with the class:**

- Runner shows the Student Release Form to the teacher.
- The teacher marks the box, “Sent with Runner.”
- If appropriate, the teacher sends the parent copy of the First Aid Form with the runner.
- The runner walks the student(s) to the Release Gate.
- The runner hands the paperwork to release personnel.
- Release staff match the student to the requester, verify proof of identification, ask the requester to fill out and sign the lower portion of Student Release Form, and release the student. Parents are given the Notice of First Aid Care Given, if applicable.

**If the student is not with the class:**

- The teacher makes the appropriate notation on the Student Release Form:
  - “Absent” if the student was never in school that day.
  - “First Aid” if the student is in the Medical Treatment area.
  - “Missing” if the student was in school but now cannot be located.
- The runner takes Student Release Form to the Command Post.
- The Command Post verifies the student’s location if known and directs the runner accordingly.
- If the runner is retrieving multiple students and one or more are missing, the runner walks the available students to the Release Gate before returning “Missing” forms to the Command Post for verification.
- The parent should be notified of the missing student’s status and escorted to a crisis counselor.
- If the student is in First Aid, the parent should be escorted to the Medical Treatment Area.
- If the student was marked absent, the parent will be notified by a staff member.

**Closing Down:**

- At the direction of the Operations Section Chief, return equipment and unused supplies to Logistics.
- Complete all paperwork and turn it in to the Documentation Unit.

**Equipment/  
Supplies**

- Job description clipboards
- Pens, stapler
- Box(es) of Emergency Cards
- Signs to mark Request Gate and Release Gate
- Signs for alphabetical grouping to organize the parents (A-F, etc.)
- Empty file boxes to use as out boxes
- Student Release Form (copies for every student)









## **AUTHORITY**

### **1. Federal**

**Homeland Security Presidential Directive/HSPD-5, Management of Domestic Incidents**

**Robert T. Stafford Disaster Relief & Emergency Assistance Act, (as amended), 42 USC§ 5121**

**Emergency Planning and Community Right-to-Know Act, 42 USC Chapter 116**

**Emergency Management and Assistance, 44 Code of Federal Regulations (CFR)**

**Hazardous Waste Operations & Emergency Response, 29 CFR 1910.120 Federal Response Plan**

**Federal Radiological Emergency Response Plan**

**National Oil and Hazardous Substances Pollution Contingency Plan**

**National Fire Protection Association, NFPA 1600**

### **2. State of Texas**

**Government Code, Chapter 418 (Texas Disaster Act)**

**Government Code, Chapter 433 (State of Emergency)**

**Government Code, Chapter 791 (Inter-local Cooperation Contracts)**

**Governor's Taskforce Executive Order 57 (Evacuation, Transportation, and Logistics)**

**Health and Safety Code, chapter 778 (Emergency Management Assistance Compact)**

### **3. Local**

**Inter-local Agreements & Contracts**

**Inter-agency participation and training**



*NORTH FOREST I.S.D. EMERGENCY RESPONSE PLAN*

**Authentication and Implementation**

This plan has been reviewed and approved by the Board of Directors, the Superintendent of Schools, and the Chief of Police. It is adopted as the official North Forest I.S.D. Emergency Response Plan.

Implementation of the plan is effective by order of the undersigned.

Approved this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.